Leadership - Community Building - Access - Student Voice - Retention - Civic Engagement - Service - Sustainability - Social Justice

The PCC

Student Leadership Program

The

SuperHeros - The Quadrilogy

2007 Assessment Prepared By
Cami Bishop
Mandy Ellertson
Kendi Esary
Linda Reisser
Sue Riches

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1 A

THE ROLE OF THE STUDENT LEADERSHIP PROGRAM

Student Leadership

The Student Leadership program serves students, faculty, alumni, and guests. The Student Leadership program is an organization offering a variety of programs, activities, services, and facilities that, when taken together, represent a well-considered plan for the community life of the college.

Student life is an integral part of the educational mission of the college.

- The Student Leadership Program complements the academic experience through an extensive variety of cultural, educational, social, and recreational programs. These programs provide the opportunity to balance course work and free time as cooperative factors in education.

- The Student Leadership Program values participatory decision making. Through volunteerism, its boards, committees, and student employment, student life offers first-hand experience in citizenship and educates students in leadership, social responsibility, and values.

- In all its processes, the Student Leadership Program encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness.

- The goal of the Student Leadership Program is the development of personas as well as intellects.

The Student Leadership Program provides services and conveniences that members of the college community need in their daily lives and creates an environment for getting to know and understand others through formal and informal associations.

The Student Leadership Program serves as a unifying force that honors each individual and values diversity. It fosters a sense of community that cultivates enduring loyalty to the college.

(Source: Association of College Unions International – adapted by Kendi Esary.)

1B

Learning Outcomes for Student Leaders
(Adapted from *James Kouzes and Barry Posner*)

Goal: **Measurement of development over the course of a year using <u>Leadership Challenge</u> (Posner and Kouzes) and <u>Student Leadership Practices Inventory</u>**
<u>Student Leaders will:</u>

1.   Develop self-awareness as individuals; explore their potential and develop a vision for themselves as leaders.
2. Identify and practice the skills used by leaders to design and build a process for change.
3. Explore the meaning of community and its importance to the role of student life; develop skills needed to foster a healthy community through student life; understand and feel that they are part of something larger than their individual groups and campus.
4. Explore personal values and how their values relate to the values of their organization; act and lead with purpose and integrity.
5. Provide innovative leadership to sustain momentum.
6. Have sense of excitement, energy, and urgency to be innovative in their own lives and on their campus.
7. Increase skills used by exemplary leaders, such as:
   - A. To search for opportunities to improve campus life.
   - B. To experiment and take risks, including challenging current processes or policies.
   - C. To inspire a shared vision for the future and enlist the support of others.
   - D. To foster collaboration and enable and strengthen others to act.
   - E. To serve as a model by setting an example.
   - F. To plan "small wins," or incremental improvements.
   - G. To recognize contributions and celebrate accomplishments.

8. Practice leadership skills in providing programs and activities, and supporting student success. Skills include: planning, program implementation, resource management, problem-solving, communication skills, critical thinking, motivation, creativity, conflict resolution, and teamwork

1 C

Student Leadership Programs
Background and History

Portland Community College's student leadership and activity program echo Virgin Slim's 1968 ad campaign slogan "You've Come A Long Way, Baby." While the first PCC President, Amo DeBernardis, believed strongly in creating an institution that was wholly student-centered, space and money for student activity programs eluded his early vision.[1] This direction of PCC mirrored the majority of the early community college movement--a populist initiative with a core value of making higher education inclusive.[2] The practicality of establishing a community college did not allow for many frills. Curriculum development, building renovation and creation, and securing financing held the top priorities of the college. Student government and activities earned a lower number on the list.

However, student voice and representation found a place within the early governing structure of Oregon's community colleges. Governing the institution required input from all sectors of the college. The membership of the initial Oregon Community College Association (OCCA) included all aspects of the institution–faculty, administrators, board members, classified staff, and students. "It was wonderful because everyone contributed," former Chemeketa and Portland Community College Dean of Students Lowell Ford said.[3] According to Ford, all five sectors voiced opinions and voted on legislative positions as a unit. The organization also provided college employees and students the opportunity to network and bounce ideas off each other. "The board and Presidents were not off doing things and making decisions by themselves," he said.

In the early 1970's collective bargaining broke the coalition. Portland Community College's full-time faculty unionized in 1972, the same time that the OCCA reorganized into an association for college Presidents and Board members only. The students responded by creating the Community Colleges of Oregon Student Association and Commissions (CCOSAC) which formed in 1974. This organization's original purpose provided students with leadership training and development, networking, and a lobby group devoted to state level issues.

The idea of student involvement in the affairs of the college received support from scholars who studied the community college movement. Terry O'Banion and Alice Thurston wrote that student involvement in most areas of the college policy formulation is essential.[4] O'Banion and Thurston recommended students also obtaining total control over student publications, fees, conduct outside the classroom, recognition of student organizations, invitations to speakers, and distribution of literature.[5] These recommendations took a long time for PCC to implement.

On the campus level, student activism reached a high in 1970s. The women's and the civil rights movements, as well as the controversy of the Vietnam war affected the student population. Even though the demographics of the institution reflected an older, commuter

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[1] Guernsey, John. They Just Did It: The First Quarter Century of Portland Community College, An Informal History. Portland Community College. Portland, Oregon, 1989.

[2] Witt, Allen, James Wattenbarger, Jame Gollattscheck, and Joseph Suppiger. *America's Community Colleges: The First Century*. American Association of Community Colleges, 1994.

[3] Telephone interview with Lowell Ford on October 30, 2006 with author.

[4] O'Banion, Terry and Alice Thurston. Student Development Programs in the Community and Junior College. Prentice Halls: Englewood, New Jersey, 1972, p. 59.

[5] Ibid.

population, with a focus on degree and certificate completion, the turbulent times filtered into the college environment. Displaced homemakers, veterans, high school graduates, a rising minority population, and the prison parolees asserted the student voice. As tensions flared regarding the Vietnam War and perceived college support, students stormed the President's office. DeBernardis responded to a student's attempted sit-in by saying, "If you came in here to talk, sit down and we'll talk. If you came in here to throw me out, there will be blood on the floor before you get the job done."[6]

During these years when students began to voice opposition to administrative perspectives, many of the Oregon community college Presidents began to discuss the idea of hiring professional staff to work with student groups and programs:

> When we started out, our students were kind of a motley crew. The teaching staff and administration had no clue as to how to help out many of the students coming through our doors. At first, they turned to the counselors. However, when high school grads starting coming through our doors and students became more interested in becoming active, they decided to assign someone to advise the students. As the years progressed, the college presidents selected someone to work with students who had some student affairs backgrounds.[7]

It wasn't until the 1980's when PCC decided to hire someone with a student personnel background to advise the student government. Bob Palmer, Dean of Students hired one full-time person to serve the district from the Sylvania campus. Eventually, two part-timers came on board on the Rock Creek and Cascade campuses. Those positions became full-time in 1990 and a part-time advisor was added to the Southeast Center.

> The original structure of the student governments created a centralized council and three campus councils. The purpose of the organizational structure created a coordinating body to:
> 1. Delegate to subsidiary bodies management responsibilities
> 2. Have Authority to establish policies and procedures in established areas of concern; and
> 3. Provide a maximum of local autonomy at the level of basic concern.[8]

A formalized centralized council dissolved in 1990 when President Moriarty envisioned a more decentralized system. The four campus council group operated independently, but came together on a variety of issues that were a matter of district concern. This body became known as the Council of Presidents (COP). This structure remained in place until 2005 when the district governing body grew to include the representatives from 3 members of each campus student government. The students ratified a new constitution in 2007 and called the central governing body the District Student Council.

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[6] Guernsey, p. 158.
[7] Telephone interview with Gene Ann McLean, Counselor and Student Government Advisor at Blue Mountain Community College from 1968 – 1999.
[8] ASPCC Council Handbook. 1985. Constitution and Bylaw Section (110.001)

The budget needed to finance these groups came from the administration in the early years. In 1993, a coalition of student leaders joined together to ask that the board impose a Student Activity Fee. The administrative liaison, Dr. Jim Van Dyke, worked with the students to create a proposal. The original Student Activity Fee was introduce Fall of 1994 with a $7/quarter fee for students taking 6 or more credits and $2/quarter for those taking five or less. In 1999, the fee structure altered to reflect $1/credit hour not to exceed $15 each quarter. This restructure increased the overall budget.   The fee rose again in 2004 to $1.25. It now stands at $1.40/credit hour.[9] Over the course of time, the student leaders struggle with the allocation process. Currently each campus receives a percentage of the SAF based on a formula that reflects a base amount complemented with FTE and headcount.

The office and activity space has also evolved over the years. Cascade's student government went from occupying a closet, to the old gate house, to an old conference room. ASPCC CA now has office space, student club space, and a game and TV area. RC and Sylvania also managed to gain more space for gaming, student offices, conference rooms, TV, and club rooms. The SEC is still in a smaller area, but is looking to expand in line with the campus.

As the budget and space grew, so did the Student Leadership Programs. PCC student leaders are involved in numerous programs and initiatives that empower and impact the student population. Raising the student voice through legislative lobbying and campus committee work has been a part of the program for over 25 years. Multicultural activities and programs have been planned by student activity professionals and leaders since the diversity budget went into place in the 1980s.   In 2003, the Stop the Hate Train program generated 100s of trained staff and students on the issues of hate crimes and bias incidents as well as produced a slew of programs and initiatives around the topic. The student leadership program also provided leadership on the service learning movement in the early 1990s, as the Student Leadership Coordinators worked with Foundation staff to institute the Service to Community Scholarships and write the Campus Compact grant. Currently, this program plays a key role in the sustainability movement at PCC. Student leaders are members of each campus Green Team and each campus student government voted to hire a staff member devoted to this topic.   In short, as the program grew through support (both financially and administratively), so has the impact on the campus community.

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[9] Fee timeline derived from reviewing the PCC Catalogues between 1993 and 2006.

Accomplishments of the
PCC Student Leadership Program
(Since Last Assessment in 2001)

1.   Student space was improved and expanded at Cascade, Rock Creek and the Southeast Center.

2.   The Southeast Center and Expanded Learning Campus became autonomous; a recognized student government was established at the SEC.

3.   Club Coordinator positions were established on each campus.

4.   Student Activity Fees increased incrementally, to $1.50 per credit for credit classes only.

5.   A District Student Council was formed, representing all four campuses; a constitutional convention was held for two days in March, 2006, and a new constitution was created.

6.   ASPCC programs supported and promoted the use of MyPCC, the college portal system.

7.   A Student/faculty textbook committee was formed to address the high cost of textbooks.

8.   Leadership programs on campus were included in ASPCC trainings and workshops.

9.   Traditions were established:

     End of the Year Celebration
     Stop the Hate Training and Education Events
       Bowling Night
       Dragon Boats

10. Sustainability initiatives were launched on each campus. ASPCC established "Green Teams" and added student leadership positions to support sustainability and environmentally conscious events and programs.

11. Through the Student Activity Fee allocation process, each campus designated $2500 for Diversity Signature Events. Every campus student leadership team supports these events, plus other diversity events supported by the General Fund, with volunteers and additional funding.

12. A district-wide task force on tobacco use policy included two ASPCC students per campus; they helped to assure that over 4500 students and staff took an online survey in 2007.

1E   Comparison of ASPCC Staffing, Clubs and Space District-Wide Summary: Self Assessment

		CA	RC	SEC	SY	Total

Staffing/ Source	SLC (Student Leadership Coordinator) All in Gen. Fund	1 FTE	1 FTE	0	1 FTE	3 FTE GF
	Club Coord.-all in SAF budget	.5 FTE	.5 FTE	.25 FTE	.75 FTE	2 FTE
	Asst. to SLC	1 FTE ½ SAF ½ GF	.8 2/3 SAF 1/3 GF	0	1 1.0 SAF 0 GF	2.8 FTE 2.04 FTE .76 FTE GF
	Students- SAF	15	15	7	23	60
	PTK Officers	4	3	0	8	15
	Volunteers	20	42	15	94	171
Clubs	# of Clubs	26	28	4	40	93
	# Members	420	426	64	1158	2013
	# Advisors and Student Coord.		49		79	
Space	Office Areas - # Square Footage	2 Student Gov. 300 Sq. Ft. Club 500 Sq ft	2 St. Gov. – 500 Sq. Ft. Club 400 Sq. Ft.	1 120 Sq. Ft.	2 1327 Sq. Ft.	7 3147 Sq. Ft.
	Private Offices - Staff	3 300 Sq. Ft.	1 180 Sq. Ft.	1 80 Sq. Ft.	2 214 Sq. Ft.	7 774 Sq. Ft.
	Meeting Rooms	1 in club space above	1 250 Sq. Ft.	0	2 Incl. office 913 Sq. Ft.	4 1163 Sq. Ft.
	Student Lounges	1 500 Sq. Ft.	Lounge and Game Room 3200 Sq. Ft.	0	1 924 Sq. Ft.	3 3524 Sq. Ft.
	Games Area	See above	See above	0	(1 in mall 1048 Sq. Ft.)	2 3148 Sq. Ft.
	Storage Area	In existing space	1 325 Sq. Ft	1 35 Sq. Ft.	2 208 Sq. Ft.	4 568 Sq. Ft.
	Student Help Desk	In existing space	360 Sq. Ft.	N/A	N/A	1 360 Sq. Ft.

ASPCC Staffing Patterns - Diversity Embraced

Chart showing staffing numbers by ethnicity:

	Asian Pacific Islander (12)	African American (6)	Latino/a (8)	Native American (2)	Mid Eastern (4)	Caucasian (34)
Blue	17	5	8	1	2	36
Maroon	9	5	8	2	4	32
Yellow	10	8	8	3	7	38

Legend: ■ 2004/05
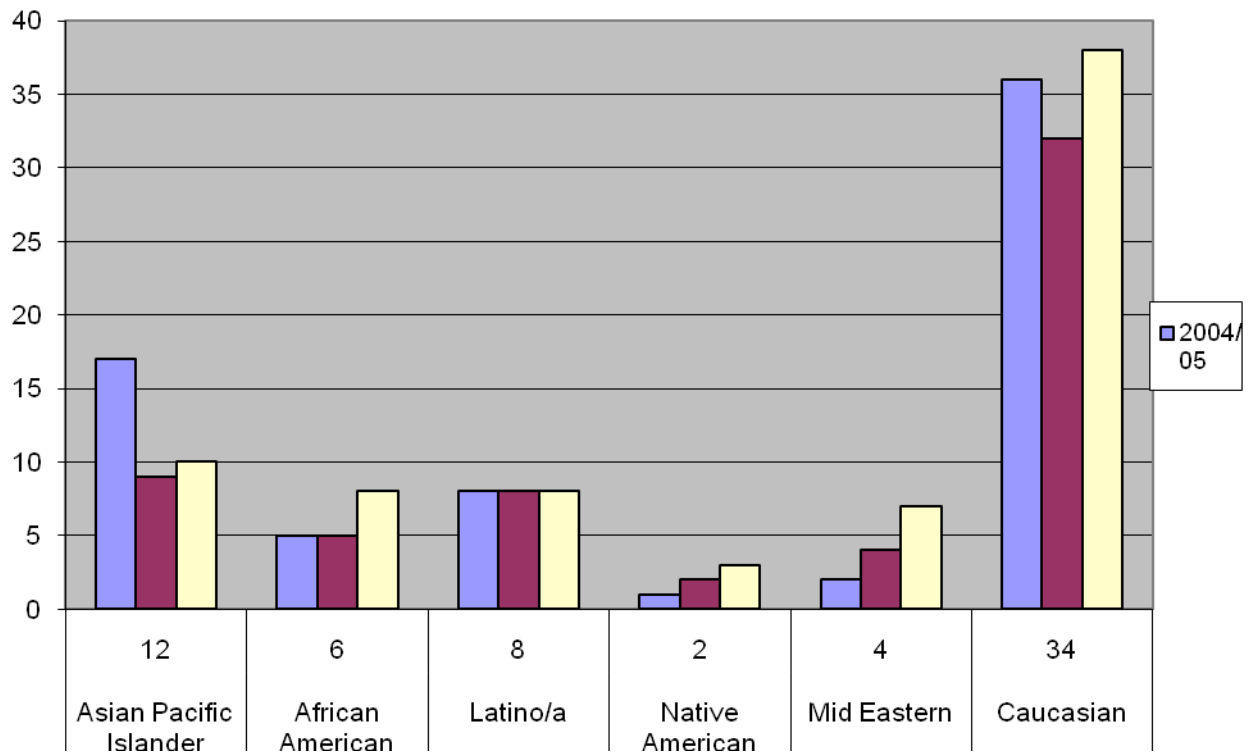
I G.2 Student Activity Fee Distribution by Campus

Based upon 2005-06 FTE	
Cascade	19.75%
Rock Creek	27.35%
SE Center	6.87%
Sylvania	46.03%
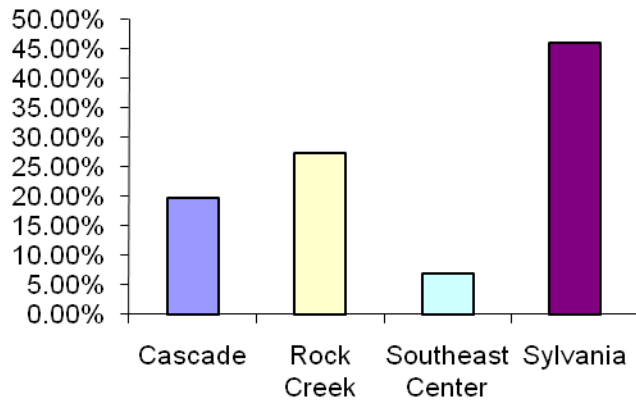
Allocation % 2006-07	
Cascade *	23.04%
District Budget (from ELC)	4.21%
Rock Creek	26.26%
SE Center	6.13%
Sylvania	40.44%
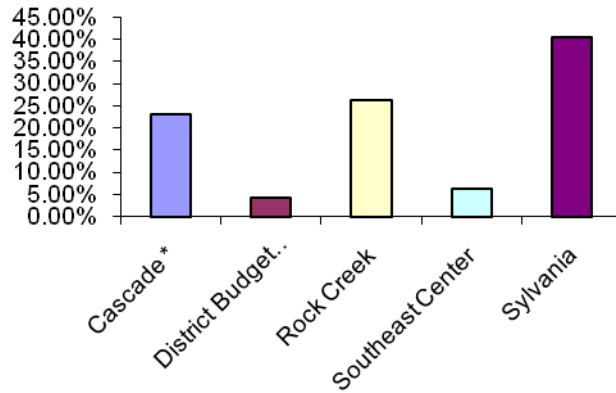
Allocation Amounts 2006-07	
Cascade *	$ 232,833
District Budget (from ELC)	41,517
Rock Creek	265,417
SE Center	61,953
Sylvania	408,623
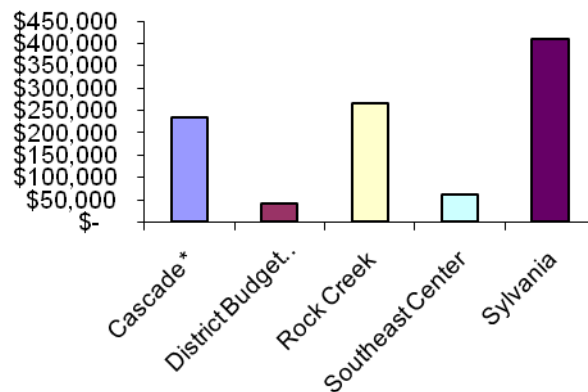
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Department	Cost Center Total
Multicultural Events	$ 15,000
Signature Events	10,000
Leadership Training for District	2,000
District Student Council Operating Budget	9,517
All District Programming Dollars	15,000
District Total	**$ 51,517**
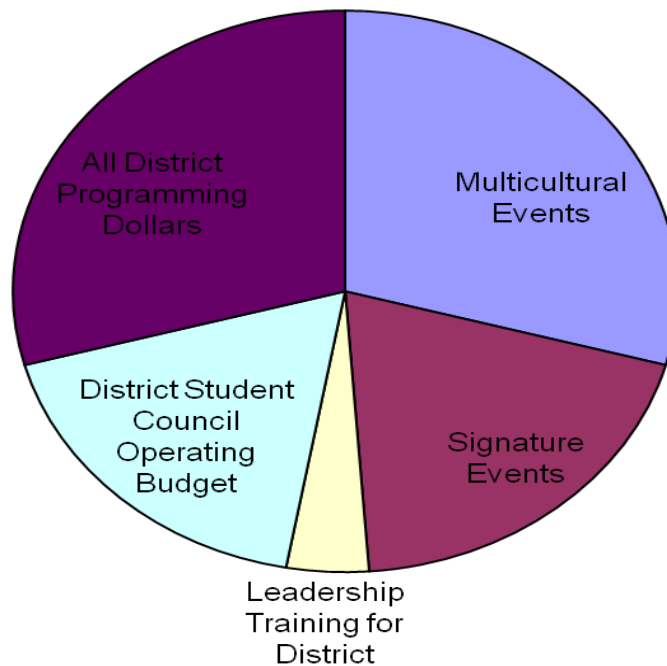
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Student Activity Fee, Cascade '06-'07

Department	% of Budget	Cost Center Total
Administrative (staff salaries and planner)	23%	$ 53,775
Childcare	17%	40,000
Clubs and Organizations	5%	12,000
Diversity Initiatives (Women's Resource Center and Multicultural Center)	8%	20,000
Intramurals	4%	5,000
Phi Theta Kappa Honor Society	2%	2,000
Programs, Services and Activities	26%	65,000
Student Government	15%	35,058
Cascade Total	100%	**$ 232,833**
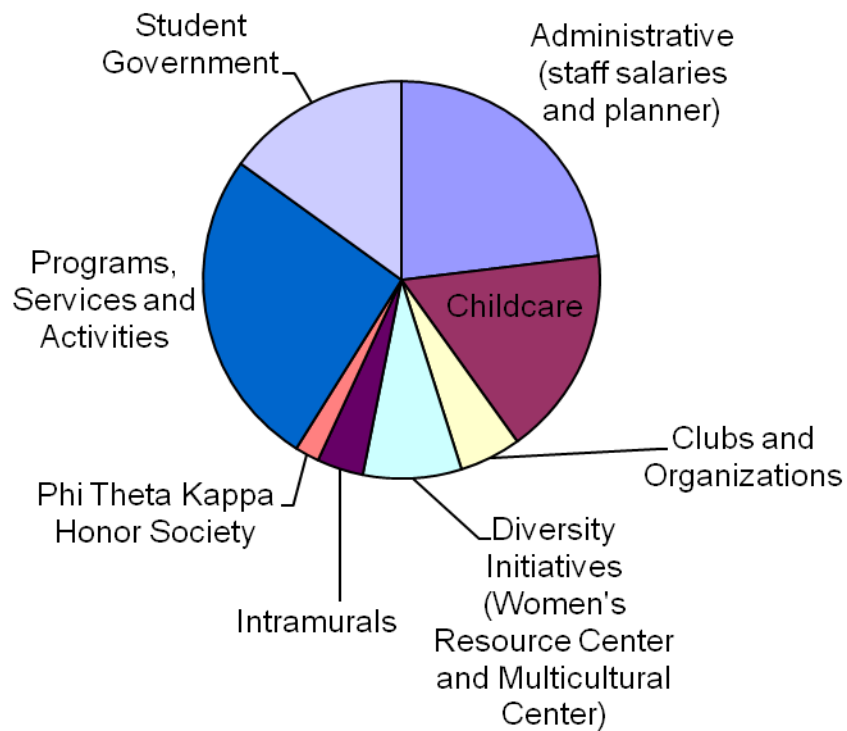
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Student Activity Fee – Rock Creek '06-'07

Department	% of Budget	Cost Center Total
Administrative (staff salaries and planner)	26.80%	$ 72,000
Childcare	9.30%	25,000
Clubs and Organizations	7.10%	18,500
Diversity Initiatives (Women's Resource Center and Multicultural Center)	8.20%	22,000
Intramurals	4.10%	11,000
Phi Theta Kappa Honor Society	0.00%	-
Programs, Services and Activities	19.70%	53,500
Student Government	25.00%	67,417
Rock Creek Total	100%	**$ 269,417**
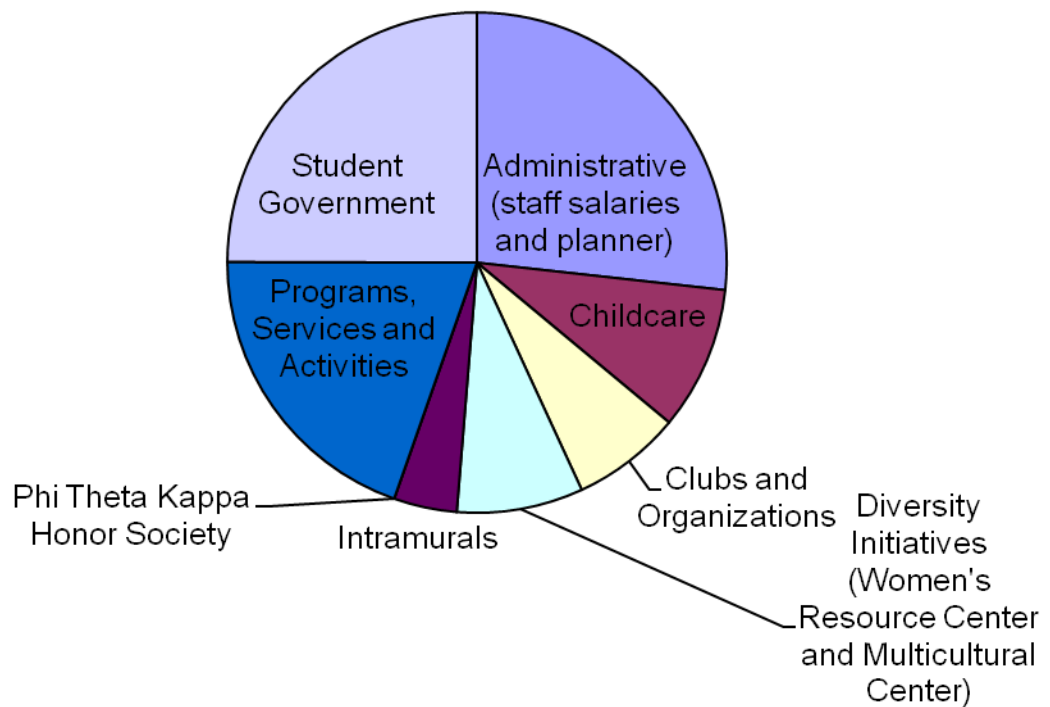
Student Activity Fee - Sylvania '06-'07

Department	% of Budget	Cost Center Total
Administrative (staff salaries and planner)	26.80%	$ 72,000
Childcare	9.30%	25,000
Clubs and Organizations	7.10%	18,500
Diversity Initiatives (Women's Resource Center and Multicultural Center)	8.20%	22,000
Intramurals	4.10%	11,000
Phi Theta Kappa Honor Society	0.00%	-
Programs, Services and Activities	19.70%	53,500
Student Government	25.00%	67,417
Sylvania Total	100%	**$ 269,417**

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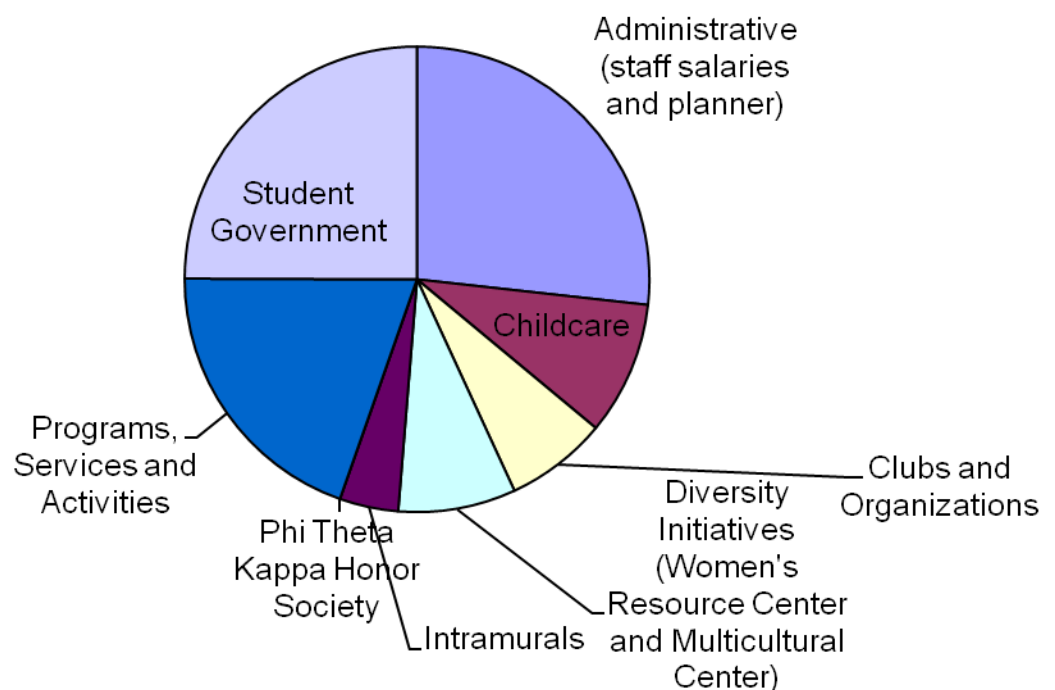
Southeast Center/ELC – Fiscal year '06-'07

Department	% of Budget	Cost Center Total
Administrative (staff salaries and planner)	23.70%	$ 97,048
Childcare	24.03%	98,192
Clubs and Organizations	1.22%	5,000
Diversity Initiatives (Women's Resource Center and Multicultural Center)	14.44%	59,005
Intramurals	3.78%	15,446
Phi Theta Kappa Honor Society	1.97%	8,050
Programs, Services and Activities	21.73%	88,794
Student Government	9.08%	37,088
Sylvania Total	100%	**$ 408,623**
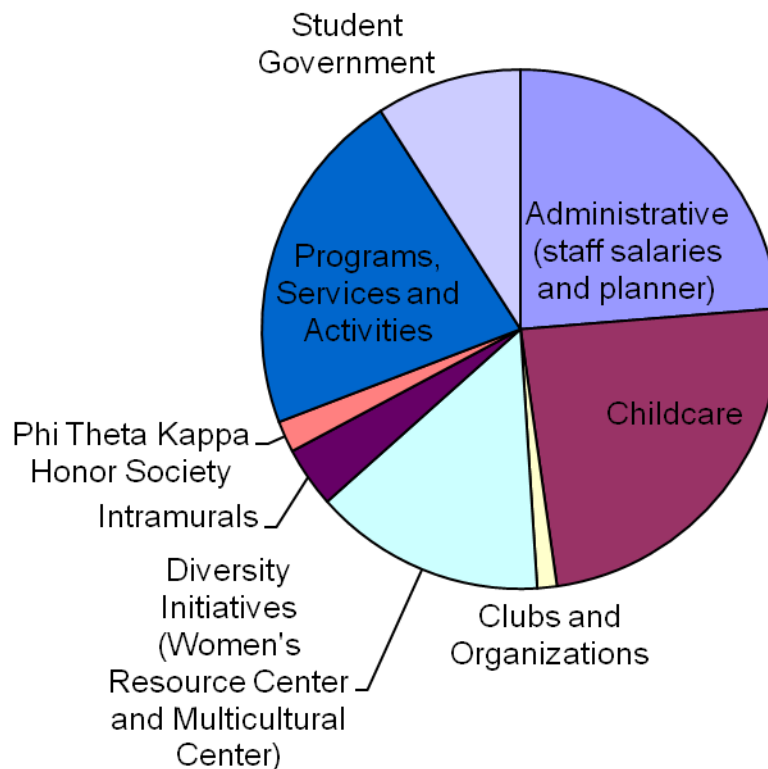
1H Student Leadership Coordinators' Professional Development Activities and Achievements since 2001:

Student Leadership Coordinators actively participate in professional development opportunities. This participation includes active engagement as members and also volunteering for leadership positions with higher education organizations that encourage and support student success, retention, and lifelong learning.

Organizations that have benefited from coordinator leadership include the Association of College Unions International, Oregon Diversity Institute, Phi Theta Kappa, Portland Community College Foundation, Northwest Association of Student Affairs Professionals, Oregon Community College Student Association, National Council on Student Development, Kappa Kappa Gamma Fraternity and Foundation, and the city and residents of New Orleans.

In addition, coordinators have chosen to further their academic professional knowledge and skills with Master's degrees and a

Doctor of Philosophy degree/or academic teaching within the college. They continue to use their expertise in student affairs to present workshops at regional and national conferences and conventions.

Student Leadership Coordinators serve on numerous college committees on their individual campuses and also on district committees. This spring coordinators assisted in the first district wide Honors Reception to recognize student's academic success.

This event proved to be tremendously successful and should be continued in future years.

Student Leadership Coordinators use mentoring and modeling as tools for student learning. Interaction with faculty and staff is encouraged as a means of enriching the learning experience.

In addition, coordinators are actively involved in community volunteerism and civic engagement and encourage student service learning projects outside the classroom environment.\

Following is a brief summary of each of the coordinator's activities and achievements:

Cami Bishop, Ph.D.

Professional Development:
- Hosted Phi Theta Kappa Regional Awards Convention
- Hosted Stop the Hate, Train the Trainer Program; Certified as a trainer
- Coordinator for New Orleans Leadership Development through Embedded Service Program
- Conference presenter at Phi Theta Kappa Regional and National Leadership Conferences; Phi Theta Kappa Regional Honors Institute; Phi Theta Kappa International Honors Institute; Association of College Unions International (ACUI) Regional Conference; Student Success Conference
- Conference attendee at National Council on Student Development Community College Student Leadership Institute; Phi Theta Kappa Regional and National Leadership Conferences; NW Association of Student Affairs Professionals

Academic Teaching:
- Humanities 221 ~ Leadership Through the Classics

Awards and Honors received:
- National Council on Student Development (NCSD) "Dissertation of the Year"
- NCSD Terry O'Banion Shared Journey Award - 2004
- NCSD Terry O'Banion Shared Journey Award - 2007
- NW Association of Student Affairs Professionals Mary Dunn Ward Innovative Program Award
- Faculty Scholar for Phi Theta Kappa Honors Institute
- Phi Theta Kappa Outstanding Advisor Award

Mandy Ellertson – M.S.

Professional Development:
- Master's degree in History completed.
- Regional Director for the Association of College Unions International (ACUI); Conference Chair for the 2006 ACUI Annual Conference; Two Year College Award Endowment Chair for ACUI 2007
- Conference Chair for 2006 Oregon Hate Crimes Conference; PCC Chair of District Hate Crimes Task Force; and Coordinator for the PCC District Generational Issues seminar
- Hosted the Stop the Hate, Train the Trainer Program; Certified as a trainer
- Steering Committee for the Coalition Against Hate
- Conference attendee at the National Women's Leadership Conference; Oregon Diversity Institute; ACUI Regional and National Annual Conferences; and The College Sustainability Conference
- College committee work including Chair of the Rock Creek Multicultural Committee; District Chair for PCC Foundation's Annual Staff and Faculty Campaign; Rock Creek Diversity Committee; Green Team Committee; Sustainability Conference Committee; and the Student Portal Advisory Board
- Completion of PCC's Effective Leadership Series

Academic Teaching:
- Humanities 221 ~ Leadership Through the Classics
- History 240 ~ Oregon's Social History
- History 101-103 ~ Western Civilizations sequence
- History 202 ~ U.S. History
- Career & Guidance 111 ~ Study Skills

Awards and Honors received:
- ACUI Two Year College Award
- National Council on Student Development Terry O'Banion Shared Journey Award 2004
- Rock Creek Godon Galbraith Award for Excellent Teaching
- Everyday Hero Award presented by Washington County Interfaith Network

Kendi Esary – M.Ed.
Professional Development:
- Hosted Stop the Hate Training, Train the Trainer; Certified as a trainer
- Phi Theta Kappa Leadership Development Program
- Regional Leadership Team for Membership Development (ACUI); National Membership Team (ACUI); Planning Committee for 2008 Regional ACUI Conference
- Facilities Chair for 2006 Oregon Hate Crimes Conference
- Conference attendee and workshop presenter at regional and national ACUI conferences; and the National Council on Student Development
- College Committee work including campus chair of The Multicultural Awareness Council; Co-chair of District Smoking Task Force; and member of Campus Watch, Campus In-service, and Student Development; Campus Chair PCC Foundation Staff and Faculty Campaign 2005-2007
- Completion of PCC's Effective Leadership Series

Academic Teaching:
- Humanities 221 ~ Leadership Through the Classics
- Career & Guidance 199 A /B Series: College Survival Skills

Awards and Honors received:
- National Council on Student Development Terry O'Banion Shared Journey Award - 2004

Sue Riches – M.S.
Professional Development:
- Master's degree in Higher Education Administration completed
- Attendee of Stop the Hate Training, Train the Trainer; Certified as a trainer
- College committee work including Campus Art Beat Chair; Campus Diversity Chair; Staff Development committees
- Conference presenter at Kappa Kappa Gamma Fraternity International Conventions; workshop presenter at regional conferences in California, Texas, Missouri, Utah, Ohio,

Illinois, Oregon, North Carolina, Arizona, New Mexico, Nebraska, Wisconsin, and Florida
- Conference attendee at Council of Student Services Administrators (CSSA) – Summer Institute; NW Association of Student Affairs Professionals; Indiana Fundraising Seminar; Western Region Greek Conference; and the National Association Student Personnel Administrators
- PCC's Academic Advisor Training
- Willamette Valley Development Officers
- American Association of Women in Community Colleges (AAWCC)
- Kappa Kappa Gamma Foundation Board of Trustees

Awards and Honors:
- Kappa Delta Pi - National Education Honorary

2A

Student Leadership Access, Retention, Leadership and Citizenship 2006 / 2007				
Access	Cascade	Rock Creek	Southeast	Sylvania
Child Care • Money allocated • Students served • Children Served	$40,000 per year 45 students per term 31 kids each term	$28,000 per year 59 per year	No current funding	$95,275 110 students per year
Book Exchange • Money saved by students • Students served	$35,000 Fall Term: 465 Winter Term:523 Spring Term:480 Total =1468	$30,000 Fall Term: 358 Winter Term : 423 Spring Term : 420 Total = 1201	Plan to establish Winter Term 2008	$60,275 Fall Term – 664 Winter Term – 912 Spring Term – 835 Total = 2411
Student Contacts • In person • On phone	400/week 32836 / year VXTracker	562/week 87/week	130 /week 26/week	350/week 11814 VXTracker* (Note, this figure does not include calls from or to Sylvania numbers, nor voice mail)
Recreation – Games use	Average of 300 per week	Average of 650/week	Daily Chess games	Average of 200/week (pool table, video games only)
Voter Registration • Number of students Registered • Prescription Drug sign up	405 300	511 125	64	900

Collaborative Projects with Faculty	36 Classroom Enhancement Grants per year 33 Speak Out Presentations	21 Classroom Enhancement Grants 2 Art Projects 27 Open Mic, Open Mind Presentations 6 Multicultural Events	8 Classroom Enhancement Grants Illumination Project presentation ESOL Awareness Week Event ART BEAT Hurricane Relief Raffle	10 Classroom Enhancement Grants 20 Diversity Events 10 Traditions, Rituals and Fun Events 10 Childcare Outdoor Classroom Renovation 8 New Orleans Relief 10 International Education Week Showcase
Clubs Chartered • Number of students involved	27 Student Clubs and Organizations 597 students involved	29 Student Clubs and Organizations 488 student involved	5 Clubs chartered 125 students involved	40 Clubs and Organizations 1,155 students involved
Events and Activities • Social • Multicultural • Educational	 21 social events with over 2000 participants 36 events with 8000 participants 30 events with over 1000 participants	 16 events with 2892 participants 10 events with 1050 participants 8 events with 1902 participants	 9 social events 4 events 4 events	 16 with 2663 participants 24 with 3319 participants (does not include M/C or WRC events which are funded with the SAF) 57: 5489 participants
Stop the Hate training and reporting	400	400	None	400
Student Leaders • Recruitment • Hiring • Training	 35 12 2 mandatory trainings for 35 student leaders	 35 13 2 mandatory trainings for 39 student leaders	 15 8 3 mandatory trainings	 50 25 5 mandatory trainings of 1-5 days each
Community Building • Recreation	 Softball, video games, pool, basketball and	 8 tournaments for video games, pool, foosball and table	 Community Halloween Party	 Pool table and video games only

	soccer events.	tennis	Community	
• Lounges	Lounge open from 8:00 –8 p.m. M – Th and 8:00 – 5 F	Lounge open from 8:30 – 7 p.m. M – Th and 8:30 – 2 F	Avenue of the Roses Parade	Lounge is open when campus is open
• Games	Same hours for game room as lounge	Same hours for game room as lounge		Pool table is available 8 a.m. to 4 p.m.; video games are accessible when campus is open
• Entertainment	Various music, art, poetry events each term.	Hired music and sponsored activities in student center 3 times per quarter		Performance art, displays, poetry slam, college bowl, celebrations of diversity of campus, awards program at end of year
• Celebrations	Ongoing formal and informal celebrations for volunteers and our successes. End of year celebration for 80.	Student leadership recognition held at the end of the year for 108 people		
Leadership and Citizenship				
Leadership Training		Nuts and Bolts Training in Fall		
• Planning	80 hours of training prior to fall term			88 hours of training
• Program Implementation	On the job training, and leadership conferences	Nuts and Bolts in Fall and ACUI conference		Fall training, OJT and leadership conferences
• Teamwork	Foundation laid at Fall Retreat, but reinforced through whole year.	Foundation laid at Fall Retreat, but reinforced through whole year.		Use service projects to reinforce lessons taught in leadership training
		Nuts and Bolts		Training program plus

• Resource management	Fall and Winter Retreats. On the job training.	training		OJT
• Problem solving	Fall and Winter Retreat	Fall and Winter Retreat		Same
• Ethics	Winter Retreat	Winter Retreat		Same
• Communication Skills	Fall Training and on the job reinforcement.	Fall Training and reinforced through whole year		Same
• Critical Thinking	Weekly meetings, committee assignments, networking.	Student Congress meetings held weekly as well as committee assignments		Same
• Motivation	Fall training and off site conference opportunities (ACUI, NWSLC, OSCC).	Fall training and off site conference opportunities like ACUI and NWSLC		Same
• Creativity	Fall Training, on the job training.	Fall training and off site conference opportunities		Same. Include ongoing recognition for outstanding work and attitude
• Conflict resolution	Fall Training and on the job as situations occur.	Reinforced throughout the year as situations occur		Training program plus weekly staff meetings and team meetings; mediation when necessary
• Developing Trust	Fall Training and reinforced constantly	Fall training really provides the foundation for this…reinforced		Training program, OJT and leadership conferences
• Community Building	Fall training, inservice, celebrations, event	Fall training really provides the foundation for this…reinforced		Work with campus to determine needs, involve students at large and community; sponsored Black History Month Luncheon
• Collaboration	Fall Training, clubs, meetings, networking, etc.	Fall training really provides the foundation for this…reinforced		Collaboration through partnering with clubs, organizations, staff, faculty, committees and community ties.

Conferences	ACUI Regional NWSLC OCCSA OSCC ASACC Sustainability	ACUI Regional NWSLC OCCSA		ACUI Regional NWSLC OCCSA Phi Theta Kappa-2 reional leadership, 1 national leadership, 1 regional honors institute, 1 international honors institute SPROG National Tobacco Free Conference, Nursing Conference, Psychology Conference, Environmental Leadership Training OSA Executive Leader Training
Committee Involvement • Number of students on committees • Committees represented • Hours served	 12 students serving on committees 16 committees represented 500 hours served	 18 students serving on committees 20 committees represented 600 hours served (average of 10 hours per quarter on committee work)	 7 students serving on committees 10 committees represented	 10 district committees with 14 students serving Campus committee availability varies, 3-10/year 500 including prep work
Student Government Meetings	Once a week for 1 ½ hours 52.5/year	Once a week for 1 ½ hours 52.5/year	Once a week for 2 hours 66 hr/year	Senate (10 students): Once/week for 2 hours = 54 hrs./year/person Directors (5 students): Once/week for 2 hours = 54 hrs/year/person PTK Officers (6 students): Once/week for 2 hours =54

				hrs/year/person, District meetings (3 students): once/month for 3 hours = 27 hours/person
Lobbying efforts with elected officials	Salem - 8 Legislators to campus were - 4 Hearings -5 Townhall meetings - 1 OCCSA Board Meetings – 7	Salem – 5 group visits Local Legislative Hearings – 3 OCCSA Board Meetings – 7 On campus efforts – 8 events	One student / 8 hours	Salem-10 students On campus-10 events OCCSA Meetings-6
Pre and Post Leadership Development • Posner and Kouzes – Leadership Challenge • Student Leadership Practices Inventory	16 16	39 39	8 8	21 19

The Student Leadership Challenge

As PCC's Student Leadership Coordinators, one of our primary functions involves developing student leaders. In today's world of fast-paced technology, globalization, diverse populations, and organizational alliances, leadership emerges as an important need in our society. We believe that leadership skills can be taught and nurtured through practical experience, feedback and evaluation, and engaging workshops.

In order to facilitate and evaluate the success of leadership development at PCC, we decided to use an assessment tool developed by Jim Kouzes and Barry Posner called The Student Leadership Challenge. The authors write:

> Leadership is an observable, learnable set of practices. Leadership is not something mystical and ethereal that cannot be understood by ordinary people. Given the opportunity for feedback and practice, those with the desire and persistence to lead – to make a difference - can substantially improve their abilities to do so.[10]

Their approach to leadership development fit in with the vision that we have at PCC for our students. Upon application, we found this to be a terrific tool to help students assess their leadership effectiveness because it translates the concept of leadership into actions and relationships. By defining and measuring specific leadership behaviors, the instrument allows students to not only see how they are doing as leaders but also determine how they can improve. In addition they provide a complete curriculum designed to increase students' abilities to reach their full potential as leaders.

This unique leadership development program is for the student leader who aspires to be an exemplary leader. The program centers on five concepts:

- Modeling the Way
- Inspiring A Vision
- Challenging the Process
- Enabling Others to Act
- Encouraging the Heart

In order to assess how these five concepts play out in the student leadership experience, Kouzes and Posner developed four practical resources that can be used alone or in a workshop setting: the Student Workbook, the Facilitator's Guide, and "Self" and "Observer" questionnaires for the student leader and the person who has observed the student in action. Each campus SLC administered the self-assessment tool at the beginning of the school year. Observers were assigned to evaluate their peers as well. Students received a workbook that

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[10] Kouzes, Jim and Barry Posner. The Leadership Challenge. Jossey Bass, 2002

allowed them to set goals, reflect, evaluate, and monitor their progress. The <u>Facilitator's Guide</u> assisted the SLC in developing workshops to help guide the experience. In late April or early May, the self-assessment can be re-administered along with the observer evaluations. All of the assessment results are recorded into a software program that supplies charts and graphs for easy interpretation.

As professionals, we are masters at giving people (who are often overlooked) opportunities to bloom. This assessment tool demonstrates the success of our actions and shows how the student leadership program creates an environment that fosters development of this very important skill.

> *You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You must do the thing you think you cannot do. ~ [Eleanor Roosevelt](#)*

Training Objective and Learning Outcomes

The five concepts mentioned above provided us with five two-hour workshop plans. Also, the many ASPCC events and programs support the objectives and learning outcomes listed below.   The information below is a description of those objectives attached to some learning outcomes.

Modeling The Way

Objectives

- Facilitate activities that help students find their own voice.
- Provide students with activities to clarify personal values
- Facilitate action plans to help student leaders align actions with shared group values.

Learning Outcomes

Student leaders will be able to:

- articulate their own personal values and share those with other team members when appropriate
- express their own voice in work groups, campus and district wide committees and meetings, and, for many, in public settings
- align their behavior and actions with the shared values of the organization and college
-

Inspiring A Vision

Objectives

- Give students learning opportunities through conferences, workshops, lectures, and hands on experience that will enable them to imagine exciting and ennobling possibilities.

- Provide students the opportunity and guidance to enlist others in a common vision by appealing to shared aspirations.

Learning Outcomes

Student leaders will be able to:

- see more possibilities for answers to problems or challenges that afflict society and our campus and local communities
- envision their future as something loaded with exciting and ennobling possibilities
- practice enlisting others in sharing their common vision on projects and events that are designed to enrich the campus community.
-

Challenging the Process

Objectives:

- Encourage students to seek out opportunities that will challenge them to change, grown, and improve.
- Facilitate experiences that allow students to take risks that generate small wins and an environment where they can learn from their mistakes.

Learning Outcomes

Student leaders will be able to:

- discover that taking a small risk can result in tremendous growth and personal enrichment
- provide the campus with opportunities that challenge people's belief systems, values, and biases.
- empower other students to get involved in campaigns and initiatives that lead to change and growth for people personally as well as the community

Enabling Others To Act

Objectives

- Foster collaboration by promoting cooperative goals and building trust
- Strengthen team mates, peers, and fellow students by sharing the power.

Learning Outcomes

Student leaders will be able to:

- design committee and groups that foster collaboration.
- lead an activity designed to build team trust
- share their knowledge and inside information with other students and community members to empower others to get involved.
-

Encouraging the Heart

Objectives

- Nurture an environment that recognizes contributions of others by showing appreciation for excellence.
- Foster an environment that celebrates values and victories by creating a spirit of community.

Learning Outcomes

Student leaders will be able to:

- create culture of appreciation through recognizing the work of their peers and other members of the college community. This will be done through faculty recognition efforts and planning other events to recognize excellence.
- participate and help plan activities that celebrate the community they serve

2 C

PRACTICES OF EXEMPLARY LEADERS

James Kouzes and Barry Posner

CHALLENGE THE PROCESS

To search for opportunities

To experiment and take risks

INSPIRE A SHARED VISION

To envision the future

To enlist the support of others

ENABLE OTHERS TO ACT

To foster collaboration

To strengthen others

MODEL THE WAY

To set an example

To plan small wins

ENCOURAGE THE HEART

To recognize contributions

To celebrate accomplishments

2 D

INTENDED OUTCOMES

Cognitive

- Participants will identify within themselves the skills from becoming leaders who can design and build a process for change.
- Participants will explore the meaning of community and its importance to the role of student life.
- Participants will develop skills needed to foster a healthy community on their campus through student life.
- Participants will explore personal values and how their values relate to the values of their organization.
- Participants will explore their potential as leaders.

Affective

- Participants will act and lead with purpose and integrity.
- Participants will develop self-awareness as an individual and as a leader.
- Participants will provide innovative leadership to sustain momentum.
- Participants will be challenged to keep the concepts of Student Life at the forefront of decision making for themselves and their organization.

Motivation

- Participants will have a sense of excitement, energy, and urgency to be innovative in their own lives and on their campus.
- Participants will develop a vision for themselves as a leader.
- Participants will understand and feel that they are part of something larger than their individual groups and campus.

3 A

Analysis of Student Leadership Practices Inventory

Can leadership be taught? Absolutely! The Student Leadership Program used an assessment tool developed by Posner and Kouzes to justify and back up this claim. We administered the Student Leadership Practices Inventory to 44 student leaders in order to analyze the strengths and the weaknesses of the professional staff's approach to facilitate and promote leadership development at Portland Community College. A more thorough description of the goals and outcomes of this model is in section 2A.

Five concepts became the focus of attention in connection with the success of developing outstanding student leaders and practices.

- Modeling the Way
- Inspiring A Vision
- Challenging the Process
- Enabling Others to Act
- Encouraging the Heart

In order to assess how these five concepts play out in the student leadership experience, Kouzes and Posner developed four practical resources that can be used alone or in a workshop setting: the Student Workbook, the Facilitator's Guide, and "Self" and "Observer" questionnaires for the student leader and the person who has observed the student in action. Each campus SLC administered the self-assessment tool at the beginning of the school year. Observers were assigned to evaluate their peers as well. Students received a workbook that allowed them to set goals, reflect, evaluate, and monitor their progress. The Facilitator's Guide assisted the SLC in developing workshops to help guide the experience. All of the assessment results are recorded into a software program that supplies charts and graphs for easy interpretation. One SLC conducted follow up interviews with the student leaders to understand the data more clearly.

The results of each individual's self assessment obviously varied. However, the majority of students who responded to the series of questions perceived improvements in their leadership practices. The most significant improvement showed up in the section entitled "Model the Way." Both the observers and the individual found the ASPCC experience allowed them to find their voice and practice articulating personal values as well as expressing themselves in public settings. In a follow up interview, Hajer Algellal spoke about how through her involvement with student leadership she became more comfortable speaking in public settings. While she was always able to express herself with her immediate friends, it was difficult to raise her voice in larger groups.

The profiles of many of the student leaders showed an increase in the student's abilities to "Inspire A Vision." Many students found new possibilities and answers for problems and challenges facing our society. Yvonne Norman's self-assessment, as well as those of her peers who observed her throughout the year, witnessed an increase in her ability to inspire a vision.

Yvonne devoted most of her time to working on sustainability and made it her mission to share her vision with the rest of the campus.   In her workbook she wrote about her plans to engage all the campuses. Her breakthrough occurred after getting involved with the Environmental Club on campus. The work of this group inspired her to encourage ASPCC to back up several initiatives related to sustainability and environmental consciousness. In a follow-up interview, Korvell Pyform remarked that he now thinks through his own personal practices as a result of the vision inspired by student leaders like Yvonne.

Other student leaders learned how to "Challenge the Process." Most of this growth occurred by taking small risks that took people out of their comfort zones. Hilda Carmen experienced growth in this area. She wrote about how her previous leadership experiences had been with other groups that were predominantly Spanish-speaking. By getting involved in ASPCC, she was confronted with people who did not share her religion, culture, or values. However, during the course of the year, she was enriched by the experience. "Neither experience was better – they were totally different. However, as the year went on I became more comfortable being in situations with people outside my culture and as a result, it became easier for me to express myself."

"Enabling Others to Act" was another area of improvement. Building trust and promoting cooperative goals became important to many of the student leaders. Melissa Summers wrote about her experience attending the Oregon Hate Crimes Conference at the beginning of her ASPCC experiences. The conference opened her eyes and enabled her to stand up for her beliefs and people who were possible targets of hate and bias. She believes that her learned ability to speak up about topics she learned about over the course of the year made a difference in other people's lives.

The concept of "Encouraging the Heart" had mixed results. Several of the student leader's profiles presented a decrease in their ratings to nurture and environment that fosters recognition. When a follow up interview was conducted, one of the students, Yvonne Norman remarked that "once I saw what was possible, I realized that I (and the rest of the group) weren't always recognizing our and other people's accomplishments. I think we are a very goal oriented group and once we completed something, it was on to the next thing. This inventory made me realize that I need to stop the craziness and look make sure excellence and contributions are recognized."

3B Focus Groups

Seven focus groups were conducted during the 2007 Spring term in an effort to ascertain how we are doing, and how we can improve. Separate focus groups included 13 ASPCC Alumni, 6 Staff and Faculty, and 12 Club Leaders. Focus group results can be found in the appendix. Emerging themes and suggestions are outlined below.

The following questions were asked:

ASPCC Alumni (former ASPCC leaders):

1. How did your student leadership experience contribute to your academic success and career goals?
2. What did you learn about leadership skills?
3. What did you learn about interpersonal skills?
4. What did you learn about other cultures and ideas different from your own?
5. What did you learn about implementing and designing programs?
6. What did you learn about how organizations work?
7. How has your experience with student government and activities contributed to your leadership experiences after leaving PCC?
8. What suggestions do you have for improving student government and activities?
9. Any other comments you would like to make?

Club Leaders

1. How and when did you find out about clubs?
2. What motivated you to get involved and become a leader?
3. What have you learned as a result of your involvement with clubs?
4. Give examples
5. How can we improve the campus services to clubs?
6. What were your biggest successes when working with your club?
7. What did you learn about interpersonal skills?
8. What did you learn about how organizations work?
9. Any other comments you would like to make?

Faculty and Staff

1. How did you learn about opportunities to collaborate with student leadership programs?
2. What was your impression of student government and activities?
3. What was the best part of working with student government and activities?
4. What could be done to improve your experience?
5. What services and activities are you aware of? (Tell us what you know we do?)
6. Do you think these activities contribute to the mission of the college? Why or why not?
7. Any other comments you would like to make?

From the focus groups the following themes and suggestions emerged.
Club Focus Groups

Themes
1. Club leaders became involved because they were encouraged by faculty, staff, and other student leaders as well as by self-motivation to be a leader on campus.

2. Club leaders stated that their club involvement taught them about themselves as well as organizational functions and group communication skills.

3. All leaders reported successes through their involvement with clubs. They felt that student retention was increased by planning successful events and through learning from their mistakes.

4. All leaders expressed that involvement with clubs contributed to their understanding of group work in future career settings. Students recognized that they became more in tune with their leadership styles and their own personal development.

5. Club leaders expressed different points of learning through their involvement with clubs. Groups work differently and every organization has its own working style, concepts and ways that things get done.   They learned that each person within the group has different values and agendas.

Suggestions for Improvement

1. Club leaders were enthusiastic about what services they would like to see provided to clubs including their own physical space, bulletin boards, intercampus club information, supplies, and access to A/V equipment.

2. Club members would like to see president, faculty, deans, and staff members recognize club members, who are volunteering their time, more often and recognize the work they are doing on campus to promote inclusion and retention.

3. Club leaders don't feel clubs are overly supported outside of their club advisors.

4. Club leaders would like more support with getting parents and older students involved with groups.

5. Club leaders suggest that helping parents with childcare would increase involvement with groups and events on campus.

Staff and Faculty Focus Group

Themes

1. Faculty and staff view the use of promotional materials including electronic communications as vital to the proliferation of student leadership opportunities and events.

2. Faculty and staff expressed gratitude for the diversity of services that student leaders provide to the campus community as well as the welcoming and relaxed attitude that fosters a community atmosphere. ASPCC reflects the culture, demographic, and spirit of the community.

3. Faculty and staff stated that student leaders' involvement with ASPCC is transformational. Students involved mature and gain confidence through their involvement.

4. Faculty and staff enjoy working with student leaders because of the community they create and the enthusiasm they have for building a stronger campus community. They

also find it easy to get involved and stay involved with student leadership groups and events.

5. Faculty and staff are very aware of the diverse services and activities offered through student leadership programs including: childcare grants, instructional grants, clubs, multicultural awareness programs, community and neighborhood outreach, lobbying nationally and regionally, and health education. Most ASPCC activities have an educational component.

6. Faculty and staff felt student leadership activities contributed to the mission of the college both through retention and development of students as citizens. Retention is the number one reason they contribute because the students feel a part of something otherwise they are just coming and going. ASPCC keeps them here.

7. ASPCC works to develop students as citizens they leave with skills that contribute to the mission of the college and outside communities.

8. One person stated they think that the student organization is a preventative measure for what could be isolation and academic crisis. For many, it provides a safe place where they can go to sort out problems, as well as a place for mental health well being. They aren't just helping students they are helping staff and providing a safe haven for everyone.

Suggestions for Improvement

1. Faculty and staff in attendance expressed the importance of promotion materials and electronic communications. They also expressed a need to encourage more faculty and staff involvement to set a model for involvement others. Early, accurate information to the community is essential.

2. A larger faculty and employee conversation around the issue of faculty involvement, which is essential to student retention and success. It's a way of gaining cohorts for community success. Getting more staff involved in student activities is the best way to get other students involved. We need to discuss what we can do to enhance to the students' experience on campus.

ASPCC Alumni Focus Group

Themes

1. All former students described their leadership roles at ASPCC as contributing to their educational, career and other life goals.

2. A variety of leadership skills were discussed including when to take a leadership position and when to let others lead. Former students were enthusiastic about the leadership skills gained from their positions specifically how to delegate and be delegated to, communication skills, patience, dependability, and resourcefulness.

3. Former ASPCC students valued the communication skills they received while working in their leadership positions as well as the challenges and benefits of working with people from different backgrounds.

4. Former leaders stated that working with a small group of individuals enhanced their appreciation for cultural difference and brought them numerous experiences on the richness of culture in the world.

5. Most of the students attending did some kind of programming in their professional or academic lives. Their leadership positions at ASPCC helped them to recognize this as a personal strength and pursue positions where they could do programming.

6. Former ASPCC leaders learned how smaller groups make up a larger organization and hierarchical structure often creates challenges but working in small groups helps the organization better serve it's mission.

7. All former ASPCC leaders feel their current leadership positions whether career, educational, or otherwise, were enhanced by their experience working for ASPCC.

Suggestions for Improvement

1. Find a way to support GED students.

2. Reach out to high school students.

3. Creative marketing of programs, activities, and employment opportunities.

3 C   **Survey of PCC Listserv**

During the spring, 2007 term, all faculty and staff throughout the district were invited to indicate awareness of programs and offer feedback about what each campus does well, and what each campus could do better. Using Survey Monkey, feedback was provided by 302 respondents.

Below are the two statements that introduced our survey. Results for 14 questions are attached. The complete list of comments is in the Appendix.

The Student Leadership Programs (ASPCC) of Portland Community College are conducting a program review. We need your feedback.

Are you aware that the student leadership programs provide support for and coordinate the following programs?

Analysis

Survey results indicated that the majority of respondents were aware of most student leadership programs. Since programs at the Southeast Center are in the early stages of development, faculty and staff members are less aware of them, or they are not yet offered.

Looking across the district, responses to four questions indicated that many respondents were not aware that Student Leadership Programs district-wide provide:

- Scholarships

- Advocacy/lobbying for improved transportation, food services, textbook prices, access,

  and financial aid

- Classroom enhancement grants

- Student representation on over 30 committee's district wide

Themes and Highlights from Staff Survey

What does Cascade do well?

- Promote activities and keep students informed and engaged.
- Provide recognition
- Provide a safe, welcoming space for students to gather
- Build community and involve faculty, students, and staff
- Empower students, develop leadership
- Support student success

What can Cascade do better?

- Remove signage after events, and oversee bulletin boards.
- Connect with students are part-time or in career programs.
- Providing more information about services for needy students: such as child care subsidies and scholarships, emergency dollars, low cost public transportation.
- Contact all students who sign up for a club.
- Allow more students to be involved in the leadership training.
- Increase funding, space. Add child care on campus.

What does Rock Creek do well?

- Community building – create a feeling of community and connections between faculty and staff.
- Provide great student leadership experiences for a diverse group of people.
- Provide a variety of ways for involvement from opportunities to attend great speakers and social events to student committee representation on college committees.

What can Rock Creek do better?

- Information and signage can be improved. For example, create more professional postings and a better process to check for typos and misspelled words. Also, improve the Potty Press so all members of the campus community know how to get information in this document.
- Get more professional technical students involved.

What does Sylvania do well?

- Offers a wide variety and lots of services/events.
- Helping the students through all of the various programs you offer.
- Civic Engagement: get out the vote, lobbying for financial support, community service at national (New Orleans relief effort), state

  (SOLV), local (Willamette River Clean Up) and college level (Outdoor

  Children's Classroom).

- Empowers students.
- Visibility of student club opportunities and variety of clubs.

- Leadership Development.
- Represents student voice on committees and in the state and federal Legislatures.

- Publicize events well.
- Provides multicultural programs and celebrates diversity.
- Retention by bringing students together involving them in campus life and creating a welcoming environment.

- Access through information about savings options such as the used book Exchange.

What can Sylvania do better?

- Publicize events even more and in different ways, perhaps an overview at in-service.
- Involve more students.
- Partner with more departments.
- Add a student newspaper.

What does Southeast Center / Extended Learning Campus do well?

- Provide a welcoming atmosphere and connection for students, staff, and faculty
- Great job at hosting multicultural events and as a result of these events a greater awareness and understanding of diverse cultures is apparent
- Increase student pride in their community
- Develop strong leadership and interpersonal communication skills while teaching responsibility, accountability, cultural competency, and teamwork

- Get a large number of students involved as volunteers including many ESOL students who become active participants in their campus community

What can Southeast Center / Extended Learning Campus do better?

- Provide more dollars and support resources into the program; currently working with very limited funding both for program events and advisor assistance
- Continue to assess the needs of all students at SE/ELC including those not paying into the student activity fee
- Work to establish a campus "Green Team"
- Communication of information and signage of events with more lead-time
- Involve even more students

n = Number Responded	CASCADE		ROCK CREEK		SOUTHEAST		SYLVANIA	
	n = 85	Percent	n = 67	Percent	n = 36	Percent	n = 114	Percent

1. Student Clubs?								
Yes	74	96.1%	56	94.9%	27	96.4%	85	95.5%
No	3	3.9%	3	5.1%	1	3.6%	4	4.5%

2. Services such as child care subsidies and the student book exchange?								
Yes	67	88.2%	52	88.1%	11	42.3%	72	81.8%
No	9	11.8%	7	11.9%	15	57.7%	16	18.2%

3. Events and activities (social, multicultural, educational)?								
Yes	76	98.7%	56	94.9%	26	96.3%	86	98.9%
No	1	1.3%	3	5.1%	1	3.7%	1	1.1%

4. Stop the hate programs training and reporting of hate crimes/bias incidents?								
Yes	74	96.1%	52	89.7%	24	88.9%	70	78.7%
No	3	3.9%	6	10.3%	3	11.1%	19	21.3%

5. Leadership development for diverse group of students through campus training conferences committee involvement meetings political and civic involvement?								
Yes	68	88.3%	51	89.5%	16	59.3%	77	87.5%
No	9	11.7%	6	10.5%	11	40.7%	11	12.5%

6. Scholarships								
Yes	55	72.4%	40	70.2%	19	70.4%	51	58.0%
No	21	27.6%	17	29.8%	8	29.6%	37	42.0%

7. Improvements for students such as increased student lounge space and furniture?								
Yes	**65**	**91.5%**	**51**	**87.9%**	**16**	**59.3%**	**54**	**62.8%**
No	**6**	**8.5%**	**7**	**12.1%**	**11**	**40.7%**	**32**	**37.2%**

8. Advocacy/lobbying for improved transportation, food services, textbook prices, access, and financial aid?								
Yes	**61**	**80.3%**	**49**	**83.1%**	**16**	**59.3%**	**68**	**77.3%**
No	**15**	**19.7%**	**10**	**16.9%**	**11**	**40.7%**	**20**	**22.7%**

9. Community building through recreation, lounges, games, entertainment, celebrations, and opportunities to build personal connections.								
Yes	**70**	**92.1%**	**51**	**89.5%**	**24**	**85.7%**	**70**	**79.5%**
No	**6**	**7.9%**	**6**	**10.5%**	**4**	**14.3%**	**18**	**20.5%**

10. Classroom Enhancement Grants (monetary grants for faculty use in their classrooms to enhance the curriculum).								
Yes	**56**	**73.7%**	**38**	**64.4%**	**18**	**64.3%**	**28**	**32.2%**
No	**20**	**26.3%**	**21**	**35.6%**	**10**	**35.7%**	**59**	**67.8%**

11. Civic Engagement opportunities such as voter registration drives, lobby days, service to our communities and sustainability initiatives?								
Yes	**68**	**90.7%**	**51**	**87.9%**	**22**	**78.6%**	**78**	**89.7%**
No	**7**	**9.3%**	**7**	**12.1%**	**6**	**21.4%**	**9**	**10.3%**

12. Provide student representation on over 30 committee's district wide.								
Yes	**46**	**61.3%**	**34**	**57.6%**	**15**	**53.6%**	**50**	**56.2%**

| No | 29 | 38.7% | 25 | 42.4% | 13 | 46.4% | 39 | 43.8% |

3D

Others Surveys
The Book Exchange, Child Care Subsidy Program, End of the Year Celebration

Cascade, Rock Creek, Southeast Center, and Sylvania campus student leadership programs facilitate and support a Student Book Exchange each quarter and the End of the Year celebration. The Child Care Subsidy program is funded by the Student Activity Fee on all campuses except the Southeast Center. In order to assess the impact and success of these programs, the Student Leadership Coordinators conducted user surveys. The campus results of these surveys can be found in the appendix of this document.

Summary Analysis of the Survey Results

Book Exchange
Financial concerns impact access for many of our students. The survey results reveal that most of the users who took the survey "strongly agree" or "agree" that the Book Exchange is an important service, help offset the costs of books, and made attending college more affordable. The surveys also reveal that students using this service save an average of $90 each semester on book costs.

> "I came back to school at the age of 54. Without the used book sale, I likely would not be able to continue school. The price of new books is criminal."[1]
>
> *Quote from Survey*

Child Care Subsidies
Annually, the SAF dedicates $163,000 to help defer the costs of child care costs for students who are parents. For purposes of this report, a survey was given out to those students who benefit from this service to assess its impact and procedures. The results were not surprising and confirmed that this service provides student parents with needed help to stay in school and keep the costs of attending college affordable.

> "The child care subsidy funds helped me tremendously. I am already struggling to keep my head above water as a full time student with three children. The money that was given to me would have been the equivalent of 8 hours of work a week outside the home; which of course would have required more

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[1] See Appendix, Book Exchange Survey Results, Rock Creek, Comment 18.

3 E   360 Evaluations of Student Leadership Coordinators

Anonymous input was requested from students and staff members who frequently interact with Student Leadership Coordinators. SLC's provided email addresses. They were requested to submit 360 Evaluation Forms to Linda Reisser, Dean of Student Development, Cascade Campus.

Overall feedback was extremely positive. Linda synthesized the feedback and identified recurring themes based on 26 completed evaluations. Sample statements are included.

<u>Strengths</u>

1. Communicates well
 [Mandy] is excellent at listening and displays clarity at expressing both her ideas and data.

Kendi is a very strong communicator. She has continually pointed out the strong points and the weak points of the program and of staff members- but in an approachable, constructive way. She is honest, direct and sincere.

Cami's also been very good about proactively communicating with me when we've dealt with various issues/problems of budget, process, and   policy. She's been a strong team player and I've appreciated this very much.

2. Uses organizational skills
Mandy is a person who always gets things done. There is nothing   impossible to her. She has the ability to keep up with every event/ activity   around her. She is really good at organizing things.

Kendi is a pro! She is a great leader and keeps the ball rolling. If she wasn't there to prompt students and show them the ropes, we would collapse.

I love the events that happen on [Sylvania] campus. I see the students getting organized because they come to the Library and AV area to schedule equipment, use our rooms for smaller events, and it's great to see them planning ahead. When we've worked with student government it's clear that they are thinking about how they can best represent concerns of all PCC students, whether or not those students are even aware of this group acting as their advocates in the background or not.

3. Promotes student development; adapts leadership style

In the Japanese work force, a good supervisor/coordinator encourages those under him/her to succeed and advance above them. Mandy Ellertson is this kind of person. She encourages and guides Rock Creek student leaders to develop their leadership

abilities and themselves without pushing them, and I have seen the confidence of the ASPCC members grow because of it.

[Kendi] teaches students how to recognize their own strengths and talents. Gives them the room they need to grow. Teaches students the proper way to communicate in several types of situations, anger, fear, frustration, gratitude, joy. Helps students understand their own feelings around diversity. Then helps them get through these feelings. Teaches how to organize time and techniques around planning structure. Gets them ready for real life situations like last minute pull through when a team member has dropped the ball, and how to avoid this. How to enjoy life when the pressure is on.

Cami has always looked for situations to use for student leadership development and she recognized what a teaching and learning opportunity existed in New Orleans for staff and students. This program is excellent and I'd love to see it continued.

4. Serves as a good source of information and guidance

[Mandy] is a really good go-to person when you need information and advice on what things have worked at certain events in the past. Also even though she is always busy she will make time to stop and answer any questions when it is needed.

[Kendi] asks the most out of the students in her program yet holds herself to the same high standard. Ultimately, the continued success of the ASPCC program at Cascade from year to year is due to her continued diligence and commitment to students both past and present.

Cami helps whenever she can. She has helped me deal with a lot of conflicts at work and has taught me how to handle it. She is always helpful, cheerful and has a positive attitude.

5. Works well with students from different backgrounds

I appreciate how Mandy respects everyone's ideas.
- Works with the students as a group and as individuals
- Works well with people
- Treats everyone fairly and equally and does not favor or reject any types of groups

Kendi is one of PCC's greatest assets. She has helped me more in this last year at school than any other person on campus this year. I do believe that it is because of her and her student government program that there is such a strong sense of community on Cascade campus. She gets her students out there and gets them to interact. This would not be so easy if she were not so skilled at picking a diverse team.

I think that Cami does an excellent job of challenging her students to become leaders. She has a range of ages with such vastly different backgrounds, yet she is able to shepherd them into a cohesive leadership group.

6. Serves as an effective, likable role model

> I really liked being in student of government and if I had to do it all over again, I would pick Mandy to be the coordinator because it wouldn't the same without her advising us and guiding us the whole year. She is loads of fun to work with and to talk with!!

> Kendi is a natural leader and she is a great role model for all ASPCC officers. In addition, her extensive experience in student programming creates a solid foundation for the student leaders. Her dedication and easygoing attitude is contagious. She's very good at problem solving and is always there if we face any challenges. I admire her strong and noble character. She explains expectations clearly, but allows us to be creative.

> I would like [Cami's] presence at some of the fun events not just meetings because she is fun to be around.

Suggestions (from feedback for different SLC's):

1) Meet with students more often to talk about their student leadership experience.

2) Don't burn out. Try not to be stretched too thin.

3) Increase connections with faculty campus-wide. Collaborate more with other college departments and leaders.

4) Evaluate students more often to let us know how we are doing.

5) Promote campus safety awareness and crime prevention with Public Safety support.

6) Give leaders more time before the school year to plan and share ideas about projects to accomplish during the upcoming school year.

7) Allow more flexibility in the Fall and more structure in the Spring.

8) Provide trainings around social class.

9) Hold "office hours" or make it clearer when [SLC] can be available.

10) Incorporate more detail on our budgets, budgeting, and the responsibility that goes with that.

11) Find ways to give more weight to [SLC's] knowledge of student needs and issues (in district planning, policy development, etc.).

12) Increase time for student reflection and formal discussion/communication amongst the students and herself. Repetition and reinforcement are important.

13) Advertise all of the work done by our students more! Most faculty/staff don't know the fabulous things ASPCC has done.

3F

Noel Levitz Student Satisfaction Inventory
PCC District 2005

Every other year, Portland Community College conducts the Noel Levitz Student Satisfaction Inventory. The first survey and second surveys were administered in May 2001 and 2003 at Sylvania Campus.

In 2005, the survey was administered to a cross-section of classes at Sylvania, Rock Creek, Cascade, and Southeast Center. Supplemental questions could be added to the standardized 70 questions.

By identifying items of importance to students, and their satisfaction level, we found "Stars" that related to overall campus climate. "Challenges" were also identified Survey data collected in May, 2007, is not yet available.

Items below that may relate to Student Leadership Programs and Student Life are listed below. No "Challenges" were found.

Stars
(Items of importance—greater than 5—and a small satisfaction gap—less than 1)

PCC District

Item#	Item	Import.	Satis.	Gap
28	It is an enjoyable experience to be a student on this campus.	5.98	5.42	.56
36	Students are made to feel welcome on this campus.	5.93	5.35	.58
22	People on this campus respect and are support of each other.	5.79	5.18	.61
27	The campus staff are caring and helpful.	5.86	5.18	.68
1	Most students feel a sense of belonging here.	5.23	5.10	.13
44	I generally know what's happening on campus	5.14	4.70	.44
37	The student center is a comfortable space for students to spend leisure hours.	5.44	4.96	.48

Cascade

Item#	Item	Import.	Satis.	Gap
28	It is an enjoyable experience to be a student on this campus.	6.02	5.47	.55
36	Students are made to feel welcome on this campus.	6.26	5.67	.59
27	The campus staff are caring and helpful.	5.95	5.20	.75
37	The student center is a comfortable space for students to spend leisure hours.	6.04	5.21	.83
22	People on this campus respect and are support of each other.	5.92	5.08	.84
1	Most students feel a sense of belonging here.	5.31	5.01	.30
80	The Student Government provides student programs that relate to the needs of most students.	5.29	4.65	.64

Rock Creek

Item#	Item	Import.	Satis.	Gap
36	Students are made to feel welcome on this campus.	5.88	5.28	.60
28	It is an enjoyable experience to be a student on this campus.	5.94	5.32	.62
22	People on this campus respect and are support of each other.	5.72	5.14	.58
27	The campus staff are caring and helpful.	5.84	5.19	.65
1	Most students feel a sense of belonging here.	5.09	4.70	.31
77/72	Campus student activities and organizations foster racial and ethnic harmony on this campus.	6.10/ 5.07	4.58/ 4.25	1.52/ .82
44	I generally know what's happening on campus	5.01	4.70	.31
78/73	My experience as a PCC student has improved my preparation for the diverse, multicultural world around me.	5.45 5.99	4.46 5.34	.99 .65
38	The student center is a comfortable space for students to spend leisure hours.	5.28	4.81	.47
67	Channels for expressing student complaints are readily available.	5.61	4.62	.99

Sylvania

Item#	Item	Import.	Satis.	Gap
36	Students are made to feel welcome on this campus.	5.97	5.40	.57
28	It is an enjoyable experience to be a student on this campus.	6.04	5.46	.58
27	The campus staff are caring and helpful.	5.91	5.18	.73
1	Most students feel a sense of belonging here.	5.30	5.13	.17
77/72	Campus student activities and organizations foster racial and ethnic harmony on this campus.	5.29	4.99	.30
44	I generally know what's happening on campus	5.13	4.72	.41
78/73	My experience as a PCC student has improved my preparation for the diverse, multicultural world around me.	5.39	4.97	.44
39	The student center is a comfortable space for students to spend leisure hours	5.47	5.01	.46

Southeast

Item#	Item	Import.	Satis.	Gap
28	It is an enjoyable experience to be a student on this campus.	5.84	5.45	.39
36	Students are made to feel welcome on this campus.	5.86	5.33	.53
22	People on this campus respect and are support of each other.	5.69	5.17	.52
40	The student center is a comfortable space for students to spend leisure hours.	5.40	5.18	.22
1	Most students feel a sense of belonging here.	5.22	5.17	.05
44	I generally know what's happening on campus	5.29	4.54	.75

4 A   **Findings**

Based on program review, the following have been found to be valuable and effective. They should be continued and strengthened

1) Leadership development through district-wide and campus-based training, professional conferences and workshops, and service learning;

2) Support for student representation on over 30 college committees;

3) Programs and activities that support leadership and community building;

4) Collaboration with other departments such as Women's Centers, Multicultural Centers, Teaching and Learning Centers, other campus student governments;

5) Exemplary programs, such as diversity events, Stop the Hate Training, New Orleans Leadership Development Through Embedded Service Program, workshops on sustainability, intergenerational differences, and other current topics.

4 B   **Recommendations**

1) Develop a plan for a fully functioning Student Leadership Program at Southeast Center, which continues to be under-funded and under-represented due to budget constraints. General fund dollars should pay for the Southeast Center Student Leadership Coordinator's salary, adequate space in future renovations and bond measures should be a priority.   We recommend increasing the Student Activity fee by including a fee for the ABE/GED and ESOL students.

2) Develop a plan for improved student union buildings on each comprehensive campus to support access, retention, and student life. Consider suggestions made by Student Services staff (Appendix 8) and Deans of Student Development.

3) Support student government district initiatives, which include sustainability, transportation, child care, and education about health issues (such as tobacco use). (See Appendix 7.)

4) Support the development of Multicultural Centers at Cascade, Rock Creek, and Southeast, using the model currently in place at Sylvania, as well as related recommendations made in May, 2007 by the SLC's and Multicultural coordinators to address needs of students of color (Appendix 5).

5) Develop a more streamlined and effective process is for publicizing events and communicating information, with a single point of contact. Focus groups and survey results point to the need for and importance of accurate, timely promotion materials and electronic communications.

6) Develop a plan to establish and expand child care centers on all comprehensive campuses. Child Care has been supported in the past through subsidies and other donations from the Student Activity fee. These services are important for student access. We recommend Cabinet-level leadership.

7) Increase Club and Program Specialists from part-time to full-time at all campuses. (Currently, Cascade has .5 FTE; Rock Creek has .5 FTE; Sylvania has .75 FTE; SEC has .25 FTE.) Student engagement in organizations supports retention and leadership development.

8) Provide incentives for increasing faculty involvement with students, which is essential to student retention and success. Support from cabinet and other administrators is needed.

Appendix 1

ASSOCIATED STUDENTS OF

PORTLAND COMMUNITY COLLEGE

CONSTITUTION

PREAMBLE

We, the Associated Students of Portland Community College (ASPCC), in order to provide for an organization of representation, self-governance and campus life in a partnership with the campus community, establish this Constitution of the ASPCC District.

This Constitution and these Bylaws incorporate an organizational model for the ASPCC which includes recognition of the diversity of each PCC campus from each other, yet strives to create uniformity and a structure to allow meaningful communication and relationships.

ARTICLE I

NAME AND MEMBERSHIP

The name of this organization shall be the Associated Students of Portland Community College (ASPCC). Membership in the ASPCC shall be open to all enrolled students of PCC. All enrolled students shall be members of the ASPCC and represented by their respected student governments.

ARTICLE II

ORGANIZATION, STRUCTURE AND AUTHORITY

Section 1   Recognized Student Governments

   A.   Purpose

      1.   To improve the student life and environment on each PCC campus.

      2.   To represent PCC students of each campus.

B.   Structure

Each PCC campus shall be represented through a recognized student government in accordance with the campus bylaws. Job duties, dismissal procedures and vacancy replacement shall be determined by each campus and recorded in their bylaws. Policies regarding the disbursement of funds shall be included in each campus bylaws. Each member campus shall have the responsibility and authority to appoint or recruit students to campus committees as specified in their bylaws.

C.   Student Staff Term of Office

The term of office for the campus positions shall be the academic year, July 1 through June 30. Each of the campus positions may be held by a student staff member for a maximum of two terms in any one position. The student staff member may serve a maximum of three terms in any combination of recognized student government positions, though cannot concurrently hold two positions at different campuses. An application process for each campus position must occur each year.

Section 2   District Student Council (DSC)

A.   Purpose

1. To facilitate communication among the recognized student governments.
2. To generate reports for any college organization requesting information representing the student voices.
3. To create community among students.
4. To assign student representatives to college-wide committees and appointments as necessary.
5. To establish, monitor and approve expenditures for the DSC budget.
6. To propose a Student Activity Fee budget for consideration by the PCC Administration.
7. The Student Activity Fee budget shall include: In cooperation with the recognized student governments on each campus, the amount of the fee, including a fee increase if one is necessary. The allocation of the fee, including which programs and services will be funded.

B.   Structure

1. The DSC is composed of three student representatives from each recognized student government determined in accordance to that student government's bylaws.
2. A chairperson will be elected and will preside over meetings, notify members of meeting dates, times, and locations, and assure that minutes of the meetings are kept.
3. A quorum of 8 of 12 of the voting DSC, including at least one member from each campus must be present for the DSC to take any action.

4. Two of the three representatives from each of the four campuses must be in agreement before any action can be taken by the DSC. Decisions will be made through a consensus by campus, with each campus casting a single vote
5. A campus advisor or student services administrator shall be present at every DSC meeting.

C. Authority

1. The authority is vested in the DSC as a group, not in its individual members. Therefore, no individual member of the DSC may act on behalf of the DSC unless specifically instructed by the DSC. Every member of the DSC shall be under obligation to abide by the decision or policy of the DSC.
2. The DSC must recruit and approve nominations for students to represent the DSC on college-wide committees as may be necessary
3. The DSC will determine the representative for the PCC Board of Directors.
4. The DSC may recruit and hire staff as deemed necessary.
   a. An ad hoc committee shall be formed from within the DSC consisting of one representative from each campus. This committee will interview prospective candidates and make a recommendation(s) to the DSC.
   b. Currently-serving DSC members shall be ineligible for any position under consideration.
   c. The DSC will vote on the recommendation in accordance with the constitution.
5. Students selected as appointed representatives to committees or hired as staff by the DSC, may be recalled by consensus of the DSC at two consecutive meetings. Notice of intent to discuss termination must be given to the representative or employee affected before the first of these two meetings.

D. Attendance at the DSC.

1. Meetings will be scheduled term-by-term. The DSC will determine the regular meeting times.

2. If a campus representative is unable to attend a DSC meeting, a proxy shall be notified to attend.
3. The DSC shall meet at least once each month during the fall, winter, and spring terms. Additional meetings may be called by any member of DSC.

ARTICLE III

MEETINGS

Recognized student government meeting times shall be determined by their student government, publicized and open to all students. DSC meetings shall also be publicized and open to all students. The DSC may hold a closed executive session in accordance with Oregon Open Meeting Laws. No official decisions shall be made during an executive session.

ARTICLE IV

BYLAWS

The bylaws of each recognized student government shall be established by that campus.

ARTICLE V

AMENDMENTS

Amendments to this Constitution must be made according to the following procedure and order:

1. Amendments to this constitution may be proposed at the DSC meeting and a consensus of the DSC will move it forward.

2. A public forum or meeting must be held by each campus with a recognized student government.

3. The DSC than may affirm their approval of the proposed amendment(s) by ratification.

4. Amendments to this constitution, or an entirely new constitution may occur at a constitution convention called by:

    a.   By a consensus of the DSC, or

    b.   By a 2/3 majority of each recognized student government

ARTICLE VI

RATIFICATION

1. This Constitution must be ratified by the PCC Board of Directors or its designee

2. This Constitution should be reviewed as part of the training for each District Student Representative.

3. PCC policies and procedures which conflict with this Constitution will supersede this Constitution.

Appendix2.1   **Cascade ASPCC Alumni**

May 2007

A group of seven former ASPCC leaders were invited to attend a focus group dinner. They were tape-recorded and their answers are summarized here. They were asked the following open-ended questions.

How did your student leadership experience contribute to your success and career goals?

All former students described their leadership roles at ASPCC as contributing to their educational, career and other life goals. Additional comments included:

- Working at ASPCC gave me confidence to easily meet people in small working groups. It also gave me confidence to act as a mentor in my classes.
- My experience lobbying in Salem helped me with my Political Science courses at PSU.
- By meeting and working with people who have similar insecurities, I gained the confidence to be in a leadership positions.
- Being a part of a team that looked forward to my involvement with events gave me the courage to get involved with the school as a career.
- Being involved with student government kept me involved with my education and working hard. It taught me how to fit into a team and how to work with other people.
- Being involved gave me direction in my academic career. It established my career goal of working in student services. I learned to mold my academic program to get involved with student services as a profession.

What did you learn about leadership skills?

A variety of leadership skills were discussed including when to take a leadership position and when to let others lead. Former students were enthusiastic about the leadership skills gained from their positions. Additional comments are as follows:

- I learned how to delegate and multi-task. I also learned how to be delegated to. I learned to delegate jobs that you know people can complete and that will contribute to your goals.
- I learned how to communicate with different individuals with different life experiences and how to get people to do things utilizing what you know about them.
- You don't always have to be a leader to lead. You can lead from behind the scenes.
- Patience when working with others and allowing others to make mistakes.
- There are some people who should never be leaders.
- That being a leader is a lot of responsibility.
- How to be dependable and resourceful.

What did you learn about interpersonal skills?

Former ASPCC students valued the communication skills they received while working in their leadership positions as well as the challenges and benefits of working with people from different backgrounds. Additionally:

- You come in contact with a lot of people through ASPCC and a lot of them are looking for guidance. You have to be sharp and jump in to help others because most of us were there once.
- You have so many roles to fill and you have to learn to adapt to others.
- Sometimes you have to step away and let go of control. People can only do so much and you have to let people be who they are going to be.
- The balance between friendship and professionalism. I learned how to tell people when they aren't picking up the slack yet maintain a good relationship.
- It got me out of my comfort zone, forced me to face my fears and experience new things.
- You have to leave your baggage at the door and develop as a person. Don't judge others because people go through changes all the time.
- That I am passionate about the struggles of new students.
- When you come into PCC you get to drop all the labels that you have created for yourself and recreate yourself and become a better you.

What did you learn about other cultures and ideas different from your own?

Attendees pointed to Cascade campus as being a diverse environment in itself that working with a small group of individuals at Cascade enhanced their appreciation for cultural difference and brought them numerous experiences on the richness of culture in the world. Other comments are as follows:

- At cultural events, interacting with others helped me to understand and appreciate traditions that differed from my own.
- At Cascade, the campus is a community where you can learn about culture by simply being here, especially in leadership positions. After coming to Cascade, people don't want to go to other campuses because of the diversity on campus.
- The best lesson I've ever about on campus through my leadership position was about white-privilege. I recognized the differences between the community at Cascade and my university. I learned about white-privilege and how to deal with it in the professional world.
- I learned about cultural ideologies and realized that I can't contest what I don't know.
- I learned about different religious beliefs and was able to establish both a good friendship and a good working relationship regardless of those differences.
- Going to the trainings and all the people we worked with made it ok to talk about race properly and with an open mind. It was a safe place to work out our issues and talk about racial issues. It made me realize how far we have to go.
- Working with vendors on campus gave me an opportunity to work with people of different cultures and how to communicate differently with each of them. It gave me a better understanding of how our common phrases are sometimes offensive to other cultures.

What did you learn about implementing and designing programs?

Most of the students attending did some kind of programming in their professional or academic lives. Their leadership positions at ASPCC helped them to recognize this as a personal strength and pursue positions where they could do programming. Other comments included:

- Working with student leadership programs elsewhere, I am better able to assist students with their visions and give them examples of other programs to base their visions on.
- I learned that when you go to implement and design programs you should know whom you are serving and design those programs to meet the needs of those persons.
- To include a diversity of individuals, a variety of programs are important. Its important that you are serving every demographic on campus and not just meeting the needs of one group.
- Everything has led me to where I am. Everything I did in student government I do in my profession. I deal with community service, designing programs, brainstorming ideas, planning events, etc. I am a programmer to the heart and I wouldn't have had that experience had I not come through ASPCC.
- That I'm not very good at programming. I am better at modifying existing programs.

What did you learn about how organizations work?

Former ASPCC leaders learned how smaller groups make up a larger organization and hierarchical structure often creates challenges but working in small groups helps the organization better serve it's mission. Other comments included:

- We take it for granted that people know but they don't. Until you get up there and start talking, don't assume someone knows.
- That different organizations function different but many of the processes stay the same. Its helpful to know how small groups function and develop. I can communicate better with people in my current organizations because of what ASPCC taught me.
- ASPCC taught me that within an organization, people don't often have the same goals. Divisions and departments within the organization often their own goals. Don't assume everyone has the same goals within the organizational structure.
- That you opinion can be asked for but not considered, but if you utilize the power of your numbers and fight, you can be successful and get people to listen.
- That there are multiple parts to the organization and each part has a goal to complete to make the bigger picture come together.

How has your experience with student government and activities contributed to your leadership experiences after leaving PCC?

All former ASPCC leaders feel their current leadership positions whether career, educational, or otherwise, were enhanced by their experience working for ASPCC. Additionally:

- The networking skills I learned through my experience at ASPCC got my foot in the door for jobs at my university.
- Working for ASPCC took me out of a shell, gave me an identity, and allowed me to be a role model for my children. It gave me confidence and allowed me to bring my daughter with me through my ASPCC experience and I feel that has empowered her when I look at where she is today.
- I am better able to identify where people are strong and where they can emerge as leaders and allow them to step up in those areas.

- I am really good at putting programming together. In my profession today, I do exactly what I did at ASPCC. Through PCC I got to put plans into motion that I thought I could never do before.
- As a leader, I learned to not just telling people how to do something but listen others, to not getting wrapped up in false power and I've realized that being a leader doesn't mean being above another.

What suggestions do you have for improving student government activities?

- ASPCC should be helping underserved populations, such as GED students, get involved with leadership opportunities on campus.
- ASPCC should be sending people over to Jefferson and creating a relationship with the students over there and the faculty to empower them to come to Cascade.

Appendix 2.2

Cascade Faculty / Staff Focus Group

May 2007

A group of six PCC faculty and staff were invited to attend a focus group luncheon. The faculty and staff were tape-recorded and their answers are summarized here. They were then asked the following open-ended questions.

How did you learn about opportunities to collaborate with student leadership programs?

Faculty and staff view the use of promotional materials including electronic communications as vital to the proliferation of student leadership opportunities and events. Additional means for learning about opportunities are found through:

- Direct contact with student leaders in classrooms and at events.
- Departmental and committee meetings with Student Leadership Coordinator and staff.
- In service days provide contact with new and returning student leaders.
- Faculty and staff who are proactive in seeking opportunities with student leaders.
- Student leaders who are actively seeking collaboration from faculty / staff.

What is your impression of student government and activities?

Faculty and staff expressed gratitude for the diversity of services that student leaders provide to the campus community as well as the welcoming and relaxed attitude that fosters a community atmosphere. Additionally, these points were also addressed:

- They reflect the culture, demographic, and spirit of the community. They also reflect the spirit of the Student Leadership Coordinator.
- Student leader's involvement with ASPCC is transformational. Students continually involved mature and gain confidence through their involvement.
- There is great ease for student, faculty, and staff involvement.
- Impressed with activities, involvement with community and the efficacy of student leader outreach. Reoccurring events gives students and neighborhood something to look forward to and proves that college is exciting and can be meaningful.
- Student leaders are friendly and have genuine interest in their ambassadorial roles.
- ASPCC events and activities provide the community with a full spectrum of focuses including academic, social, and political issues that enhance the student academic experience.
- Student government acts as glue for the campus and as hub for all departments to come together as community.
- Student government is especially important to those in career programs who have are less involved with campus than traditional students.
- Leaders tend to be older and have a life history that is an asset to the college.
- The underground expansion is hugely successful in engaging students.

What is the best part of working with student government and activities?

Faculty and staff enjoy working with student leaders because of the community they create and the enthusiasm they have for building a stronger campus community. They also find it easy to get involved and stay involved with student leadership groups and events. Comments also included:

- They are flexible in terms of working with very different people. I've seen student governments at other colleges implode but I never have seen that here.
- I get the opportunity to get to know student leaders in a much deeper way and see their individual development.
- Because of ASPCC, leadership opportunities extend beyond the student leaders and out to other students involved with other aspects of student programs. It's great to see student leader's lives are intersecting other student's lives.
- Consistency of events builds trust within students and faculty of community events.
- There is a willingness and helpfulness of student leaders. Everything is really easy. I never feel my leadership or my club activities are questioned. I feel trusted as a leader and access to information and funding for student events is simple.
- I get to teach them valuable skills that they can apply to their professional life. Its fun to see them go through the process of planning an event and having it come into fruition. It's great to see the scheduled events enhancing what they are learning in the classroom.
- The willingness to be patient of student leaders when their events don't turn out a good attendance, but they still see the glass as half full and continue to put out events.
- I consider ASPCC itself to fit the definition of "doer's".
- I enjoy being a part of the action and ASPCC is where the action is.

What could be done to improve your experience?

All faculty and staff in attendance expressed the importance of promotion materials and electronic communications. They also expressed a need to encourage more faculty and staff involvement to set a model for involvement others. Additionally, these improvements were suggested:

- This yearlong 'Survivor Series' really helped faculty to plan event attendance in advance. Early and yearlong event planning helped determine how to infuse events with instruction. Preset agendas and event brochures are helpful.
- A one-day training for student club leaders to get an introduction to leadership training.
- More student announcements in class. Have faculty ask for announcements at the beginning of classes in order to produce better attendance at events brought to campus.
- The club advisor luncheon was effective for cross involvement and promotion. Having this earlier in the year would be helpful.
- A weekly schedule of events put out by ASPCC once a week would help us to better communicate events with our students. Also, someone to maintain a bulletin board consistently in the same place.
- Somebody on the campus needs to take all of these events and determine what is essential for each faculty to see and put out a list of things to the campus.
- The potty press and term calendars work. Blowing up this calendar and placing in a specific place in each building, each term might help.
- Cross promotion between student leadership groups.
- A larger faculty and employee conversation around the issue of faculty involvement, which is essential to student retention and success. It's a way of gaining cohorts for community success. Getting more staff involved in student activities is the best way to get other students involved. We need to discuss what we can do to enhance to the students experience on campus?
- I enjoy sitting down at the end of the year and brainstorming the diversity calendar for the next year. It is efficient and successful and I wish it could be extended to a larger group.

What services and activities are you aware of? (Tell us what you know we do.)
Faculty and staff are very aware of the diverse services and activities offered through student leadership programs. A more extensive list follows:

- Childcare grants, instructional grants, clubs, multicultural awareness programs, community and neighborhood outreach, lobbying nationally and regionally, and health education.
- Most of the things ASPCC do have an educational component. From bringing in speakers to educating people on political and social movements and issues.
- Personal growth to persons who work on ASPCC.
- Support to employees both directly and indirectly. Employees might not even recognize this. They also allow other departments to use their resources in order to promote their own department services.
- End of the year party and events.

- Helpful, educational assistance and support to faculty and staff.
- The student lounge and student clubroom provides a place for students to feel included.
- Students wouldn't be aware of many opportunities if it weren't for ASPCC, specifically foundation scholarships.

Do you think these activities contribute to the mission of the college? Why or why not.

Faculty and staff felt student leadership activities contributed to the mission of the college both through retention and development of students as citizens. Additionally, the following points were made:

- Retention is the number one reason they contribute because the students feel a part of something otherwise they are just coming and going. ASPCC keeps them here.
- ASPCC works to develop students as citizens they leave with skills that contribute to the mission of the college and outside communities.
- I think the student organization is a preventative measure for what could be isolation and academic crisis. For many, it provides a safe place where they can go to sort out problems, as well as a place for mental health well being.
- They aren't just helping students they are helping staff and providing a safe haven for everyone.

App. 2.3

Sylvania

Student Leaders Focus Group

July 2007

QUESTIONS/RESPONSES FROM SYLVANIA STUDENT FOCUS GROUP

1. How did your student leadership experience contribute to your academic success and career goals?

   - Building confidence, specifically making you experience and participate in activities that you normally would not have an opportunity to do and later realizing that I can draw on what I learned. It helped get through difficult tasks. You get more opportunities that force you to be more mature and see that you can have an impact and take life seriously.

- I attended a leadership conference in Idaho [regional ACUI] which helps now in supervising people and I have a better idea of how to promote them and help them and work together. I met with student government members from Canada and saw how different their system was. Opportunities for them are much more difficult and I realized how fortunate we are and how affordable college is in the U.S. U.S. students get more attention.
- I realized how valuable student leadership experience was and kept material for reference.
- UO was a big difference from PCC because of its size and less diverse population. I worked on a fundraiser basketball game with students in wheelchairs playing against the Oregon Ducks. At UO, working in student government helped me learn how to work on projects with people and groups and negotiating ideas that gave an experience you do not get in the classroom.
- PCC gave me a lot of confidence.
- Since graduating, I have corresponded with legislators about current proposals, especially pertaining to families.
- As an older student returning to the academic world, my student leadership experience helped me to see that I have many admirable skills and abilities. The support and mentorship that I received from Cami Bishop gave me the confidence to tackle not only pursuing and achieving a bachelor degree, but gave me the belief in myself and my abilities to take on leadership in my community. I served on a city commission for 8 years, 6 of those as chair. I also chaired various city and county committees and I received an award from Multnomah county for my citizen activism. I went on to work in higher education in various institutions. I attribute my hiring and employment at those institutions to the experience I received and the connections I made at PCC. Currently, I'm working at a local community college and will be enrolling in a professional/technical program for the fall and possibly pursuing a master's degree in the future.
- It gave me more confidence with working with other people of all ages. I found that if you want something done, you have to work for it. If you work hard you will be successful.

2. What did you learn about leadership skills?

- I gained a lot from attending conferences.
- Cami was good mentor who has experience and was able to help me, but not force me into doing things. That style was very valuable to me, helping and guiding us to find our way.
- Speaking in front of people, running meetings.
- I think the most important thing that I learned is that people approach their involvement at different levels of ability, expertise and commitment. You have to figure out what they are capable of and what motivates them and how to coach them to give them an optimal experience.
- Patience, coordination, self confidence, flexibility and openness.

3. What did you learn about interpersonal skills?

- Communications and negotiating with other cultures. PCC helped make it easier to go to Japan. However, it was difficult to adjust to the different culture. The part that helped was the broad spectrum and confidence building skills received at PCC. Helped to understand difference between being the majority and switching to being the minority in Japan. Follow up question:
Did that make you feel any differently when you came back about our international students?

  Before going to Japan, I tried to sympathize and empathize with the international students but living in Japan, I am much more on their side because I have been there and know how difficult it is [being the minority]. Not every one could do it. I want to make sure that people who come here to our country feel comfortable and help them and not want them to feel what I did in Japan.

- The ability to interact effectively with volunteers or employees is key to accomplishing any goal. Using diplomacy and tact in trying situations will get you a lot farther than anger. Also not taking things personally, especially when you are under attack is important not just to the situation, but to your own sanity.
- Not everyone is alike and one has to be considerate about their abilities and commitments. One has to be firm sometimes but also flexible and caring at other times.

4. What did you learn about other cultures and ideas different from your own?

- Before attending UO, received scholarship to go to Japan for a four week program. I ended up staying for six weeks. It was a culture shock at first, hot and humid. I took cooking, flower arranging and tea ceremony classes. I performed in a big park tea ceremony.
- PCC gave me the opportunity to work with people from other cultures and people with a different frame of reference from myself. Understanding that people don't always see that you trying to do the right thing because they have a different frame of reference was a powerful aha for me. I learned that even the simplest and trivial comment or action can be misinterpreted. You have to make an effort to learn about the mores of other cultures in order to interact effectively.
- I enjoyed learning their cultures and traditions. Everyone has different ideas to contribute to the situation. This made working with other very interesting and a learning experience.

5. What did you learn about implementing and designing programs?

- Definitely learned how to organize and plan for a group.
- Utilize resources that may not be financially based (free).
- Learned how to include everyone and help students participate in interests.
- Focus and input on events from different groups on how to better.
- The key to good programs is research, excellent time management, detail orientation and follow up.
- It can be hard work to do it by yourself, but if you get a group together, one can accomplish a lot more and get a variety of ideas

6. What did you learn about how organizations work?
- This is a big one for me because my work at PCC on budget negotiation and management, expense reimbursements and working within the system gave me technical experience that made me really attractive to prospective employers. I also learned about the chain of command and who to go to within an organization.
- It takes a good leader and follow through for an organization to be successful.

7. How has your experience with ASPCC student government and activities contributed to your leadership experiences after leaving Portland Community College?

- Lobbying legislators gave experience in times when you need to step up and be mature and come up with points to lead discussion and use time efficiently.
- Confidence in my public speaking. I gave a presentation a month ago in San Diego. I was excited where before [PCC] I would have been afraid.
- I surveyed Japanese people about World War II, the effects on Hiroshima and Nagasaki about people's experiences. PCC helped me understand the process.
- Absolutely. I draw on those skills every day.

8. What suggestions do you have for improving student government activities?

- Felt like system in place at my time worked very well. It helped to have an overall department head and different groups [student leadership teams].
- Funding is important for student events and activities and lessons students learn from being involved.
- In the mass of activities happening at the same time, focus on specific issues.
- Make a stronger tie with outside businesses for real world experiences.
- More mentors available to students.
- I don't really have any suggestions because it sounds like students have even greater opportunities for development than existed when I was at PCC. I think it's important to send students to conferences and the kind of experiences they are having in New Orleans sounds invaluable.
- I think the one area in which the experience for students could be enriched is that the institutional leadership could do a better job of modeling appropriate behavior in terms of working together. The few negative experiences that I had in student leadership involved back-biting and negativity among the campuses. There always seemed to be a rivalry between the campuses that was fostered and encouraged by the campus leadership from the Executive Deans on down. It infected the students and made working together really hard. I shared my opinion with the President at the time on several occasions but it doesn't appear to be improving. Fostering a spirit of working cooperation and support rather than what's in for my campus would go a long way toward accomplishing everyone's goals.

9. Any other comments you would like to make?

- I enjoyed being involved in student government. I feel it gave me a balance between the real world and classroom education in school.
- PCC made a huge different in my life that continues today 16 years later. I really believe the community college concept changed the lives of generations of people who probably wouldn't have made it to college. The student leadership program at least at Sylvania developed students that went on to make a difference in their communities.
- I probably wouldn't have gotten involved in student government but I needed a part time job to bring in some money so I thought I would try it. I am so glad I did. It changed my life. I think paying a wage to students to be involved brings in people who wouldn't be able to participate and enriches the program. Thinking that people shouldn't be paid to participate is short-sighted. It paves the way for volunteerism later in life.

Faculty and Staff Focus Group on ASPCC Student Government

Tuesday, July 17, 2007

Sylvania

1. **How did you learn about opportunities to collaborate with student leadership programs?**

- I've worked here for fourteen years. In 1993, when I was a college student I worked for student government. I found out about our student government when asked to be a club advisor. I was also a participant in one of the New Orleans relief effort trips after hearing about it from a PTK student who returned talking about her trip. My heart is with the students so I asked for ways I could help. I noticed there was not much advertising among faculty on how to get involved.
- I found out about student government from a student staff member, who worked for student government. Ommaimah Hussein Mohammed told me about the New Orleans relief effort. Since then I have been excited to get involved.
- I've also worked for PCC for fourteen years with child care, WRC, ROOTS, and scholarships. Someone comes to my office to talk about the SAF, child care subsidies. I encourage ROOTS students to be involved. As the scholarship coordinator for the college, I see the importance of this service in helping students get scholarships.
- From students, pottie news, boards with fliers...

2. **What was your impression of student government and activities?**

- I like how the events are more diverse now than when I originally came to PCC. I like to see progressive changes such as adding a Senator for Sustainability. There used to be loud concerts, but now there are more diverse events with ties

to other departments. Student government seems to think bigger with ties to national trainings that are important.

- I was a student from 1990 to 1993. During that time I worked as student help in the SS building. Since then, I am impressed with the jump in student activities and floored by the number of activities there are. I like seeing students involved with other students and staying on campus longer as a result.
- ASPCC is very personality driven, so it's inconsistent depending on the strengths of the students involved each year. Some years you have great leaders, and other years not so much. It is a challenge to have 3 different campuses and student governments. I think that the separation between campus ASPCCs is not good. Students need to have a sense of campus identity and attachment. It is important to have the opportunity for students to get involved.
- Organized and helpful

3. What was the best part of working with student government and activities?

- Students being a big part of the shaping the college and the empowerment that comes to them. The point is to make them leaders and part of the community. I like seeing them take charge and see their power and make changes. ASPCC lets students know they have choices and that those choices have consequences.
- I like the events the student government sponsors. However, I would like to see more faculty involved.
- I agree and like to see what students would like to change. It's nice to find students who care. The satisfaction of helping students succeed. It is vital that this opportunity be there. This is a venue for the student voice. Student involvement was necessary for the bond measure to pass. This is an opportunity to affiliate with PCC.
- Student willingness to help with organizing, setting up, and maximizing
- benefit for other students.

4. What could be done to improve your experience?

- Educate faculty and staff at In-service training. More information on web-site. Students may not see how to get involved or be afraid until they learn how they can help.
- How to reach those students is difficult. They may not know what's involved. They need to know that they are needed and not let off the hook because other students are taking the lead. Maybe you could make a list of options with an explanation of how much time is involved in each and expectations. You could lead them with questions, i.e. are you the kind of person who…? Then you might consider….

- The whole college needs that! My students know about the Habitat team because they hear about it in class, but that info should not be limited to just my students.
- More exposure of student government. Maybe you could have an org chart to show them how to get involved. Show them the options and availability. It is difficult having multiple campuses, but it would be good to have more district events. Do a survey. Ask what would get you more involved.
- Get more support from the top. Mandate help from staff and faculty to help student services. Offer incentives and time commitment options to part and full time faculty and get them more involved. Figure out what is not working and figure out how to help students make the world a better place. Show options to students on how he or she may get involved. Ask the Cabinet to support non-work college related activities. Now it depends on your boss. There should be an expectation that everyone participates in these programs within the work week.
- That would give ownership n the job. Most employers would let you be involved.
- It is hard to create attachment to a campus. Student's reach may exceed their grasp, i.e. they set goals too high to achieve in a year. It's hard to know how to support them in the other parts of their lives and still keep them involved on campus.
- Share what we're doing more and let students know what other campuses are doing. Strong personalities at other campuses can be off-putting.
- more funds?

Question: How do you think we can get more involvement?

- Educate staff and faculty. Let them know what the opportunities are. Offer incentives and recognize faculty involvement. Send lots of thank you notes.
- Offer free lunch, dinner, coffee and donuts. Advertise in the Potty Press.
- Offer cash.
- We need to offer part-time faculty resources so they can be involved. It may be token appreciation or grants for outside of class learning. Human nature is to be of service. Most people want to feel useful, and that's what society needs. We diminish them if we don't tap that desire.

5. **What services and activities are you aware of? (Tell us what you know about what we do?)**

- Student self-awareness and clarification of values and how to input the community. Feedback from other students helps them hone in on their own interests and what they want to be. Otherwise they may not be aware of opportunities. You provide opportunities for students to choose. Student Leaders are information conduits that help other student   navigate our

bureaucracy. They give resources so students can have a better experience and correct perceptions.

- Book Exchange, diversity events.
- Provide information and the ability to find other options in order to get what the student needs. Empower students to be more self-resourceful.
- I went to New Orleans because I wanted to do something to help. But, I got as much as I gave. We all learned so much, including about the cities we visited.
- awareness events, clubs, films...

6. Do you think these activities contribute to the mission of the college?

- That's true. It is important to overall learning. This is a huge component of our stated and unspoken mission in producing active citizens.
- Involvement with local volunteer organizations such as Hands On Portland (handsonportland.org). Start a "Hands on PCC" where students may log in to get information on opportunities, resources and events available to them.
- Yes, promoting student awareness and well being

7. Other comments:

- Managers need to thank people. Even George Bush Sr. took 15 minutes each day to write thank you notes. If someone that busy can do it, so can our managers. The Foundation does a great job at recognizing people for their contributions, a good model to follow.
- I love my job and helping students. I'd like for other faculty to have the opportunity to help students and receive their appreciation!
- I would like to see more involvement from part-time and evening students. They have a smaller voice. There are few activities in the evenings so it's hard to get their buy-in. I see these students reading our displays and brochures as they wait between classes or on break.
- Do a survey the first week of school to faculty and staff asking what they think would work to get everyone involved in student activities. Have a meeting with students and faculty to plan upcoming events.
- Sell coffee and crispy creams to staff and faculty as a fundraiser.
- Do car washes on campus.
- Work together with the PCC Foundation on scholarships for students to go to New Orleans tied to the New Orleans relief effort.
- The potty press is a great tool. We should put it in the inner bathrooms, i.e. in the Social Science division.
- Maybe you could have a meeting where the faculty and staff can be involved at the beginning of the year. You could hire a coordinator to do long range planning.
- Cami, you do a great job!

Survey Monkey Results

To obtain immediate feedback for our program review we sent out the following questions using Survey Monkey as our survey tool. 302 people across the district responded to our survey.

Below are the two statements that introduced our survey, and results to 14 questions.

The Student Leadership Programs (ASPCC) of Portland Community College are conducting a program review. We need your feedback.

Are you aware that the student leadership programs provide support for and coordinate the following programs?

	Cascade (n=85)	Rock Creek (n=67)	Southeast (n=36)	Sylvania (n=114)
Student Clubs?				
Yes	74	56	27	85
No	3	3	1	4
Services such as child care subsidies and the student book exchange?				
Yes	67	52	11	72
No	9	7	15	16
Events and activities (social, multicultural, educational)?				
Yes	76	56	26	86

No	1	3	1	1
Stop the Hate programs, training, and reporting of hate crimes/bias incidents?				
Yes	74	52	24	70
No	3	6	3	19
Leadership development for a diverse group of students through campus training, conferences, committee involvement, meetings, political and civic involvement?				
Yes	68	51	16	77
No	9	6	11	11
Scholarships?				
Yes	55	40	19	51
No	21	17	8	37
Improvements for students such as increased student lounge space and furniture?				
Yes	65	51	16	54
No	9	7	11	32
Advocacy/lobbying for improved transportation, food services, textbook				

prices, access, and financial aid?				
Yes	61	49	16	68
No	15	10	11	20
Community building through recreation, lounges, games, entertainment, celebrations, and opportunities to build personal connections?				
Yes	70	51	24	70
No	6	6	4	18
Classroom Enhancement Grants (monetary grants for faculty to use in their classrooms to enhance the curriculum).				
Yes	56	38	18	28
No	20	21	10	59
Civic engagement opportunities such as voter registration drives, lobby days, service to our communities and sustainability initiatives?				
Yes	68	51	22	78
No	7	7	6	9
Provide student representation on over 30 committee's district wide.				

	Yes	46	34	15	50
	No	29	25	13	39

CASCADE

What do we do well?

- At Cascade you do everything well.....
- Recognize students e.g. honoring dean's list, president's list scholars Provide a place for students to gather inform Very friendly, very welcoming. Students who access your services really appreciate them. I also appreciate the strong outreach to faculty and interest in student learning, e.g., the classroom enhancement grants (as opposed to over-reliance on social events, as often occurs in the student activities world).ally Provide leadership training
- provide students to services
- advertising for events having well trained student leaders
- Everything! You guys do great and are well appreciated
- building bridges between students and staff
- The events are great! You have really done a great job of advocating for students. The lounge has become a space that students can enjoy and call their own.
- Student leadership training, events and activities
- Getting the word out about your services.
- Provide students opportunities for club formation and recreation. I have seen improvement in the timely removal of signage from buildings after an event is over...keep it up!
- On campus activities; service on committees; publicity.
- All of it
- I think the Cascade team has done a great service for our campus and the district in all of their endeavors.
- Provide students with an array of experiences and opportunities. Involves the entire campus community, not just students.
- KEEP THE CASCADE SPIRIT ALIVE!!
- Helping to support a full campus experience. Broadening student awareness of ideas.
- ASPCC is very active and present on campus!
- You represent students from all walks of life, you provide opportunities for growth, and a full college experience. Your program continues to grow and improve over the years. It changes as the college changes. In my opinion, you should be running this college.
- ASPCC is very visible on the Cascade campus!
- All of the above
- The ASPCC does so many things well! Build community, educate on important issues, keep student needs and concerns on the top of the list, and mentor/befriend/support a multitude of students. Thanks.
- Student support and fund raisers.
- You promote your activities well. A student would have to be blind not to know about ASPCC. Love the Potty Press. Love the $1 bbq! And of course they are just attention-getters for the real work you do.
- Great events that are as diverse as the students we serve.

- Offering a variety of activities and venues for getting students engaged on their campus. The $1 BBQ at Cascade is great.
- Building community, empowering students, developing leaders of tomorrow and creating a climate on campus where our students feel they can really make a difference. You rock!
- You are very positive about whatever it is you do.
- almost everything
- Customer Service....
- Keep students informed and engaged with respect to information and what's going on in the school.
- Getting the Cascade community involved with each other. Faculty, students, and admin. all across the board.
- Provide hang-out places and activities for students
- Organize events, social activities, provide services to students via student center.
- Your continuous support for student success and involvement in college and community activities is what makes this and all PCC campuses thrive
- You do an excellent job of putting together a well rounded selection of activities to bring students together and make them feel welcome on the campus. The potty press is a wonderful way of advertising these activities each month.
- Your events are fantastic and really focus on the students. I think your efforts are really appreciated.
- Provide a variety of programs so that each student can participate in something of interest to him/her.
- From a Staff perspective - everything (and more than I imagined)!
- Inform students
- represent students
- Make the campus welcoming.
- Good use of technology (e-mails) Diverse presentations
- Providing lots of different activities throughout the year geared just for students
- Engage students in college activities
- Student ambassadors have been great. Presence in SSB is very helpful and friendly.
- Easter Egg Hunt, Buck Bar B Que, Mardi Gras Celebration, Adopt a Family at Christmas, Thanksgiving baskets. These are ALL great programs!
- Pretty much everything is done well. Everyone is/has done their job pretty well.
- Provide community for students.
- Everything
- All 13 things mentioned above! 2) Provide employment opportunities for those students who hold ASPCC positions. 3) Give students a voice. 4) Give students a presence on campus. 5) Partner with other on-campus events (like Preview day)to help other campus departments/services meet their goals.
- Everything
- In addition to all the things listed above you seem to provide a SAFE place, the underground, for all students to go and just hang out or get help with almost anything. Everyone needs an unbiased place to go and "just be" sometimes.
- Cascade ASPCC does a wonderful job of offering something for just about anyone - especially anyone that wants to participate.
- You do a variety of activities throughout the year that are valuable.
- Apparently, quite a list of things - news to me!

CASCADE

What can we do better?

- Remove signage after event has taken place. Bulletin boards should be looked at more often
- Continue the excellent work!
- As always, the challenge is in connecting with students who (a) are part-time not available for many on-campus activities; or (b) are in career programs that keep them focused on their programs and their cohorts.
- Announce things further in advance and plan them better-which is hard but may help attract more people.
- more student representation on club sign up week
- More buck barbeques!
- Perhaps open the student lounge all hours the building is open.
- do a better job on providing campus wide information about your services for needy students: such as child care subsidies, scholarships
- Help put peer pressure on smokers to only use the designated facilities and to keep trash and cigarette butts off the grounds

- I see a lack of tolerance when unpopular opinions are voiced or displayed at PCC. (conservative/ right leaning groups) The student body should do more to encourage more diversity and controlled debate in the public areas. Often I see or hear only one side of an issue, and over time it could appear that we are promoting a particular view or agenda. Perhaps instead of having a lecture by one we sponsor some forums and debates. I would like to see some academic balance restored.
- Build consistent bridges from one year to the next.
- IT'S ALL GOOD!
- Not sure
- Take more vacations, you deserve it.
- N/A
- When you put posters advertising an event, return and remove it afterwards. Do not tape posters to the windows on buildings
- Get more money and better space!
- Keep smiling :)
- advertising and awareness
- Explain how you can get connected to a mentor.
- I think you are doing a fantastic job as it is and a wonderful program.
- Recruit/develop more leaders. It seems like one or two students do everything related to student leadership and the others are not very coordinated / involved.
- Enlighten the populace.
- Continue to keep having fun and strive for success!
- Just keep on doing it.
- Honesty, I don't see anything that sticks out, maybe have the student leaders wear t-shirts or something to advertise your organization so more students are reminded that ASPCC exists. Out of sight, out of mind.
- Be out and seen on the campus as a united government more often.
- Engagement of staff in community building
- Encourage students to seek out Service Learning opportunities in their classes in order to better connect Cascade to the surrounding community.
- Can't imagine.
- I don't think anything!
- Have emergency dollars for students. Provide low cost public transportation for students, faculty and staff.
- I would love for ASPCC representatives to have a big, bold presence on campus the first week of the term - especially the first 2 days - identifying themselves (with t-shirts or badges)as people who can answer questions, give directions, etc. As a faculty member, I spend a few hours on these days showing lost students where to go, etc. The more of us doing that, the better. 2) If a student signs up for a club, he or she should be contacted 100% of the time - even if the club gets cancelled because not enough people sign up. I know of a student who signed up one day for 3 clubs and never got contacted by any of them. That wasn't OK. 3) I think ASPCC should have a logo. It should be on signs at every event sponsored by ASPCC. For example: If ASPCC is sponsoring a fair, a BBQ, a book exchange, etc, its role in the event should be known. A sign would make ASPCC's sponsorship known. The logo could also be on lapel buttons that ASPCC reps wear at events, when helping out during the first week of the term (see #1 above), etc.
- Allow more students to be involved in the leadership training who are not ASPCC officers.
- Not sure –
- Get other programs, like Child Care, on this campus.
- Reach out to Adjunct Faculty with messages about the benefits you provide.

ROCK CREEK

What do we do well?

- Overwhelm the list serv with information
- EVERYTHING!!! The Rock Creek ASPCC is GREAT!
- Advocate for students and encourage students to organize around interests and issues.
- Build a stronger community on the campus. ASPCC's presence makes the campus feel much more alive. The committee representation is also great. It is always good to have a student perspective. Better decisions are made with the consumer perspective kept in mind.
- You stay involved in what is listed above. You work towards creating better environments and you are active in your school!
- Student space, clubs, multicultural and other events, bringing good speakers on campus, voter registration . . . many many things
- Advocate for students and provide great leadership opportunities for students and staff.
- Everything!
- Provide information to students and staff about the programs that are being offered.
- I think all is great!
- Mandy Ellertson and Loretta Dike do everything (I've ever been aware of) well!
- I think ASPCC does an excellent job in also getting students and faculty/staff to attend social events to help bridge the communication gap and helps bring the entire campus community together.
- Beginning of the year BBQ to welcome students. Creating a feeling of community
- Very good job mobilizing students to do meaningful projects for the campus and supporting student leaders' interests.
- Advocate for students
- Inspire students - Connect them not only with their campus but with possibilities for the future in their own education but the larger political/social arena.
- I appreciate the student representation on the committees. I have had the pleasure of serving on several committees with students and their input is invaluable. Thanks.
- All of the above

- Getting students involved and giving them a place to build community on campus. Providing them with both fun and educational/developmental opportunities.
- Representing all of the many diverse groups
- You are out there and visible.
- Create fun experiences for students
- Nice posters and signs regarding event scheduling in Bldg. 3, but at Bldg. 9, in which I work, I don't know where the activities are advertised --- I'm sure there is a space, I just haven't stumbled across it. --- I was impressed with the recycling containers that appeared throughout the campus awhile ago --- but when I was looking for a place to recycle my newspaper after lunch last week, (I was outdoors in the goldfish courtyard) I couldn't easily spot anything outside the cafeteria - I hauled it back to my office to recycle there. I know our weather is a tad wet, so maybe there are no "dry" containers for the outdoor areas.
- You give students a place to relax and take a break from class.
- Providing a nice place for students to interact with one another as well as staff.
- coordination
- Everything! You are very visible on campus. Your advocacy & lobbying is done very well & you have tons of activities.
- Events and activities

ROCK CREEK

What can we do better?

- target your audience
- I don't know.
- Get a better website. Get more space
- Advertise your programs; solicit more student involvement somehow. It is a hard thing to do and I support your challenge. More students need to be aware.
- I am not necessarily saying it is any one entity's fault, but we need to involve our professional technical students more in ASPCC. I don't believe they are well-represented.
- Work closer with all faculty and management.
- Just keep on doing what you are doing.
- The safety in some building are in question for example building 5 at rock creek student records department
- More money, more space grow the programs. I'm behind it all!!!
- Nothing comes to mind at the moment I am taking this survey
- More information on the Potty Press, how to advertise, when is it updated? It would be great if the student government could volunteer to help with the graduation ceremony (advertising, encouraging students to participate, etc).
- More information on the Potty Press, how to advertise, when is it updated? It would be great if the student government could volunteer to help with the graduation ceremony (advertising, encouraging students to participate, etc).

- Help promote service learning.
- Reflect the diversity of students PCC serves in leadership 2. Need & lobby for Multi-Cultural Center   3. Celebrate OctoberFest (German ancestry) 4. Italian Festival?
- Do you work with the 18yr olds out of High School
- Some of the posters you put up to advertise functions could be done more professionally.
- Better outreach and activities It seems like there are quite a few rowdy regulars, and other people don't feel as comfortable in there as they should.   Organized events could be a little better prepared, but it's understood that they don't have a great deal of time to do most of these things.
- --- See above --- 2nd paragraph. --- We get quite a few requests at the library from students looking for FAX machine access. Could you more aggressively "advertise" your service?
- I have no complaints
- Get more students involved
- It seems like there are a lot of corrections for event announcements. It's difficult to tell if changes to event announcements are because there are mistakes in the initial announcement or changes in the event. If they are a mistake in the initial announcement, than improvements in proofreading may be in order. If there are changes to the event because details were not confirmed, then changes there may need to be made. Finally if it's all last minute changes because of unforeseen circumstance, well there's not much that can be changed.

Southeast

What do we do well?

- get students involved...teach responsibility and develop students
- Awareness of ASPCC for SE Center students with various activities
- Great job at hosting multicultural events and through them, increasing awareness and understanding of the blessings and struggles of diverse populations
- Visibility
- The sec aspcc rocks!

- Motivated. Energetic. Eager to make a difference!
- constant participation in events
- ASPCC is the best thing going at Southeast Center! Sue Riches has gone 150% out of her way to help make Southeast Center comfortable for the students Thanks ASPCC
- Events and activities for students
- organize and market social activities
- Cultural activities, promoting diversity, classroom enhancement grants, student advocacy and lobbying.
- Provide a focal point for student involvement in campus activities.
- Plan fun cultural events; develop leadership qualities among students; increase student pride in their community and build a community
- Help create a warm and welcoming atmosphere for students.
- The student government at SEC provides a very welcoming atmosphere in the public spaces at SEC.
- The Students and advisors are good financial stewards of Student Activity Fee funds. The work you do helps student leaders develop strong interpersonal communication skills, leadership, culture competence and skills in teamwork development.
- Connecting students with other students, and staff.

Southeast

What can we do better?

- Involve more students
- At SE Center, 1.The ASPCC coordinator position (right now, Sue Riches) needs more hours to do the job effectively. 2. The funding for ASPCC at SE needs to increase in order to provide activities and events, such as big events like the Asian New Year Celebration, the ESOL Awareness Week, the Russian Celebration, etc.
- More visibility regarding those items checked "No" above.
- I don't like all of the consumer oriented products sold at all of the holidays.
- get the district to get you more $$. Figure out how to do district wide communication and events
- Communicate with your partners! Schedule activities and events with the building scheduler and admin who are affected so people know what you are doing and can work with you. Let staff and students know what you are planning enough ahead of time that you get some input. Not enough thought given to how ASPCC activities impact classes or other college activities.
- Provide more comprehensive services at SE
- identify student educational needs that are not being met
- We need Sue Riches on campus more, working with student leaders and students Sue Riches positive approach is what Southeast Centers student's need!
- Keep the student activity fee small for students. Any additional fees for many students is a burden. Many students pay he SAF and get nothing out of it. No more increases!
- Involve every one in campus and do improve coordination.
- Have a member dedicated to environmental/sustainability issues at SEC. It would be great to have a student leader get the SEC community involved in better recycling, reuse and less waste.
- Advocate for "fair share" of student activity funds for SE Center.
- Not sure

- More information about things that are happening. For instance, not one email went out about ESOL awareness week or other things that are going on at SEC
- I don't think it is appropriate to have students circulate through the offices asking for donations for projects; however, it is very appropriate to set up a table or do an activity for fundraising in the great hall (encouraging staff to donate).
- It is difficult to find and meet the needs of a largely part-time and non-traditional student body. However, I think the goal for the student government here is to determine how they can better serve a population that mainly comes to campus only for their classes. Especially those who are coming here to learn English and job training.
- Encourage the students to get more input on how the Student Activity Fees should be used to serve a great number of students.

Sylvania

What do we do well?

- You bring a lot of energy to the campus and coordinate a variety of events.
- Having lots of activities on campus and student voice.
- Apparently you do a lot. I confess I am out of the loop and don't know you very well.
- provide lots of candy
- Book Exchange Bringing Merchandise Vendors on campus Student Handbook Calendars Visibility of Student Club opportunities
- all of the above
- Help bring students together -- which helps students stay in school.
- Provide a variety of services for PCC students, and you do a good job of advertising most of them.
- ASPCC's district wide approach to providing services for students is very effective. You are in tune with the needs of the student body and I feel as a group you are responsive to those needs. You provide a positive

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look for the whole student body. Thanks to each of you for your willingness to give your time and effort for the betterment of the student body and the College.

- Being active
- Helping the students through all of the various programs you offer
- Support students, I especially like the Christmas gift drive for families of students.
- Advocacy and lobbying for students Civic engagement opportunities
- Provide a variety of clubs according to student interest.
- Am not certain...
- None
- You represent students to the all of the academic efforts in the college. You create a sense of community - - which is can be challenging to find in a commuter college. You also do a really great job of outreach to the diverse (and I'm not speaking only of cultural diversity) and desperate members of the college student body. You also raise funds for good causes, and it looks like you have fun too.
- Support the students before anything else
- Not sure
- I do not know...I know that students use your programs, but I am unsure of their success.
- Leadership development Clubs Multicultural programs/activities Community involvement
- Keep up the bulletin boards
- Civic engagement/voter reg, lobbying, social events, leadership devo, etc...
- Communication about events going on and their location. 2. Making students aware of book exchange and other programs that will help them. 3. Advertising clubs that students can take part in to enrich their student experience.
- Communication (list serve announcements, "potty press", etc.
- Communicate what is going on
- Student peers provide a great service to students, college visitors and programs. The diversity of activities, clubs, advocacy, etc. is amazing.
- provide avenues for self development
- making the students feel welcomed and connected with school
- You guys rock!! Keep being active.
- Diversity is well known at the school and n the job itself. As we hire a variety of people, we get to know who we work with.
- Show your presents to the day time students. Most events and programs are conducted during the day.
- Everything
- Book exchange is a great resource for students. Get out the vote effort has been tremendous. I've been impressed with the club offerings. I know that students lobby for financial support and organizing these events is really important. Students in these leadership positions feel empowered. I have also been personally impressed with maintaining a focus on New Orleans and recovery efforts. I hardly ever hear about N.O. in regular media coverage but have been really touched that students from PCC have gone every term since the hurricane. I also appreciate that the positions are developmental.
- Student events, getting the word out about activities, resources, etc
- I couldn't tell, you it seems like there is always something new, but nothing that you can count on being there next year
- Advocating for the interests of students.
- Advocate for students!
- Get students involved in college life.
- You demonstrate a good work ethic by working hard for PCC. You encourage respect for all. You make going to PCC so much more interesting and fun. You understand and act on the need for tasty treats. This survey is another example of what makes you valuable to PCC.

What can we do better?

- You could collaborate more with other employees at the college, in order to plan more effectively and broadly, coordinate events (so they don't overlap), communicate information and advertising, and extend your apparent presence beyond the SPIN and ASPCC offices and CC Mall. For example, what role could you play in the Service Awards, recognizing faculty and staff or in Art Beat? Think more broadly as to who all of your stakeholders are and we will then try to work more closely with you, and support your efforts.
- More money for student clubs
- I have no answer to that
- Become democratic instead of a pawn for the administration!
- Partner and collaborate with other campus student leadership programs to increase student involvement with campus activities and programs. * Increase attendance and student participation with on campus events and programs. * Support student club development and leadership.
- Sometimes I think the same students are involved over and over - when I was a student here (admittedly years ago) I was completely unaware of the various activities going on. I had no idea that being involved in these activities would have been a step toward integrating myself into the PCC community and adding points to my resume, etc. I wonder how many other really fine students are in that same situation.
- Some agency should develop a Men's Study 101 or a Men's organization of some sort to study and bring out into the open the pressures on men to be "superior" -- in sports, in video games, through movies, etc. When young men get to college and figure out that they are not superior, but human like everyone else, they tend to get frustrated and that frustration can cause them to lash out. So, perhaps a men's group to have men confront their social pressures?
- Getting the word out. Do (more) classroom presentations about your services.
- Maybe a presentation at in-service about all the programs you offer.
- Perhaps outreach to under-represented students - I'm sure you are doing this, but there's always more to do.
- Lobby for a student newspaper...
- N/A
- I'm not in a great position to evaluate that, but I would say to keep the outreach going. I wonder if there's a place for all the young students who are replacing/finishing their HS years here. Some of them seem a bit lost. Good mentors would go a long way for them, and I think mentors in a non-formal way. Involvement with student government could make a very positive difference for some of those kids. I don't know if you're interested in working with "kids," but you can bet there's a need.
- newspaper let their voices be heard
- Make your programs more visible and connected to the campus community by not hiding in those offices all the time
- More programming for the general student body to create a more vibrant "youthful" campus. Bands at noontime in the quad, that type of thing.
- Increase overall student involvement. Considering the number of students on campus, a small percentage actually take advantage of the opportunities provided or participate in the activities. Better promotion.
- Enlist more student participants (& develop more ambitious programs) to advocate for: lower tuition & lower text prices.
- No comments here, I think you are doing great!
- PCC really needs a student paper, either in print form or online. The announcements block on MyPCC just doesn't make it. There really needs to be a news.pcc.edu to serve as a dedicated, timely news site.
- Maybe acknowledge students by name more often
- I can't think of anything. Although, I notice it is hard sometimes to get community college students to be active because they are not at the college or campus very long. In my program students are here to get skills and then they scram off to jobs at noon everyday. It is hard to get them to make time for college student activities. Please keep trying to engage them somehow.
- better coordination between the various departments (ie. a calendar of all ASPCC events would do wonders)
- Awareness of all of your activities needs rising!
- Inform more students on scholarships that they offered
- Be available for the evening and weekend students. More programs that reach out to the students in the 30-40 year old age range.
- More publicity
- In the past excessive noise from music during campus events has been a problem, but it seems to have been taken care of this year. Thanks!
- I wonder if there is a way to get students thinking about applying for the ASPCC and leadership positions earlier in the year so that it's not lost in the bustle of spring term. I think it's a wonderful opportunity and that more students should apply. In other words I think it would be great if there was more interest and a deeper

pool of applicants for consideration. Perhaps more opportunities for students to participate in lobbying and advocating for students needs.

- Have events that are mainstream.
- More "public relations" about what ASPCC does for students.
- Get the word out.
- Introduce student leaders to staff via the web or email.
- There continue to be too many students who do not know what ASPCC means but I don't know how much more you can do to improve that situation.

App. 4.1

ASPCC Book Sale Survey for Sellers - Cascade
January, 2007

Total number of people surveyed = 50

Terms completed at PCC

	0	1--3	4--6	7--9	10 +
Total # of people		20	21	2	7

Campus where most classes are taken

	CA	RC	SY	Other PCC Locations	CA& RC	RC & Sy	RC, SY, & Other	RC & Other	Rc & SE	No answer	CA & SE	CA & SY	online
Total # of People	41	1	2							1	1	3	1

Time or day when most classes are taken

	Day	Night	weekend	Day & Evening	Evening & Weekend	Day, Evening and Weekend
Total # of People	41	7		1		

Money saved in buying textbooks

	no answe	$0	$ 1-10	$11-20	$21-30	$31-40	$41-50	$51-60	$61-70	$71-80	$81-90	$91-100	$150-200	$250-300	$700	A lot
Total # of people	6	1		3	3	5	2	4	4	7	3	7	4	1		

	Strongly Agree	Agree	Disagree	Strongly Disagree	No answer
1. The ASPCC used book sale is an important service to students Total # of people	41	8		1	
2. Without the ASPCC used book sale,it would be more difficult for me to be able to attend college. Total number of people	12	22	14	2	
3.The ASPCC used book sale helps offset the cost of textbooks Total # of people	35	12	2	1	
4. The ASPCC book sale hours work for me Total # of people	26	22	1	1	
5. The ASPCC book sale is a good use of my student activity fee Total # of people	29	18	1		

Comments

1. It would be great if the book sale could start before the term begins.
2. ASPCC rocks!
3. The book sale should/needs to be a part of the college.
4. Thank you.
5. It should be two weeks and open earlier.
6. I love the book buy back!
7. It would be beneficial for all parties if student loans or financial aid money could be used for the exchange. I believe not enough people participate in the exchange because they don't have the physical money to buy books. Instead they go to the bookstore and use financial aid funds.
8. Great service in the face of corruption and extorsion from the publishers. Thanks.
9. Awesome. Thanks!

ASPCC Book Sale Survey for Buyers
January, 2007
Rock Creek

Total number of people surveyed = 149

Terms completed at PCC

	0	1--3	4--6	7--9	10 +
Total # of people	7	60	40	18	24

Campus where most classes are taken

	CA	RC	SY	Other PCC Locations	CA& RC	RC & Sy	RC, SY, & Other	RC & Other	Rc & SE	No answer
Total # of People	5	125	2	1	1	9	1	3	1	1

Time or day when most classes are taken

	Day	Night	weeekend	Day & Evening	Evening & Weekend	Day, Evening and Weekend
Total # of People	111	26	0	7	2	3

Money saved in buying textbooks

	no answe	$0	$ 1-10	$11-20	$21-30	$31-40	$41-50	$51-60	$61-70	$71-80	$81-90	$91-100	$150-200	$250-300	$700	A lot
Total # of people	39	6	4	10	10	7	13	15	7	7	10	17	9	2	1	8

	Strongly Agree	Agree	Disagree	Strongly Disagree	No answer
1. The ASPCC used book sale is an important service to students **Total # of people**	116	24	0	5	4
2. Without the ASPCC used book sale,it would be more difficult for me to be able to attend college. **Total number of people**	45	59	31	7	7
3.The ASPCC used book sale helps offset the cost of textbooks **Total # of people**	100	36	1	6	6
4. The ASPCC ook sale hours work for me **Total # of people**	89	46	1	6	7
5. The ASPCC book sale is a good use of my student activity fee **Total # of people**	90	44	3	6	6

Comments

1. "it is the only way to stich it to the textbook publishers who want a captive monopoly on students!"
2. "thanks a million"
3. "needs to be all year round".
4. " It would be easier to buy and sell if the books were listed on line. (like sylvania)"
5. this is an awesom service, Thanks".
6. "The student book sale is amazing and I think we should do anything we can to keep it going"
7. " please keep this running. It helps me and many other students out a lot"
8. I bought my books here and profited as well, It's awsome"
9. " Good program woth while"
10. " I do like this service. Great deal!"
11. " It was a good service and convenient"
12. "Great overall"
13. " it is a great tool that more people need to be aware of"
14. " Made a lot of money"
15. " figure out to utilized financial aid"
16. "Thanks"
17. " I love the used book sale"
18. " I came back to school at the age of 54 on a financial income. Without the used book sale, I likely would not be able to continue school. The price of new books is criminal"

Child Care - Survey for Recipients of ASPCC Subsidies
January, 2007

Terms completed at PCC

	0	3-Jan	6-Apr	7--9	10+
Total # of People	1	2	4	2	3

When do you take classes?

	Day	Evening	Weekend	Day/Eve	Day/Weekend
Total # of people	6	1	0	4	1

Campus where most of the classes are taken

	CA	CA & RC
Total # of people	11	1

of children in a family that are served by the ASPCC Child Care subsidies

	0 child	1 child	2 children	3 children
total # of answers	2	5	1	4

Ages of children

	0 9 months	11 months	1 year	18 to 21	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years
# of Children CA		1	2		2	2	1	1	3	4	2	1		1

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Answer	N/A
1.The ASPCC Child care subsidy program is an important service to students. # of respondents	10				1	1
2. Without the ASPCC Child Care Subsidy program, it would be more difficult for me to attend college # of respondents	9	1			1	1
3. The ASPCC Child Care Subsidy program helps offset the costs of attending PCC # of respondents	9				2	1
4. The paper work needed to be considered for a child care subsidy is easy to understand straight forward # of respondents	10					2
5. The college promotes the child care subsidy program to a wide group of students # of respondents	7	1	1		1	2
6. the child care subsidy program is awarded fairly. # of respondents Cascade did not have this question on survey.						
7. My subsidy checks arrive in a timely manner after I submit the necessary paperwork. # of respondents	4	5			2	1

Comments

"Great program! Very helpful!"
"I usually dread the idea of paperwork for any kind of financial assistant but this program is much easier to apply for."
"It is really hard to go to school, and it helps to know that I can make sure daycare is taken care off. It makes life a lot easier."
"Childcare is critical to the success of parents who are students."
"Nothing at this time. Thank you for the assistance. It is greatly appreciated."
"Without the ASPCC Childcare program I wouldn't be able to continue my education."
"I was lucky enough to become part of the program shortly after being placed on the waiting list. The subsidy has been a Godsend. Thanks!"

App. 4.5   Year End Celebration Survey Results

Number of respondents: 267

1. What campus are you from?

Rating	Cascade	Rock Creek	Southeast	Sylvania	Guest	Other		Total	Total Count	Difference (if any)
	75	62	26	39	48	17		267	267	-

2. How did you find out about this event?

Rating	Posters on Campus	In Class	Friend / Relative	Table	Previous Attendance	Other		Total	Total Count	Difference (if any)
	10	1	13	4	4	6		37	37	-

3. What advertising would you suggest to reach more people? (see comments page)

4. Rate the Following:

Rating	Facility	Location	Food	Ticket Price	Prizes
1	154	132	100	172	178
2	63	61	53	50	46
3	32	51	66	24	19
4	10	12	31	8	9
5	8	11	17	13	15

4. Facility, Location, Food, Ticket Price and Prizes suggestions. (see comments page)

5. What did you like to most? (see comments page)

6. What did you like the least? (see comments page)

7. What would you like to see more of? (see comments page)

8. Will you come back next year or recommend this event to others?

Rating	Yes	No						
	251	16		267	267	-

9. What would you suggest for next near's theme? (see comments page)

10. Other Comments. (see comments page)

Appendix 5

May 4, 2007

<h2 style="text-align:center">White Paper on Multicultural Center Development</h2>

Prepared by Claire Oliveros, Coordinator, Sylvania Multicultural Center in collaboration with the district wide Student Leadership/Multicultural Programs & Services Work Group facilitated by Dr. Linda Reisser, Dean of Student Development, Cascade Campus

Introduction

The Student Leadership/Multicultural Programs & Services work group is made up of district wide academic professionals including the Student Leadership Coordinators, the Multicultural Center Coordinator, and the Multicultural Student Programs Coordinator. This work group began meeting during Fall 2006 as part of the District Wide Strategic Planning Initiative to address shared issues related to student leadership and multicultural programs and services. The impetus to merge the Student Leadership Programs and Multicultural Programs & Services staff was to create a substantive committee ranging from 4-8 professionals including a Dean of Student Development.

Overview

Portland Community College provides multicultural services and programs to the increasingly diverse student population throughout the district to assist students of color in their pursuit of success and excellence. As a multi-campus district, the delivery of programs and services for students of color looks different. Currently, the Sylvania campus houses the sole Multicultural Center in the district. In the past two years, the Rock Creek campus gained a full-time Multicultural Student Programs Coordinator. Moreover, the Cascade, Rock Creek, Southeast, and Sylvania campuses are intentional in providing student activities and services for students of color through the Associated Students of Portland Community College and the Women's Resource Centers.

At Cascade, Kendi Esary chairs a Multicultural Awareness Council (MAC) that includes students, faculty and staff. This group plans and promotes campus diversity events. The Cascade African Film Festival is also supported by Student Leadership Programs.

Both Cascade and Rock Creek provide training and recognition for student leaders, who support multicultural programs (e.g., ASPCC Diversity Coordinators, OLI mentors, WRC Advocates, MiRCs and the soon to be Equity Ambassadors and CAMP Mentors).

Background

Students of color make up 25.3% of the population of Portland Community College. PCC has demonstrated a commitment to students of color through specific programs, services and resources, campus centers and course offerings; including programs such as the campus based Multicultural

Center, Multicultural Coordinator position, multicultural student activities, and various ethnic studies courses in Sociology, History, and English. Moreover, federal grant funded programs such as TRIO and MOTT encourage the retention of underrepresented students in college.

The need for support services for students of color attending predominantly white colleges and universities is well-documented in the literature. Fleming (1984), for instance, points out that alienation, isolation, and loneliness are part of the experience of attending a predominantly white institution for Black students. Similarly, Allen (1981), conducted research over the course of four years, and found that Black students, in particular, will experience an incident of racial hostility. Whether a student of color is entering college for the first time or returning after an absence, support systems and services need to be in place.

All too often, students of color deal with a common set of barriers to entering and staying in college, such as; lack of familiarity with the college process and campus resources, tuition assistance, academic readiness, and career exploration.

The Sylvania Multicultural Center is a retention program that helps students of color achieve their educational, personal, and life goals by fostering transformative learning opportunities, providing education, and creating opportunities for students of color to develop as leaders. The MC ensures that ALL students who utilize the services and programs are provided equal access to educational opportunities.

History

In 1989, a retention program was established by a committee of concerned faculty and staff in response to the unique needs of students of color at the Sylvania Campus. The Ethnic Student Success Program (ESSP) was created to support the academic success of students of color in math and science courses through 1:1 peer tutoring and mentoring. The ESSP received internal grant funding for nearly two years before the college designated general funds to support a professional staff person and operating budget for the Center. The ESSP relocated from a corner office in the Health Technology building to a larger space in the College Center which included a resource center for student leaders to direct and operate their programs and services. In 1998, the ESSP changed its name to the Multicultural Center (MC). The Multicultural Leadership Training Program (MLTP) 60-hour anti-oppression classroom training was developed to prepare students of color to work as peer tutors and student coordinators of the Center. The Coordinator provides academic advising, training and supervision of the student leaders, and the development and implementation of cultural events and programs. The Portland Community College Sylvania Multicultural Center:

- **Provides assistance and service directly to students of color to address educational, financial, and personal concerns**

- **Serves as advocates for students of color on campus to promote educational equity**

- **Develops partnerships and collaborates with campus and community groups for the empowerment of students of color**

Sylvania Multicultural Center

Founded over fifteen years ago to address institutional racism and the unique needs of students of color, the Sylvania Multicultural Center provides services and programs that support academic achievement, leadership development, and the retention of students of color.

The Sylvania Multicultural Center is a central place that nurtures learning and the achievement of personal and educational goals through cultural enrichment, peer tutoring, and mentoring.

Goals

- **Provide access to higher education** for students of color.

- **Encourage empowerment and self-esteem** in students of color by teaching **self-advocacy.**

- Enable students of color to make informed choices **regarding academic, career, and personal issues by providing accurate information, support and education.**

- Develop students of color as leaders **by supporting student-initiated programs and providing training in leadership skills.**

- Encourage exploration of issues of race, ethnicity, and culture**; to enhance personal development of students of color and white students by integrating theory and learning into their daily lives; to provide programmatic context for informed action and practical experience of issues critical to people of color and society.**

- Actively seek the end of oppression **based on race, gender, ethnicity, religion, class, sexual orientation, age, and physical and mental abilities through all our programs and services.**

- Form alliances and foster collaboration **between students, college resources, staff, faculty, and members of the wider PCC community.**

Values

We are committed to:
- **Providing the highest quality services and programs to our constituents.**

- **Respecting and valuing the differences which enrich our lives and working toward greater diversity and inclusiveness.**

- **Citizenship - The active participation of people of all cultures in civic life.**

- **Education - Members of each cultural group pursuing knowledge to raise their individual standard of living and quality of life for the community at large.**

- **Health - For people of all cultures to live, work and play in environments that are conducive to mental and physical well-being.**

- **Equality - The respect for all cultural beliefs and practices that preserve human rights.**

- **Freedom - The right of every individual to pursue his or her dreams.**

- **Social change** - identifying something in your community that is not fair, just or humane and developing a process to address the cause of this issue in hopes of bringing more justice and equity to the situation.

-

Program and Services

The Multicultural Center staff:

- **Provide** personalized assistance **with entering college**

- **Provide** one-on-one peer tutoring **in** math**,** biology, chemistry, **and** physics **courses**

- **Provide** scholarship search **assistance and individual assistance in the application process**

- **Provide** referrals **to campus and community resources such as:**

  - Counseling

  - Women's Resource Center

  - Office for Students w/ Disabilities

  - ROOTS Program

  - Financial Aid

  - Job Placement

  - Low-income Health Care options

  - Interpretation/Translation Services

  - Immigrant Rights/Advocacy Services

- **Sponsorship of performances and special events, lectures, exhibits, films, and conferences**

- **Assistance planning activities related to race, ethnicity, and culture**
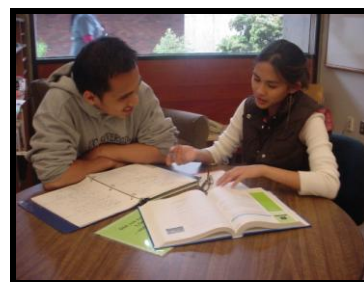
The Center is dedicated to developing students of color as leaders and raising awareness of issues of multiculturalism, diversity, and social justice on campus and in the community. The Multicultural Leadership Training Program (MLTP) prepares students for leadership roles as Peer Tutors and Student Coordinators. The MLTP helps students develop skills in peer tutoring, advocacy, problem solving, public speaking, and program design and implementation. The student leaders develop educational programs and events to promote understanding of issues of race and ethnicity on campus.

The Multicultural Center sponsors the following programs:

- **Annual Winter Pow wow**

- **Author's Reading**

- **Interactive Educational Bulletin Board Displays**

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- ☺ **Book Fair**

- ☺ **Diversity Fund Awards**

- ☺ **Educational Exhibits**

- ☺ **Film Series on Race and Ethnicity**

- ☺ **Hip Hop Performances**

- ☺ **Illumination Project**

- ☺ **Multicultural Leadership Training Program**

- ☺ **Multicultural Center Completion Ceremony**

- ☺ **Spoken Word Poetry**

- ☺ **Student Dialogues on Race**

- ☺ **Women of Color Gathering**

Student Clubs and Organizations sponsored by the Multicultural Center:

- ☺ **Collective Voice Multicultural Student Organizations**

- ☺ **Muslim College Student Association**

- ☺ **Samahan - Filipino American Student Association**

- ☺ United Tribes Native American Student Association

General Operating Budget

Currently the Multicultural Center is operated by one full-time academic professional, a part-time administrative assistant, and an aggregate of eight casual and student help employees. The MC level of general fund support has received gradual increases since 1991. In 2001, the MC received minimal support from Student Activities Fees allocations. In 2002, the coordinator began administering the Sylvania allocation of the College Diversity Fund estimated to date at $8500.00 for the Sylvania Signature event, the Annual Winter Pow wow, and campus initiatives to increase cultural diversity on campus. The following budget overview is an outline of the multiple accounts and line item expenses.

Budget Overview

General Fund – A30413

Account	Title	Amount
01510	Classified (P/T)	19,448.00
01522	Casual Labor	19,638.00
01610	Professional Support (F/T)	51, 698.00
01790	Student Help	1,365.00
02120	*PERS Pick Up*	*4,269*
02121	*PERS Employer*	*2,149*
02125	*Additional Pers Rate*	*12,323*
02210	*Health Insurance*	*9,000*
02310	*Worker's Comp*	*662.00*
02310	*FICA*	*5,798.00*
02410	*Long Term Disability*	*619.00*
02420	*Group Life Insurance*	*74.00*
02160	*Employee Assistance Program*	*39.00*
02170	*Unemployment*	*455.00*
03010	Supplies	3,258.00
03030	Postage	1,095.00

Account	Title	Amount
03140	Publications	228.00
03523	Printing	776.00
03910	Overnight Travel	287.00
03920	Travel, Staff Mileage – In District	179.00
03925	Non-Overnight Travel Expenses	936.00
Total		**134,296.00**

Student Activities Fund – A30309

Account	Title	Amount
01790	Student Help	2,515.00
02310	Worker's Comp	17.00
03010	Supplies	2,358.00
03371	Consultants & Professional	2,500.00
03552	Contracted Maintenance & Services	6,697.00
03910	Overnight Travel Expenses	2,637.00
03925	Non-Overnight Travel Expenses	1,507.00
Total		**$18,231**

Sylvania Diversity Fund – C30101

Account	Title	Amount
	Signature Event – Pow wow	2,500.00
	Diversity Funds	6,663.00
Total		**$9,163.00**

Recommendations for Sylvania MC

- This year, the coordinator submitted two items for the one-time expense request including **$10,000 to support additional peer tutoring hours** in mathematics and science courses to bring the hours of services to 5:00 p.m., Monday through Friday.

- In an effort to grow the Sylvania Multicultural Center and meet the needs of students, it is **a part-time professional assistant coordinator position** is needed. This would provide another professional of color in the Center to lead the day to day activities of the Center. Furthermore, an additional professional staff person will enable the Coordinator to function more efficiently providing leadership, direction, advocacy, and as a liaison for Center concerns through campus processes and committees.

Budget Initiatives

This year, the Sylvania MC coordinator submitted two items for the one-time expense request including **$10,000 to support additional peer tutoring hours** in mathematics and science courses to bring the hours of services to 5:00 p.m., Monday through Friday.

The Deans of Students have proposed budget initiatives to support multicultural programs for the 07-08 and 08-09 PCC budget:

- $140,945 for Multicultural Center staffing at Cascade and Southeast, to initiate services that would eventually build toward the current model at Sylvania. This includes $8000 for supplies for the Oregon Leadership Institute at Rock Creek at Rock Creek.

- $20,000 in additional funding for Diversity Events.

- For Sylvania, funds to support a Men's Center, .50 classified staff for the Women's Resource Center, and .50 classified staff for the Multicultural Center.

- Rock Creek is working to create a space for a multicultural center by remodeling some of the "dead space" in the Student Center. Space would also need to be created at Cascade and Southeast to accommodate a Multicultural Center

All of these initiatives are recommended in the 2005-06 Program Review for Multicultural Programs and Services under "Resource Allocation."

Recommendations:

- Support the development of Multicultural Centers at Cascade, Rock Creek, and Southeast, using the model currently in place at Sylvania for the comprehensive campuses.

- Determine the needs on each campus paying particular attention to the emerging needs of students of color. Recent studies and anecdotal sources indicate the tremendous need for

retention and support services for African American males. Each campus experiences the various trends in racial and ethnic student enrollment differently. For example, Sylvania has seen an increase in the number of Somali students, and diverse Muslim student populations in attendance. How is the college collecting information on the diverse racial/ethnic/linguistic student populations enrolled at the college?

- Define core services for Multicultural Centers on each campus (RC, CA, SE).

- Review and implement other Program Review recommendations related to leadership development opportunities for students of color, research, professional development/hiring, and intentional partnerships.

- Create campus advisory groups to assist with developing and implementing Multicultural Centers.

- Develop long-range goals for College Multicultural Centers. What will Multicultural Centers look like in 10, 15, 20 years from now at PCC?

App. 7

NOTE: These priorities were endorsed by the District Student Council.

To: District President, Preston Pulliams

From: Executive Director, ASPCC- Sylvania, Rueben J. Allen

Subject:Student Government Priorities

Date: May 31, 2007

The purpose of this memo is to inform you of the Sylvania Campus student priorities, as listed by the student body and its representatives. I'm going to go over three different topics of concern in this memo, which in no way covers all of the student concerns. Yet this will give you an idea of what is important, to the student leaders who have voiced their opinions. The three things that will be in this memo are, transform transportation, child care and textbook cost. We have full faith in the system to recognize our concerns and address them as quality request, not only for this community college, but for the community in general.

Transform Transportation

The first and most important issue that we in the student government are pursuing is the transportation issue that faces all students. This is in fact a commuter college and every one of our students finds a way to get to school, since none of them lives on campus. So we in the student government feel that it should fall to us to find easier transportation for all students. Now there are many different solutions to this problem, which is great, but we see it as an issue that is broader than just solving a problem. We have a shuttle system already in place, and that is great, yet we believe that the shuttle system can be improved, by increasing the frequency and making all the shuttles run on 20% Bio-diesel. This is something that the student government has been working on all year. John Garner has worked with the student government this year to explore the options regaurdign the shuttle system. Now there is a great plan to make the shuttles a larger part of PCC's student transportation, which is also enclosed with this memo, called Transform Transportation. This is a wonderful plan for the college and for the future. PCC,

being the largest college in the area would benefit from taking the lead to be more environmentally friendly, and we in the student government endorse this proposal. We hope that you will read the proposal and endorse it also.

Child Care

Next I wanted to show our support for the new proposal for increased child care that is in the works from Cascade campus student government. We truly believe that the students that come to school at PCC should have child care available at the campus that they go to school. We know the difficulties with financing such an endeavor, yet feel that this is of great importance and worth doing, especially for the Cascade campus, where child care is truly needed.

Textbook Cost

This is something that the college has already taken on as a problem and we are grateful, yet this is still a major concern of students everywhere. Now the textbook taskforce has been great in implementing policies to help to reduce textbooks cost in the future, and we feel that this can help to reduce textbooks cost, but what more can we do? Textbook costs have been outrageous for a long time and we are willing to do more to help lessen that burden for our students.

Conclusion

In conclusion I would like to thank you for your time for reading this memo, and hope that you can support these proposals in the future. The student government has done a lot of work this year in trying to advance our school in many different areas, yet these three areas are of most concern to us as of today, hopefully we can move on to new challenges after we address these valid concerns.

App. 8 Student Union Suggestions

Student Unions - What Should They Include?

Student Services District Retreat - June 14, 2007

Reports from small group discussions

Rock Creek

1

Better food, more variety, outside vendors

Dedicated space for student space--ASPCC, etc.

Student-focused space - no classrooms

2

New building, separate

No classrooms

Loud and quiet spaces

Welcoming for families on campus; safe places for children

Expanded food services

3

Sustainability, user-friendliness

Ask students what they need

Warm, inviting, comfortable, colorful

Participatory - art work that students have done, etc.

Able to expand

Seamless services - answers from beginning to end

Community time--common hours

4

All non-academic services, but not child care (expand elsewhere)

More food services, more hours, more choices

Gathering spaces of varying sizes (e.g. 2nd floor for quieter gatherings)

5

Survey all students about their wants and needs - in person

Reader boards with constant information

Variety of services - information, multicultural programs, financial aid, etc.

Larger areas for performances

Quiet areas for meditation

6

Health services - Nurse Practitioner?

    -hygiene, first aid

Conveniences - cash machine, fax, copying

Extended hours - evening hours

Cascade

1

Technology everywhere – wi-fi, computers in study lounge (with tutors and staff)

Meeting space for student life--offices, Event Center/Multipurpose room, clubs multicultural center, women, men, vet's, international, etc.

Improve food service and dining area

2

Work and storage space for ASPCC

Separate coffee shop

Give each student their own USB

Places for students to connect

Unisex bathrooms and changing tables

SEC

Multilevel, sustainable

Social, career, rock climbing

Entertainment center

Workshops and seminars

ATM, showers, lockers,

Service Learning Office

Women's and Men's centers

Sylvania

1

Commons area outside

Multi-purpose

"Front door" to campus

2

Additional services – Post Office

Bilingual services

Food service for evening students

3

Stories with atrium, and parking underneath

3rd floor for student services

2nd floor - tutoring, other services

1st floor - social, clubs, food, health clinic, multipurpose gathering space

Green building

"The place to be" for the community

Students who want to hang out together

Recruiting tool

4

Universal design - accessible to all people

House OSD with other counselors

Wellness center - recreation, meditation

Bring services together

5
Student input on everything

Hub, regardless of which campus, where they can get help -Virtual as well

6

Should be separate building

Heart of the campus

CC remodel or build in front of PAC with connecting walkways

Very inviting, warm, friendly place that is student run

Activities in the day and evening

Coop child care - drop in

Comfortable furnishings

Bowling

Student owned and operated food

"You are here" directory of services

Readerboard

Club offices

7

Student services and activities in separate areas

Interior designer to assure visibility and accessibility

Expanded day care for short and long term care

Health care

Same services at each campus

8

Tutoring Center - different subject areas, more tutors -less impersonal

Variety of popular food choices - Pizzicato, Subway

Change current building - create mezzanine? -bring bookstore in

Use tree rooms for clubs