Service

Ideation

Communication

Advocacy Student

Significance

Relationships Project-Management Maximizer

Inclusive

Intellection Command Activator Focus Restorative Achiever

Learner Influencing Arranger

Discipline Woo Context

Developer Diversity Relator

Deliberative

Empathy Bellef

Harmony

Community-Building Engagement Input

Consistency Adaptability Positivity

Clubs Strategic ASPCC Belonging

Sustainability

Self-Assurance Futuristic Critical-Thinking

Responsibility Analytical

Individualization Executing

Competition Connectedness

Student Life & Leadership Programs

2015 Program Review

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Student Life & Leadership Programs
2015 Program Review

Contributors

This document was complied by the professional staff from the Student Life and Leadership Programs at Portland Community College. The last program review for Student Life and Leadership programs was compiled and presented in 2007. Below is a list of contributors for the 2015 program review for Student Life and Leadership Programs.

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An Introduction and Summary of the Student Leadership Program

General Overview

Portland Community College's Student Leadership Program (SLP) works to meet two broad purposes for our institution. Primarily, the program builds strong and vibrant communities on our campuses and centers through diverse activities, events, and organizations. Of equal importance, it includes the development and empowerment of student leaders who represent the voice of the student body on college committees and to administrators and elected officials.

The professionals who provide leadership and guidance for the program apply a fluid and flexible approach to building and assessing the program. Those employed by the college to manage the SLP strive to meet the needs of the multi-faceted individuals who attend PCC by acknowledging and valuing the variety of experience and life circumstances of our diverse student population. In addition, the professional staff seek to align with the mission and values of the college and contribute to the educational experience both and outside of the classroom. We view our role in partnership with the faculty who facilitate classroom learning and the staff who administer the day to day college operations and vision of the college.

The Student Leadership Program acts as a bridge connecting many elements of the college and contributes to a learning environment that brings people together. The program's ability to respond to trends and student's needs helps PCC to foster a vibrant and engaging community college.

Student Leadership Programs Background and History

Portland Community College's student leadership and activity program echo Virginia 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. The college's top priorities included, curriculum development, building renovation and creation, and securing financing. Subsequently, student government and activities earned a much 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. Former Chemeketa and Portland Community College Dean of Students, Lowell Ford, said, "It was wonderful because everyone contributed."[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. Ford added, "The board and Presidents were not off doing things and making decisions by themselves."

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 solely for college Presidents and Board members. 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.
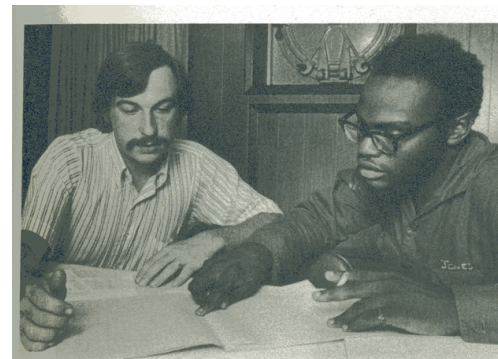
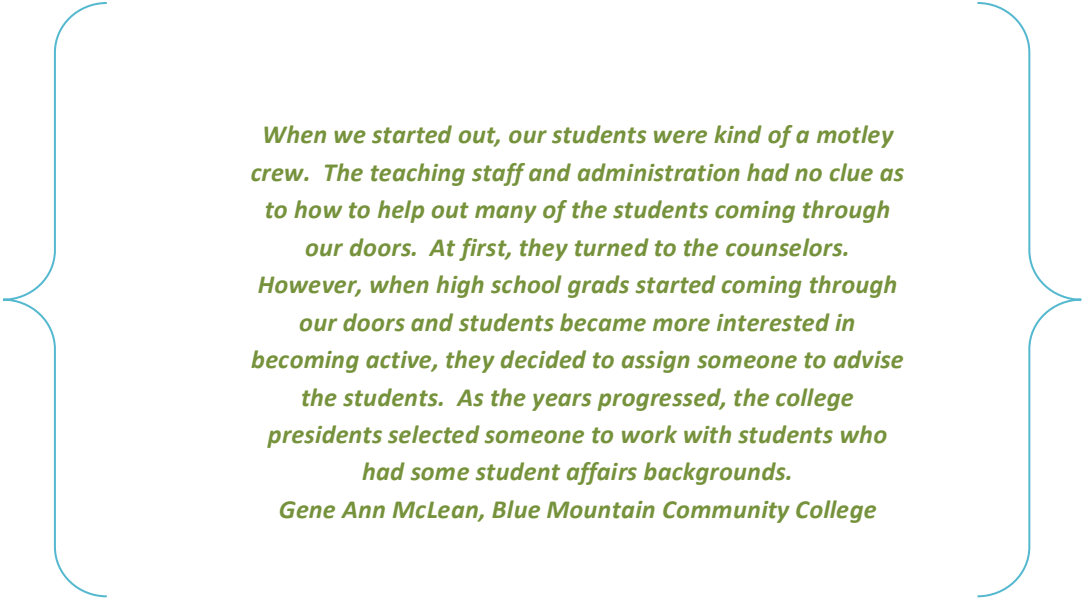[1] Guernsey, John. They Just Did It: The First Quarter Century of Portland Community College, An Informal History. Portland Community College. Portland, Oregon, 1989.

[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.

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 obtain 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 and are still a work in progress.

The hiring of professional staff to work with student leaders advanced during the turbulent years of the 60s and 70s. 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 started 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.
Gene Ann McLean, Blue Mountain Community College

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[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.

It was not 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 at 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
3. Provide a maximum of local autonomy at the level of basic concern[6]

The formalized and centralized council dissolved in 1990 when President Moriarty envisioned a more decentralized system. The four campus council groups 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 three members of each campus student government. The students ratified a new constitution in 2007 and called the central governing body the District Student Council. In 2009, a couple of students went to the Board of Directors to express their dissatisfaction with the ASPCC "Selection" process. The PCC President at the time, Preston Pulliams, asked the DSC to analyze their structure and study the possibility of instituting an election process. The Student Leadership Development Program conducted an extensive evaluation of itself through the feedback acquired in a survey released to the entire PCC community. With the work of students, staff, and faculty and input from 923 respondents, an approved final

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[6] ASPCC Council Handbook. 1985. Constitution and Bylaw Section (110.001)

report of this analysis was presented to the President. Slight changes were made to the system, like electing the chair of the DSC – the student who serves as the voice of the entire group. The analysis is on the ASPCC website for public review at http://www.pcc.edu/resources/aspcc/district-student-council/analysis.html

Securing a stable, student-driven and run budget became a priority for the student leaders in the 1990s. In 1993 a coalition of student leaders joined together to ask that the board impose a Student Activity Fee (SAF). The administrative liaison, Dr. Jim Van Dyke, worked with the student leaders to create a proposal. The original Student Activity Fee was introduced the Fall of 1994 with a $7/quarter fee for students taking six or more credits and $2/quarter fee for those taking five or less credits. In 1999 the fee structure altered to reflect $1/credit hour not to exceed $15 each quarter. This restructure increased the overall SAF budget. The fee rose again in 2004 to $1.25/credit hour. It now stands at $2.20/credit hour.[7] In 2009 the SAF was increased by 10 cents – all of it dedicated to The Green Initiative Fund (TGIF) - a fund that serves to promote sustainability and help PCC reach its goals of becoming carbon neutral. Another increase passed the Board of Directors in 2015. This fifty cent increase primarily helped fund retention centers on campus, as a dedicated forty cents went to support program costs and student help salaries for the Women's, Queer, Veterans, and Multicultural Centers. In addition, five cents went to support Civic Engagement efforts (primarily a Legislative Internship Program in Salem) and the final pennies went to cover the shrinking fund, as a result of enrollment decrease. 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 forty-cent retention center portion is evenly distributed amongst the all campus centers except Sylvania who uses a different allocation method.

The office and activity space has also evolved over the years. The 2008 Bond program provided much needed space for Student Leadership Programs. Cascade's student government went from occupying a closet, to the old gatehouse, to an old conference room, to the basement of the old student center. Cascade now boasts a Student Union Building, while the other campuses received upgraded spaces through the bond. Cascade best meets the standards of a student union – a space in which Student Life Programs live and breathe together with food service. The first floor of the new building is used by Food Services and student development programs utilize the second and third floors. The program space includes club meeting rooms, lounge space, offices for the Multicultural Center, ASPCC, the Women's Resource Center, Information and Scheduling, and International Education. Southeast Campus experienced a marked improvement going from an information "hut" to an office suite. There has also been space added for Multicultural, Women's, and Career Exploration Resource Centers. The Queer and Veterans support services also received some space. Tabor Hall continues to be the space utilized for large programmatic event, as well as the new quad (weather permitting). The Rock Creek Program will increase its footprint and move to Building 5 in the winter of 2016, where improvements will be felt in terms of dedicated meeting space for student leaders (the Community Room), a

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

fully functioning Club House space, a larger office for the Queer Resources Center, a Games Room, and an office suite for ASPCC. Rock Creek leadership chose to put student life programs in all the campus buildings. The Multicultural Center and Women's Resource Centers are located across the quad in Building 7, while the Veteran's Resource Center is located in Building 2, and the Office of International Education finds its home in Building 3. The downside of the move for Rock Creek is the loss of program space in Building 3. The "Free Speech" zone enjoyed by Student Leadership in Building 3 Mall is not abundant in the new space, making programming large events a little more challenging. Sylvania will also enjoy new space from bond dollars. This will include, for the first time on this campus, a student lounge directly outside of student offices. The space will also include a conference room, a multi-media creation space, and it will be adjacent to large event spaces both indoors and outdoors. The neighborhood concept of the new Upper CC Mall will place all of the Student Leadership Programs in proximity to each other, creating a positive and collaborative work space.

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 twenty-five years. Student activity professionals and leaders have planned multicultural activities and programs since the diversity budget went into place in the 1980s. In 2003 the "Stop the Hate Trainer Program" generated hundreds of trained staff and students on the issues of hate crimes and bias incidents, as well as produced many 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 were instrumental in PCC becoming a founding member of Oregon Campus Compact. PCC joined as a founding member of Oregon Campus Compact in 1996.

The Student Leadership Programs played a key role in the sustainability movement at PCC on a grassroots level. Student leaders played a key role in the foundation of each campus Green Team and the student governments voted to hire a staff member devoted to this topic. Students created "The Green Initiative Fund" to provide support for a large number of student lead initiatives and programs. In short, as the program grew through support (both financially and administratively), so has the impact on the campus community. Students drove the sustainability movement at PCC. To date students have funded over $700,000 in sustainability projects at PCC district wide. Two of the four campuses have now hired professional staff to work with sustainable issues at the campus level.

Student leadership also incorporated an academic component in 2006. The Directors of Student Life and Leadership Programs submitted curriculum under the Educational

Leadership discipline and began offering courses in Personal Leadership Development, Civic Engagement, and Representation for one, two, and three credits.

The Student Leadership Program continues to engage civically and in 2015 they institutionalized a legislative intern program through dedicated Student Activity Fees. The program is a partnership between Government Relations, the Political Science department, and Student Leadership. Efforts to foster civic engagement are also supported through the Alternative Spring Break program, which was established in 2008. Since its inception, over one hundred and fifty students experienced the opportunity to travel, discover new ideas, and critically think about issues that impact our campus population.

ASPCC also supports over one hundred and twenty student Clubs and Organizations. The original student organizations and clubs at PCC found homes in the professional technical programs. The SODA (Student Organized Diesel Association 1980s) boasts the longest running club on the Rock Creek campus. Clubs formed out of the academic side of the house (such as the Student Nurses Association) thrived for years, because a faculty or staff member made sure the students received guidance and support.

Phi Theta Kappa, the international honor society for two-year schools, chartered a chapter on each of the four comprehensive campuses. Several of the chapters have gone on to garner a large number of members as well as receive four and five star ratings in the past. Financial support for this program ranges from campus to campus, but all members have to pay a fee to join the national, regional, and local chapters. Currently, this fee is $100 for PCC students.

In the late 80s and early 90s, Portland began experiencing an influx of immigrants and ethnic groups. In fact, the overall minority population in the Portland-Vancouver MSA grew by 40.7% between 2000 and 2008, more than seven times the percentage increase for the overall metropolitan region population growth (5.4%) during the same period.[8] Early efforts to help these new community members began with ESL (English as a Second Language) and ENNL (English for Non Native Language speakers, which was a credit transfer program).

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[8] Sprague, Webb, and Emily Picha. "Metropolitan Knowledge Network | Population Dynamics of the Portland-Vancouver MSA." Metropolitan Knowledge Network RSS. Portland State University, 01 May 2010. Web. 10 Nov. 2015.

As PCC Rock Creek became more diverse, several other organizations established a presence at PCC, like the Black Student Union, MEChA, Somalian Student Association, Muslim Student Association, Christian Clubs (they come in some shape or form every year), Veterans, and Queer organizations. These clubs have helped the college realize the importance of a safe space on campus for specific student populations. For example, all campuses now house a Queer Resource Program or space, even though funding levels and staffing vary. Rock Creek's Queer Resource Center first opened its doors in 2010, the same year a Veterans Resource Center was also established. All comprehensive campuses have retention programs that support people of color, veterans, queer community and women's issues. The queer and Veterans "spaces" or "centers" grew out of the Club Program. STEAM+ is another example of a district club that found space on the Rock Creek and Sylvania campus to house a 3D printer.

In the 1980s, PCC supported three intercollegiate sports teams – basketball at Cascade, soccer at Sylvania, and volleyball at Rock Creek. Prior to 1992, the college dropped the funding for these sports (except for basketball, because Board Member Harold Williams championed the program). While soccer, volleyball, softball, basketball, and flag football have always had a following, they never established themselves on an ongoing basis. The Outdoor Recreation Club has functioned as a District Club under the guidance of David Hall for over ten years and the Dragon Boat Team has also been in existence for over twenty years. Both of these groups function more on the district level. In 2012 the Soccer Club garnered some funding from the District Student Council and in 2014 the District President Jeremy Brown established general fund dollars to support a PCC soccer team. The student center/game rooms at PCC also support other clubs, like the Pool Club, Table Tennis, Foosball, and the infamous Gaming Associations. The DSC, in 2008, proposed an increase in the Student Activity Fee to support a Club Sports program, but the administration rejected the proposal.

A variety of interest-based social organizations have come and gone over the years - from knitting to a smoker's group – the Student Leadership staff have worked on it with interested parties. During the 2004 Student Leadership Program Review, it was recommended that PCC investigate hiring a professional staff member to work with the clubs and programs. Sylvania had already hired the first Club and Program Specialist (CPS) with their SAF budget on a part-time basis. Their club program blossomed and it was determined that a staff member would greatly increase the activity and continuity of our clubs and programs. Now all four campuses have full-time Club and Program Specialists funded by student activity fees. In 2013 the CPS's reclassified and are now referred to as the Assistant Student Leadership Coordinators. However, at this point, the title is inaccurate as the general funded Student Leadership coordinators were released to be managers and are now called "Manager of Student Life and Leadership Development". As a district, the clubs offices developed a new program, the District Club Convention, in 2011 to help train and facilitate leadership development for student club leaders. Currently, the Clubs Program supports a district wide recognition program, alternative spring break, and online clubbing opportunities.

It is evident that the Student Leadership Program has evolved and grown over the course of PCC's history. The program's origins were centralized and small, but over time each campus developed a Student Leadership Program that also collaborated as a district. While the history of the program reflects

trends and movements of time, the overall goal of providing a sense of community for students on campus and developing future leaders never wavered.

#IamPCC

#IamASPCC

#WeAreASPCC

Guiding Values of the Student Leadership Program

Student Life and Leadership Programs Mission Statement

The Student Leadership Program works to achieve Portland Community College's outcomes and goals by developing student leaders, services, and educational experiences that promote student success and development. Our goal is to build a strong and equitable campus community and support student organizations. We provide cultural, multicultural, intellectual, recreational, social, service, and civic engagement programs and resources.

Program Goals

- ✓ Develop student leadership programs on each PCC Campus
- ✓ Develop services and educational experiences that promote student success and development
- ✓ Build a strong and equitable campus community
- ✓ Support student organizations
- ✓ Provide cultural, multicultural, intellectual, recreational, social, service, and civic engagement programs and resources

Values

- Environments that are flexible and responsive foster inclusivity and equity and enhance the educational experience
- Investment in individual leadership development pays future dividends
- Pursuit of creative solutions to problems promotes critical thinking
- Promotion of civic responsibility and public service opens doors to the future and transforms people
- Cooperative working teams are healthy and productive
- Effective use of Student Activity Fee dollars teaches ethics
- The student voice improves the quality of PCC's education

Alignment with Strategic Themes

The Student Leadership Program aligns with all strands of Portland Community College's strategic themes and the plan adopted in 2015. Some examples of how Student Life & Leadership Programs align with the strategic themes are listed below.

Transform the Community Through Opportunity

The individuals that participate in the Student Leadership Programs transform the community through opportunities derived from service projects and civic engagement. Volunteer experiences, meetings with elected officials, and service on college committees are intentional learning opportunities designed to provide students with the chance to engage in the broader community. In 2014-2015, Student leaders, club representatives, and student organization members logged over five thousand hours of volunteer work, attended more than four hundred committee meetings, and met with elected officials in Salem and Washington DC. Student Leadership & Life Programs were recognized by the Association of College Unions International as leaders in volunteerism and service for the 10tth anniversary of the association.

Create a Nationally Renowned Culture for Diversity, Equity and Inclusion

The Student Leadership Programs foster an environment that promotes cutting edge trends related to equity and inclusion. Through the leadership and support of the District Student Council and other areas closely aligned with Student Leadership Programs, issues like gender inclusive restrooms have found acceptance on committees associated with the Bond. Student leaders champion equity in many arenas, such as prison and immigration reform, and continually work toward providing space and opportunities for diverse communities to feel safe and included on campus.

Provide Outstanding Affordable Education

Student representatives attend the PCC Board of Director's meetings and issue a monthly report. They also serve on a variety of committees, including the Budget Planning Advisory Committee (BPAC), the District Student Council (DSC) internal Budget Committee, the Education Advisory Board (EAC), and the Library Advisory Council (LAC). These are just a few of the committees in which student leaders participate, in order to help ensure that PCC maintains high standards, while not raising fees and tuition to ensure community college education stays within reach. However, the process of how tuition and fee increases happen is not entirely transparent. It is clear that the Board of Directors approves tuition and fees, but the individuals and groups who "vet" the increases remains unclear to most.

Drive Student Success

Student persistence and success is connected to student engagement in the classroom and co-curricular arenas, according to NASPA (National Association of Student Personnel Administrators). The Student Leadership Program offers many opportunities for students to engage in co-curricular activities and offers over one hundred and twenty Student Clubs and Organizations that incorporate social networks, leadership development, and connections to the academic coursework.

Ignite a Culture of Innovation

The Student Leadership Program encourages student leaders to develop innovative programs and respond to the needs of PCC's diverse student population. Creativity in decision making, program planning, and problem resolution are fostered in student leadership. For example, student leaders are empowered to develop their own budget based on the Student Activity Fee collections. In this role, students founded innovative programs that address the needs of the PCC demographics. The increase in the SAF in 2015 earmarked 40 cents per credit to support the retention centers on each campus. This approach to budget management reflects PCC's desire to ignite a culture of innovation.

Achieve Sustainable Excellence in all Operations

The DSC established The Green Initiative Fund (TGIF) in 2008 to help PCC reduce its carbon footprint. Since its inception, the fund supports countless efforts to raise the benchmark. For example, the TGIF paid for the initial installations of the water dispensers that are now standard equipment on all campuses. Based on the TGIF survey results from Fall 2015, the major impact of the program was educating students and the PCC community about the impact of changing factors in our environment.

Highlights and Findings Since the 2007 Program Review

Summary from the 2007 Program Review

These are highlights since the 2007 program review:

- New buildings, spaces and bond updates
- More staff, including full-time staff
- Development of an extensive district training program that includes an online delivery system and an off campus retreat
- Southeast Campus with a full-time Director of Student Life and Leadership Programs position paid via general fund dollars
- Development of district student governing boards
- District budget process established
- Development of the Green Fund Initiative (TGIF)
- Secured a fee increase for diversity cost centers: Multicultural Center, Women's Resource Center, Queer Resource Center and Veterans Resource Center
- Development of the "Legislative Action Budget" for the Legislative Internship Program
- Acknowledged in the accreditation report for sustainability and shared governance

Findings from 2007 Program Review

Based on the 2007 student leadership program review, the following were found to be valuable and effective and they should be continued and strengthened:

- Leadership development through district-wide and campus-based training, professional conferences and workshops, and service learning
- Support for student representation on over thirty college committees
- Programs and activities that support leadership and community building
- Collaboration with other departments, such as Women's Centers, Multicultural Centers, Teaching and Learning Centers, other campus student governments
- Exemplary programs, such as diversity events, Stop the Hate Training, Alternative Spring Break, workshops on sustainability, intergenerational differences, and other current topics

> *I've always been grateful for the opportunities ASPCC gave me to get out of y comfort zone and expand my perspective in things such as race, culture, immigrant rights, etc. A few years later I often hear people tell me "wow you can hang out and get along with anyone" and considering that I grew up in an uber conservative/religious environment lacking in diversity, I see this as progress.*
>
> *Tsionah Novick- ASPCC Rock Creek Alumni*

Recommendations from 2007 Program Review

All findings listed below are a reflection of the 2007 Program Review. Findings and recommendations from the current 2015 review are listed later in this document.

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.**

2007 FINDINGS: *The plan to establish an SAF for the ABE/GED and ESOL programs did not materialize. However, through redistribution of the funds (which increased as a result of enrollment) and some commitment from the general fund, the Southeast Student Leadership Coordinator (now known as the Director of Student Life and Leadership) has become full-time. In addition, bond dollars helped free up space for the Student Leadership Program to have adequate room to run a fully functioning program on par with the other campuses.   In March 2015, the Board adopted the DSC recommendation to increase the SAF fifty cents. Forty cents of the increase was dedicated to the campus-based retention centers. This increase was evenly divided between the four campuses which provides Southeast Campus with much needed program dollars to fund a Multicultural Center, a Women's Resource Center, and a Veteran and Queer support program at the same level as the sister campuses.*

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 in 2007 Program Review) and Deans of Student Development.**

2007 FINDINGS: *Cascade now boasts a Student Union Building and the other programs received upgraded space through the bond. Cascade best meets the standards of a student union – a space in which Student Life Programs live and breathe together with food service. The program space*

includes club meeting rooms, a games area, lounge space, offices for the Multicultural Center, ASPCC, the Women's Resource Center, Information and Scheduling, and International Education. The first floor of the new building is used by Food Services and the second and third floors are utilized by student development programs.

Southeast Campus experienced a marked improvement going from an information "hut" to an office suite. There has also been space added for a Multicultural and Women's Resource Center. The Queer and Veterans support services also received some space. Tabor Hall continues to be the space utilized for large programmatic events, as well as the new quad (weather permitting).

The Rock Creek Program will increase its footprint and move to Building 5 in the Winter of 2016, where improvements will be felt in terms of dedicated meeting space for student leaders (the Community Room), a fully functioning Club House space, a larger office for the Queer Resources Center, a Games Room and office suite for ASPCC. Rock Creek leadership chose to put student life programs in all the campus buildings, creating a "student life co-curricular". The Multicultural Center and Women's Resource Centers are located across the quad in Building 7, while the Veteran's Resource Center is located in Building 2 and the Office of International Education finds its home in Building 3. This separation was intentional. The downside of the move for Rock Creek is the loss of program space in Building 3. The "Free Speech" zone located in the Building 3 Mall will not be as abundant in the new space making programming large events a little more challenging.

Sylvania will also enjoy new space from bond dollars. This will include, for the first time on this campus, a student lounge directly outside of student offices. The space will also include a conference room and a multi-media creation space, which will be adjacent to large event spaces both indoors and outdoors. The Neighborhood concept of the new Upper CC Mall will place all of the Student Leadership Programs in proximity to each other, creating a positive and collaborative work space.

3. **Support student government district initiatives, which include sustainability, transportation, child care, and education about health issues (such as tobacco use. Please see Appendix 7 in 2007 Program Review for additional information).**

   2007 FINDINGS: *District initiatives continue to build and provide challenges .*

   Sustainability – the contributions of the Student Leadership Program is enormous. The TGIF fee, instituted in 2008, gives birth each year to new projects and initiatives designed to lower PCC's carbon footprint. The contributions are significant in terms of the purchase of actual items that help reduce waste and carbon emissions to the financial support programs, like the learning gardens and bike services.

   Transportation – Student Leadership established bike programs on Southeast and Cascade Campuses and bike "fix it" stations at Sylvania. Students, through the District Student Council, also continue to work with Parking and Transportation to make sure that fees support bus passes and the shuttle bus system.

   Child Care – this continues to challenge the college. Since the last program review, student fees continue to support a Child Care Subsidy program on each campus. The amount of subsidies dipped slightly, as Sylvania had to reduce their contribution to the overall amount due to budget constraints. The subsidy program was aligned on a district level and all campuses now have the same guidelines and timeframes making it consistent across the district. Professional staff analyzed program user data to find best practices to run the program. The study assessed benchmark data on student users and the findings led the SLP to align the SAF childcare funding program process.

   There is still no college-wide vision related to how childcare should be handled at our institution. While the situation for child care improved on some campuses, it was cut on the Rock Creek Campus. Cascade recently opened their child care center on campus, which is managed by Albina HeadStart. Southeast has opened a child care program that uses college facilities and is managed by the YMCA. Sylvania's child care works in collaboration with the Early Childhood and Family Studies academic program and serves a small population.

   The closure of Rock Creek's child care center sparked a strong reaction from the students and the administration is currently working to identify some solutions to the program. Rock Creek's onsite child care was funded by a CCAMPIS grant and will not be renewed due to the inability to raise necessary funds from the general fund. The Parenting Club is challenging the college's approach to funding child care and asks that the administration form a task force to address the issue on a district level. However, in June of 2015, the Rock Creek administration offered a plan to

reinstate child care on campus and the goal has a two year timeline. More information about child care services offered by Student Life and Leadership Programs can be found in the appendix, as well as the goals section.

Health Issues – Tobacco Use. The Student Leadership Coordinator from Cascade chaired the committee that recommended the college become "Tobacco Free". Countless staff and student hours were required to develop the policy. After PCC went Tobacco free in 2008, the adjacent neighborhoods rebelled. They were upset, because PCC students went to their sidewalks and backyards to smoke and left mountains of cigarette butts as souvenirs. The college decided to revisit the policy, and as a result, Southeast, Sylvania and Rock Creek campuses have "Good Neighbor Zones" where students can smoke away from buildings.

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 of 2007 by the SLC's and Multicultural Coordinators to address needs of students of color (Appendix 5 in the 2007 Program Review).**

   2007 FINDINGS: *All four campuses now offer the services of a Multicultural Center.   Each campus enjoys the support of general fund dollars to pay for professional staff and designated operating budget supplied by the Student Activity Fee.*

   In March of 2015, the Board of Directors passed a 40 cent increase in the SAF to support our retention centers and programs. Through the leadership of ASPCC, other retention programs have been established. At Rock Creek a Queer Resource Center and Veterans Resource Center are on their way to being fully functioning. Currently, each center receives funding for a .5 Academic Professional to coordinate the programs, as well as SAF dollars for operations. The Cascade Campus will hire a Veterans Resource Center Coordinator in the Fall and works with student leaders to help facilitate support to the Queer community. Southeast campus provides SAF support for the Veterans and Queer student services, but there is no professional staff funding.   Sylvania is working toward a solution for supporting general funding for Queer Resource Center staff and plan to begin a search in Fall 2015. Currently, they do have a full-time general funded professional staff for veteran students.

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.**

2007 FINDINGS: The method of communicating with students has been altered due to social media. All campuses utilize social media to communicate with student clubs and the population in general. The program also expanded the amount of electronic video screens on each campus so that digital announcements became the norm. Digital media signage has been implemented since last program review in 2007. The program also continues to support the "Potty Press" newsletter that provides students with the latest news related to events and activities.

A Student Newspaper was established through the support of Student Leadership. The "New Bridge" is a work in progress and continues to challenge the staff working with it, as well as the students who provide the content. There are many issues associated with the school newspaper, but the Student Leadership Program continues to help it "keep its head above water" because it is a service the students want to fund.

With t*he college's Voter Institutionalization Plan, adopted in 2011, the students were finally granted access to an all student email list at least once a term. In terms with an election, students would be able to email them to encourage them to register them to vote and remind then to submit their ballots. Unfortunately, this access has yet to be granted by the college, partly because of a lack of infrastructure to effectively collect the emails of all registered students, as well as administrative concerns about the frequency and content of messages coming from student leaders. Our program has been allowed access to some calendars within the PCC system and makes announcements through the MyPCC web-portal, but direct access to student via their PCC email continues to elude us*

In 2015, Student Leadership Programs bought OrgSync, software that builds an online community for college campuses. OrgSync creates an online community for campus that helps departments, programs, and all member-based organizations streamline processes and drive engagement. The platform reflects your institution's unique structure and helps you connect and engage with the populations you serve, improves information sharing, minimizes paper usage, tracks co-curricular involvement, and allows you to generate reports on all data collected for annual reports and accreditation. OrgSync will be rolled out in Winter of 2016.

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.**

2007 FINDINGS: (*This is a repeat from above.) Child Care – this continues to challenge the college. Since the last program review, student fees continue to support a Child Care Subsidy program on each campus. However, there is still no college-wide vision related to how child care should*

be handled at our institution. While the situation for child care improved on some campuses, it was cut on the Rock Creek Campus. Cascade and Southeast have plans to open child care programs that use college facilities, but are outsourced to the HeadStart Federal program. Sylvania's child care is a collaboration with the academic program and serves a small targeted population. Rock Creek's onsite child care was funded by a CCAMPIS grant and will not be renewed due to the inability to raise necessary funds from the general fund. The Parenting Club is challenging the college's approach to funding child care and asks that the administration form a task force to address the issue on a district level. No response has been given from the administration.

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.**

2007 FINDINGS: *Done! All campuses now pay one person a full time salary to professionally serve our Club Programs. The title of the position changed to "Assistant Student Leadership Coordinator" and will probably need to morph again now that the Student Leadership Coordinators have been reclassified as managers.*

86% of Club ad Organizations Survey respondents agreed that the opportunity to participate in a student organization provided them with the chance to gain leadership skills.

81% of Club ad Organizations Survey respondents agreed that they were able to use the experience they gained in a student club or organization on their resume.
Data provided by Club Survey

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.**

2007 FINDINGS: *This did not happen. In fact, ethical rules make it difficult to award faculty unless we create a "job" for them. There are a couple barriers. First, we cannot gift people for their service anymore and there continue to be workload issues. Second, there is uncertainty of the approval necessary to have classified and casual employees serve as club advisors under "other duties as assigned." Faculty and staff at PCC continue to volunteer their time, especially those attached to professional technical programs, to boost student success through the club program. Student Leadership Programs publicly recognize and thank faculty and staff for their volunteerism as often as we can.*

Student Learning Outcomes

Overview

We believe that all persons have leadership potential and that their particular gifts, talents, and skills can be enhanced through education, training, and development. Furthermore, we believe that leadership is a process, not a position; therefore, the broad goal of leadership programs is to promote a culture of engaged and ethical leadership.

"I was able to travel to Los Angeles and present at the Association for the Advancement of Sustainability in Higher Education conference. About 45 people attended my presentation. I spent countless hours preparing my power point and going over my talk. Having the chance to share ideas and information that I am passionate about was a meaningful experience on a personal and professional development level. I know that I am capable of communicating effectively and that my ideas can make a difference."
Anonymous Participant of the Alumni Survey

ASPCC leadership programs will encourage students to identify ways they can practice leadership on campus, in their home communities, in Portland, regionally, and globally.

Students will learn to utilize tools of reflection and feedback to make meaning of these experiences and to further their understanding of their own leadership practice. Students who have participated in our student leadership programs and who can exhibit their engagement with and understanding of the leadership learning outcomes (as outlined below) will be recognized at the culmination of their ASPCC experience.

Student Learning Outcomes

Improve Communication Skills

Students will improve their interpersonal communication skills
· By demonstrating a respect for other's viewpoints
· Understand how to de-escalate a confrontation through communication
· Understand how the different communication styles interact with each other

Students will effectively apply active listening skills
· Be able to succinctly summarize another's point of view to verify

"As an international student I was limited to my communication skills, but PCC conferences and trainings provided support and excellent trainings to learn and enhance several skill sets. I learned to speak in public and create events for students, I learned to be selfless and help others in need. There are so many benefits regarding joining ASPCC, I was able to create a sense of community and family among PCC students. Nowadays, I am thankful for the extraordinary experience as the skills I learned in conferences, trainings and throughout ASPCC, are extremely beneficial to my every day life."
Anonymous Participant of the Alumni Survey

understanding

· Develop the skills to perceive the listeners interpersonal needs

· Maintain proper eye contact while communicating interpersonally

Students will develop collaborative communication skills

· Facilitate communication between other team members

· Give critical feedback effectively (non-threatening)

· Receive and reflect on critical feedback from others

· Demonstrate acknowledgment and validation of the feelings, opinions, and contributions of others

"Education without application is hollow teaching. These opportunities allow me to internalize the concepts I was learning in the classroom." Anonymous Participant of the Alumni Survey

Improve Leadership Skills through Project Management

Students will be able to pre-plan a project

· The ability to articulate the need for the event

· Be able to clearly describe the goals of the project

· Identify the population(s) who will benefit

Students will understand how to successfully execute a project

· Students will be able to reverse plan an event identifying the necessary components of their project

· Design a calendar with specific times and dates for various stages of the project

· Manage other team members and assign tasks as needed

Students will develop the ability to reflect on projects and make recommendations for the future

· Develop the skills to objectively assess project performance

· Constructively document "best practices" and capture the information for the future

As a PCC student leader I learned how to communicate more effectively in a professional manner, as a team leader and as a member of a team. I learned how to create an agenda and run a meeting in an effective and timely manner. I gained organizational skills like maintaining a budget and event planning. I developed skills for handling conflict and rewarding team members for their accomplishments. I learned how to effectively advocate for change in a large institution. All of these skills will help me in my professional life and have made me an all around better person. Anonymous Participant of the Alumni Survey

Both student leaders and professional staff would provide feedback to team members multiple times though out each school year to see development in student learning outcomes. The following rubrics were used as tools to measure student leaders progress with building communication and project management skills:

INTERPERSONAL COMMUNICATION OUTCOMES	NOVICE Awareness or Base Level Knowledge	TRANSITION From Novice to Intermediate	INTERMEDIATE Apply the concept somewhat	TRANSITION From Intermediate to Advanced	ADVANCED Intentional and Effective Application
	1	2	3	4	5
Listening	Is consistently inattentive to others when they speak for a wide variety of reasons		Is occasionally inattentive to others when they speak; distracts others' listening		Is always attentive to others when they speak and is not distracted.
Context	Is unaware of the audience and makes no changes in language, demeanor, and delivery		May be aware of different individuals but makes little effort to change language, demeanor, and delivery		Is fully aware of the audience; changes language, demeanor, and delivery to best match the audience
Interruptions	Is consistently disruptive to others; interruptions interfere with delivery of message and clearly causes speaker problems		Interrupts others without their permission; interruption interferes with delivery of message and may or may not cause speaker problems		Interrupts others only with their permission; interruption helps delivery of message
Eye Contact	Does not face or maintain eye contact with the speaker; annoys speaker		Faces or maintains eye contact with the speaker; occasionally loses or removes eye contact distracting the speaker		Faces and maintains eye contact with those who are speaking without being a distraction
Participating in Conflict	Is unaware of language and behavior that may cause conflict with another person		Recognizes conflict but reacts emotionally and reflexively in a defensive manner or seeks to avoid solving the problem; personal bias is evident		Utilizes words and behaviors to prevent and/or minimize conflict in interactions with others
Mediating Conflict	Is unaware of the problem, an active participant in the conflict, or unwilling to intervene		Is aware of the conflict but is unable to resolve the situation; personal opinion is evident		Creates an environment where the parties can discuss issues and work out conflict proactively; does not choose sides

PROJECT MANAGEMENT OUTCOMES	NOVICE Awareness or Base Level Knowledge	TRANSITION From Novice to Intermediate	INTERMEDIATE Apply the concept somewhat	TRANSITION From Intermediate to Advanced	ADVANCED Intentional and Effective Application
	1	2	3	4	5
Articulate series of goals	Set goals for project		Write goals and articulate to group		Write tangible goals that relate to organization's vision, mission, and purpose; Articulate goals to entire group
Articulate series of steps/processes to achieve goals	Aware of need to write tasks and verbalize steps (internal thought process)		Write clear steps to achieve tasks and articulate to group		Review past assessment data; Implement change accordingly; Steps/processes linked to goals of project and apply methods to work
Determine, procure, optimize all resources (human, material, and financial) needed	Identify basic resources needed to complete project		Divide resources into categories (HR, financial, knowledge, skills, strengths) and delegate appropriately		Look beyond what is present and discover new resources; Apply/use resources efficiently; Use a system of checks and balances for continual management of all available resources
Create and maintain budget	Aware a budget exists		Set budget		Set appropriate budget and practice fiscal responsibility
Define and appraise tasks (specific component within steps)	Aware project involves a set of tasks		Define tasks and sequence and delegate properly		Utilize resources in completion of tasks; Appraise efficiency and effectiveness in completion of task in meeting goals
Calculate time on task	Establish a deadline		Complete task(s) on time – may not follow timeline but task is still completed		Follow a clearly defined, well planned timeline with time left for unplanned issues
Initiate the tasks	Start task with encouragement from advisor		Initiate task on own and have end in mind		Recognize a need/opportunity; initiate task on own within the defined timeline
Perform the task	Complete task with minimal errors		Complete task on time while making appropriate adjustments and improvements		Utilize all of resources; Follow timeline efficiently and effectively; Perform task through completion; Understand the importance – commitment not compliance
Manage the task and the performance of all involved	Assign tasks to others, but maintain ownership		Assign tasks and monitor progress		Assign tasks, relinquish ownership, evaluate and monitor progress and make sure that tasks have been completed
Evaluate the project	Utilize informal evaluation method		Develop assessment tool based on desired outcomes		Develop assessment tool based on desired outcomes and utilize data gathered on future projects in subsequent years
Forecast and set procedures for subsequent years	Maintain materials from the previous year; Plan retreat to share information		Set transitional processes; Utilize past information for better future performance		Create a comprehensive transitional procedure including a standard operational manual that is updated from year to year

Synthesis of Assessment and Analysis Based on Assessment Reports

Summary of Assessment Practices

Navigation Skills to Build A Career Path Initiative

The Student Leadership Program and Career Services professional staff developed an initiative to assess the skills student leaders gained during the course of the year. The initiative was intentional, individualized, and designed to guide students through the PCC Panther Path. Through a series of one-on-one conferences and skill building workshops the professional staff monitored, guided, and assessed the academic, financial and skill-building path of each student leader. One of the key tools used to assess each student's development included helping each student developed a quality resume. Measurement of development of skills was done through the comparison between the individual's resume used in the selection process against the product produced by the end of the year. *See the "Goals Currently Being Assessed by Student Life and Leadership Programs Staff at the District Level" section below for more information.*

Data Collection of Services and Programs

Professional staff gathered a variety of data and numbers that demonstrate how many people utilize the services and programs the Student Leadership Program facilitates and sponsors. Staff reviewed the data to analyze what programs, initiatives, and activities remain relevant and useful. *Please see the "Appendix" for more information and "Service Outcomes Chart" for more information.*

Surveys

Two surveys were administered to targeted demographics, each one with an expressed purpose to gather data related to how our program aligns with PCC Strategic Themes. Below is a list of the surveys and targeted population.

- ✓ Student Leadership Alumni - 156 people responded to a survey sent out to alumni. The survey was distributed via Facebook, email lists, and a few personal connections. Over 300 people were contacted. The survey intentionally asked

Here are the three skills is developed as a PCC Student Leader. 1) Project Management: I was given the latitude to pursue projects that interested me, and with a project plan (which my student adviser helped me develop), I was then given the financial resources I needed to execute the plan. 2) Leadership: As the President of External Affairs I had the chance to lead political activities to advance the interests of PCC students. 3) Political Organizing: Before entering PCC Student Government I had no idea how to politically organize people around an issue, but I learned by example and quickly took the chance to advance political causes that would benefit community college students in Portland and around the state.
Anonymous Participant of the Alumni Survey

quantitative and qualitative questions about the individuals experience as a student leader. Many of the questions or statements posed were tied to PCC Strategic Themes.

✓ Clubs and Organizations - 113 Student Club and Organization leaders responded to a survey that related their experience with PCC's Strategic Themes.

    1) The Alumni survey questions were aligned with PCC's Strategic Plan themes. 89%-95% percent of the respondents AGREED that the Student Leadership program provided services and training that drove student success, ignited innovation, created a culture for diversity and inclusion, and transformed lives.

> *Out of 154 Alumni who responded to the question "What skills did you gain participating in Student Life and Leadership Programs at Portland Community College:*
>
> ⇒ *122 identified communication (public speaking, assertiveness, written skills)*
>
> ⇒ *59 identified the value of team work*
>
> ⇒ *91 identified leadership specifically giving examples of how they use this skill in their current work*
>
> ⇒ *29 identified confidence*
>
> ⇒ *23 conflict resolution*
>
> ⇒ *88 identified organization defined as time management and project management*

    2) The most highly rated transformational experiences aligned with development opportunities, like Alternative Spring Break, attending professional conferences, service learning and volunteerism, and training opportunities off campus.

    3) In an open-ended question, student alumni identified skills they garnered from being a part of the Student Leadership Experience.

    4) Student Alumni have a higher degree completion rate compared to the overall completion rate at Portland Community College.

⇒ **Only 12 out of 154 respondents did not complete their degree (associates)**
⇒ **41 of the responders are still in school working on the Bachelor**
⇒ **81 earned a Bachelor's degree**
⇒ **20 of the 150 earned their master's degree.**

Social Media

Student Life and Leadership Programs professional staff established a Facebook presence for student leadership alumni to share photos and reflections on their experiences as a student leader. Currently, the group has over two hundred members and is growing. This group is a reflection of alumni who participated in ASPCC student leadership programs for the last twenty years.

Facebook group members have been sharing "Where Are They Now?" photos on the alumni group page.

#IamPCC
#IamASPCC
#WeAreASPCC

Individual Interviews

Currently alumni are being contacted for individual interviews that drill down into the experiences of student leaders. So far, eight individual interviews have been conducted with the goal to complete thirty six.

Themes to date from the individual interviews included:
- ✓ Personal connections mattered and keep students in school (especially first generation and vulnerable students)
- ✓ Intentional recruitment of a diverse team empowered marginalized students to get involved
- ✓ Student autonomy was important, but professional staff support is seen as the most critical
- ✓ ASPCC - in terms of employment - is unique. Student alumni don't find many communities in their current environments that support radical inclusion, risk-taking, and a safe place to express individual characteristics
- ✓ Students use skills gained in ASPCC in their current fields - from agenda development to communication skills

Goals Currently Being Assessed by Student Life and Leadership Programs Staff at the District Level

1. **Promote student leaders' skills at navigating successfully through the Panther Path. See APPENDIX P for more information and data.**
   - *Mapping Categories: 1 D, 3 B, C, D*

   ASPCC Student Leaders were required to complete a variety of tasks during their mandatory trainings to help them succeed with their academic and scholastic goals. Tasks were broken up by term. The chart below reflects what ASPCC Cascade Student Leaders Accomplished each term in a partnership with Career Services.

ASPCC College Navigation Skills Training Tasks: What Students Will Do?	
Summer Term	**Fall Term**
Register for CareerConnections by creating a profile	Attend Social Media Workshop
Attend ASPCC Training Orientations	Review Student LinkedIn profile
Complete Occupational Goal Worksheet	Review the OSAC Activities Chart
Start OSAC Activities Chart	Apply for PCC Foundation scholarships, Phi Theta Kappa Scholarships & National
Use InterviewStream to record your sample interview	Awards
Complete GradPlan advising with academic advisor	Attend workshop on applying for scholarships
Complete financial aid plan	
Winter Term	**Spring Term**
Apply for OSAC Scholarships	Attend Resume Building Workshop
Apply for Financial Aid	Received individualized resume feedback
	Attend PCC Cascade Job Fair
	Record second interview on InterviewStream
	Complete Leadership Project

The Cascade Campus has run one full cycle of this assessment plan with the 2013-2014 Student Leadership team. Professional staff at the Cascade Campus used Career Center rubrics to assess student resumes, conduct pre and post interviews, and Career Center rubrics to assess student social media presence. Additionally, professional staff used surveys to assess the student experience from ASPCC trainings.

The primary method of measurement for the 2013-2014 Student Leadership Team was comprehensive portfolio that included information from completed training requirements as well as using the following questions evaluate students:

- ✓ Does resume show improvement between Summer 2013 and Spring 2015?
- ✓ Do students capture activities and use activities charts to submit scholarships?
- ✓ Do students add activities to LinkedIn profile?
- ✓ Do students reflect student activities on their resume?
- ✓ Do students create video resumes using Interview Stream that they choose to share?

ASPCC Resume Assessment 2014-2015

Format and Appearance

	Before (5)	%	After (7)	%
Needs Improvement	1	20	0	0
Above Average	3	60	2	29
Excellent	1	20	5	71

Organization

	Before (5)	%	After (7)	%
Needs Improvement	1	20	0	0
Above Average	2	40	0	0
Excellent	2	40	7	100

Content

	Before (5)	%	After (7)	%
Needs Improvement	3	60	0	0
Above Average	0	0	0	0
Excellent	2	40	7	100

Student Activities Reflected	*100%	*This % is based on "After"

Additionally, benchmark data on student leaders was collected on the following:

✓ *Re-enrolled* from term to term?
✓ Completed 25 college credits within 1 year
✓ Completed 50 college credits within 1 year
✓ Completed Math 65
✓ Completed WR 121
✓ Completed certificate, associate degree, and/or an
✓ Oregon Transfer degree?
✓ Cumulative GPA average?
✓ Still enrolled at PCC?

Re-enrolled from term to term	Completed 25 college credits within 1 year	Completed 50 college credits within 1 year	Completed Math 65	Completed WR 121	Completed certificate and/or associate degree	Oregon Transfer degree?	Cumulative GPA average?	Still enrolled at PCC?
Y	Y	N	Y	Y	N	Y	3.5	Y
Y	Y	N	Y	Y	Y	Y	3.4	N
Y	Y	N	Y	Y	N	N	2.53	Y
Y	Y	Y	N	Y	Y	Y	4	N
Y	Y	N	Y	Y	N	Y	3.67	N
Y	N	N	Y	Y	N	N	3.9	N
Y	N	N	Y	Y	N	Y	2.16	Y
Y	Y	N	Y	Y	Y	Y	3.84	N
Y	Y	N	Y	Y	N	Y	2.96	N
Y	N	N	N	Y	N	Y	2.37	N
Y	Y	N	Y	Y	Y	Y	3.83	Y
Y	Y	Y	N	Y	Y	Y	2.88	N
100%	75%	17%	75%	100%	42%	83%	3.25%	33%

The above data is only reflective of the Cascade Student leadership. However, it is being adapted at the district level for the 2015-2016 academic year. Each campus program will be structured differently to fit individual program needs.

Below is a sample of a before and after resume from a student at the Cascade campus.

SARA DO
724 SE 140TH AVE
PORTLAND, OR 97233
(503)-453-7381
sara.do@pcc.edu
★★★★★★★★★★★★

Job objective
- Obtaining the leadership position as International Student Club Coordinator and Phi Theta Kappa (PTK) Retention Coordinator
- Working in a diverse environment with a lot of interaction with other students from all over the world
- Working in a friendly environment that offers opportunities to learn communication skills and leadership skills.

Education
- 9/2007-06/2010: Nguyen Thi Minh Khai High School, Vietnam
  _ Graduated
  _ Overall GPA: 3.5
- 09/2013-Present: Portland Community College, OR
  _ Freshman
  _ Overall GPA: 4.0

Work experience
- 08/2011-03/2013: American Academy Language Center, Vietnam

  _ Job title: Teaching Assistant
  _ Job description:
    - ✓ Reinforce lessons presented by teachers by reviewing material with students one-on-one or in small groups
    - ✓ Enforce school and class rules to help teach students proper behavior
    - ✓ Help teachers with recordkeeping, such as tracking attendance and calculating grades
    - ✓ Help teachers prepare for lessons by getting materials ready or setting up equipment, such as computers
    - ✓ Help supervise students in class, between classes, and recess, and on field trips
    - ✓ Help the foreign teachers to communicate with Vietnamese students and their parents

- 07/2013-09/2013: Nordstrom, OR
  _ Job Title: Service Experience Representative/Cashier
  _ Job Description:
    - ✓ Make the customer experience quick, easy and fun helping customers uncover the hidden treasures they're looking for, providing a fast and efficient checkout, answering the phone, making sure the store is clean, clutter free and easy to shop
    - ✓ Share your love of fashion and a great bargain with customers
    - ✓ Tell customers all about upcoming events, the Nordstrom gift cards, rewards program and mailing list

- 11/2013-12/2013: Forever21, OR

  _ Job title: Sales associate
  _ Job description:
    - ✓ Greets and provides excellent customer service while obtaining maximum sales results.
    - ✓ Maintains a friendly, professional behavior at all times with customers, supervisors, and co-workers.
    - ✓ Ensures the store maintains its excellent visual presentation.

Activities and Community Services
- 09/2010-09/2012: Vice President of Social Work Team District 3, Vietnam
- 09/2013-Present: Member of International Students club
- 11/2013-Present: Member of Phi Theta Kappa-Honor Society
- 04/2014-Present: Volunteer of Jade District, South East Portland

Skills
- Fluent in both Vietnamese and English
- Good leadership skills
- Good communication skills
- Experienced in organizing events
- Good computing skills
- Good Math skills
- Good Writing skills

Sara Do

123 SE 160th Ave, Portland, OR 97233   503-444-7777 ● sarado1001@gmail.com

Summary

Pre-Pharmacy student interested in research experience, collaboration in a laboratory environment and applying the results of laboratory study to the fields of medicine or pharmaceuticals.

Chemistry Lab Intern

- Instruct visitors in conducting experiments.
- Explain fundamental science facts.
- Use and demonstrate eye goggles, hot plate, test tubes, pipette, thermometers, and pH testers.
- Observe and maintain safety.
- Mix chemicals and store properly.

Skills

- Fluent English
- Fluent Vietnamese

- Microsoft Word
- Microsoft PowerPoint

Awards and Honors

Presidents' List, Portland Community College (Fall 2014, Summer 2014, Spring 2014, Winter 2014, Fall 2013)
Service to Community Scholarship Recipient, Portland Community College Foundation Scholarship (2014 - 2015)
Coca-Cola Leaders of Promise Scholarship Recipient, Phi Theta Kappa (2014 – 2015)
All-Oregon Academic Team Member, Oregon Community College Association (2015)

Education

Biochemistry Major, Portland Community College, Portland, OR (Present)

- Calculus I, II, III
- English Composition
- General Chemistry I, II, III

- Intro to Psychology
- Microeconomics
- Organic Chemistry I, II, III

- Personal Health
- Principles of Biology I, II, III
- Public Speaking

Work experience

Chemistry Lab Intern, Oregon Museum of Science and Industry, Portland, OR (01/2015- Present)

- Facilitate the visitors' learning experiences with informal interactions, demonstrations and lab activities.
- Assist with the maintenance of the lab and the chemical storage room.

Diversity Retention Coordinator/Phi Theta Kappa Officer, Associated Student of Portland Community College, Portland, OR (06/16/2014-Present)

- Cultivate relationships with Portland Community College international students and build community on campus by bringing international students and domestic students together.
- Work with the Office of International Education to plan activities, orientations for international students on campus.

International Student Union Coordinator, Associated Students of Portland Community College, Portland, OR (06/2014-Present)

Teaching Assistant, American Academy Language Center, Vietnam (08/2011-03/2013)

- Reinforced lessons and help supervise students in class, between classes, and recess, and on field trips.
- Helped foreign teachers to communicate with Vietnamese students and their parents.

Sales Associate, Forever21, Portland, OR (11/2013-12/2013)

Service Experience Representative/Cashier, Nordstrom, Inc., Portland, OR (07/2013-09/2013)

Volunteer

Medical Filing & Medical Office Volunteer, PeaceHealth Southwest Medical Center, Vancouver, WA (10/2014-Present)

Chapters Officer, Phi Theta Kappa Beta Epsilon Gamma, Portland, OR (10/2014-Present)

Volunteer Food Packer, Oregon Food Bank, Portland, OR (11/2014, 08/2014)

2. **Provide financial support for students with child care needs.**

   ▪ *Mapping Categories: 1 D, 3 B, C, D*

SLP professional staff looked to see if there are there differences between the success rates of students participating in different student activity funded child care subsidy programs across the district. Using G numbers of child care subsidy recipients for the past three years from Sylvania, Cascade, and Rock Creek (fall term collection), a Targeted Demographics Report (using Argos) provided data on:

   ▪ Gender (percentage of participants)
   ▪ Race and ethnicity (percentage of participants)
   ▪ Median age of participants
   ▪ Credits completed vs. credits attempted (cumulative and awarded during the year specific to the group)
   ▪ GPA Average (cumulative and awarded during the year specific to the group)
   ▪ Percent awarded certificate or degree (cumulative and awarded during the year specific to the group)

Through assessing program participants, we found that Cascade and Rock Creek have similar program characteristics in the amount of child care subsidies and credits required. Results showed very similar student success indicators for all three programs. Based on this study, Sylvania could align with the other campuses, serve more students, and not see a meaningful difference in success indicators.

| Aid Year | Population | # Students | Gender | |
			% Female	% Male
09-10	Cascade 0910	39	87.18	12.82
	Rock Creek 0910	19	94.74	5.26
	Sylvania 0910	41	90.24	9.76
10-11	Cascade 1011	43	90.7	9.3
	Rock Creek 1011	22	95.45	4.55
	Sylvania 1011	84	90.48	9.52

11-12	**Cascade 1112**	76	92.11	6.58
	Rock Creek 1112	16	100	0
	Sylvania 1112	50	90	10
12-13	**Cascade 1213**	68	94.12	4.41
	Rock Creek 1213	29	86.21	10.34
	Sylvania 1213	57	80.7	19.3

Race/Ethnicity Population	% White	% Asian	% Hawaiian / Pacific Islander	% Hispanic / Latino	% Black / African American	% Native American / Alaska Native	% Multiracial	% Non-Resident/ Alien
Cascade 0910	43.59	0	0	2.56	35.9	0	0	15.38
Rock Creek 0910	73.68	0	0	5.26	5.26	0	0	15.79
Sylvania 0910	60.98	0	0	7.32	9.76	4.88	0	7.32
Cascade 1011	34.88	0	0	4.65	39.53	2.33	2.33	16.28
Rock Creek 1011	59.09	0	0	9.09	13.64	0	0	18.18
Sylvania 1011	67.86	0	0	7.14	5.95	1.19	1.19	9.52
Cascade 1112	50	0	0	7.89	27.63	2.63	4.41	3.95
Rock Creek 1112	31.25	0	0	25	18.75	0	3.45	18.75
Sylvania 1112	64	0	2	6	8	0	0	18

Population	Age Median Age	% <20	% 20-24.9	% 25-29.9	% 30-34.9	% 35-39.9	% 40-44.9	% 45-49.9	% 50+
Cascade 0910	31	2.56	17.95	15.38	41.03	12.82	7.69	2.56	0
Rock Creek 0910	29	0	5.26	47.37	15.79	31.58	0	0	0
Sylvania 0910	30	0	7.32	39.02	29.27	21.95	0	0	2.44
Cascade 1011	33	0	13.95	23.26	30.23	25.58	6.98	0	0
Rock Creek 1011	31	0	13.64	27.27	31.82	22.73	4.55	0	0
Sylvania 1011	30	1.19	11.9	35.71	32.14	13.1	3.57	1.19	1.19
Cascade 1112	28	0	28.95	30.26	22.37	13.16	5.26	0	0
Rock Creek 1112	31	0	12.5	37.5	6.25	18.75	12.5	6.25	6.25
Sylvania 1112	29	0	12	40	24	20	4	0	0

Population	Cumulative Performance Average Credits Attempted	Average Credits Passed	Average GPA	% w/ Degree[1]	Time-Frame Performance Average Credits Attempted	Average Credits Passed	%	Average GPA	% Awarded during Time-Frame[2]
Cascade 0910	108.92	86.38	2.89	41.03	33.79	27.1	80%	2.91	5.13
Rock Creek 0910	122.63	101.58	2.92	57.89	35.22	28.67	81%	2.9	26.32
Sylvania 0910	136.73	112.76	3.05	58.54	35.27	30.2	86%	3.02	26.83

Cascade 1011	110.14	85.77	2.88	44.19	34.56	27.17	79%	2.75	23.26
Rock Creek 1011	124.5	101.35	3	59.09	33.78	28.22	84%	2.97	13.64
Sylvania 1011	127.57	105.02	3.13	52.38	34.82	29.11	84%	2.98	15.48
Cascade 1112	86.57	61.5	2.73	17.11	29.34	22.43	76%	2.9	6.58
Rock Creek 1112	109.25	91.69	2.86	62.5	33.2	26.2	79%	2.9	31.25
Sylvania 1112	122.06	100.62	3.25	46	37.34	32.04	86%	3.36	12

See APPENDIX B for more information and data on childcare.

Goals to Measure for the 2015 Program Review

1. Develop student leadership programs on each Portland Community College Campus.

Mapping Categories 1 A-F; 2 A-F; 3 A-E

Student Life and Leadership Programs have developed leadership programs on each Portland Community College Campus. Student Leadership provides a comprehensive set of programs that offer district level training, as well as campus specific training and development. These programs provide student leaders the opportunity to develop stronger communication skills, innovate and create new ideas and programs, as well as promote inclusive and equitable environments. The following programs at Portland Community College campuses support these efforts.

The District Student Council (DSC)

The DSC supports and sustains the district student initiatives for Portland Community College by providing the following services:

- All-district trainings, which are based off of best practices that educate and provide our student leaders with a framework for the year.
    - All ASPCC Student Leadership Team Training at Silver Falls Conference Center: ASPCC Student Leadership Teams from across the district come together for a three-day training that includes workshops on communication, cultural understanding, labor markets, committee representation, and leadership.
    - Navigation of the College System: As a part of our assessment program, ASPCC Student Leaders are required to complete a variety of tasks during their mandatory trainings to help them succeed with their academic and scholastic goals.
    - All-District Student Leadership Training: ASPCC has coordinated an all-district student leadership training event, incorporating networking, communication, leadership development, and service opportunities for all students in our programs college-wide.
    - Online Training: All ASPCCs now host a three week online training, intentionally giving our students training on state, local, and college budget processes, event planning, college committees, social justice and inclusion, and developmental leadership skills. The online training is a valued tool, as it gives students a yearlong resource to refer back to while in our leadership programs.
    - Support the District Programming Board in their efforts to create college-wide activities and events focusing on student participation and retention.

- End of the Year Event: This ASPCC event is an annual fundraiser hosted by students to help support the PCC Foundation's student scholarships. Past funds went to the following scholarships: Linda C Hummer, Robert Wright, Raquel Escalona-Flores, and I Heart Art.
- Develop the District Clubs Council and support our college-wide clubs and organizations that are similar on each comprehensive campus.
- Create a District Budget Chairperson and streamline the District Budget Committee to make budget recommendations for the DSC.
- Create the Legislative Affairs program that supports PCC and student legislative interests.
- Sustain and promote the Think Green Initiative Fund (TGIF) program and continue its legacy in providing funding for sustainable programs and services for the institution.

- Support and Sustain the Associated Student Governments on each of the four comprehensive campuses.
  - Trainings and Orientations: Each Associated Student Government at Portland Community College holds trainings and leadership development opportunities for their leadership teams. These trainings, grounded in theory and national best practices, provide students with the opportunity to hone in on their leadership potential and to set a path of growth both as a student and as a citizen.
  - Committee Representation: As a part of their leadership positions, all students with ASPCC are required to participate on at least one committee. By having students on committees, we are ensuring that student representation is a part of the decision making process at Portland Community College. Additionally, our students continue learning to work in teams and to come together to make decisions that impact the campus community.

- Campus Programming Boards & Activities
  - Each campus has a programing board that functions as the activities arm of each campus. These programming boards create social, academic, and service opportunities on campus.
  - As a college, the District Programming Board unites the individual campus programming boards and works to create college-wide program opportunities.
  - Our campus programming boards and activities are trained in program and event development and use learning outcomes to assess and ensure that activities are meeting the needs of the students they serve.

- Campus Clubs & Organizations
  - Each campus provides clubs and organizations to help keep students engaged and retained on campus. These clubs and organizations help provide students an opportunity to engage and sustain their college environment.
  - District clubs provide opportunities for college-wide opportunities and networking. These district clubs, united by the District Club Council, bring together college-wide clubs to promote their missions and learning outcomes.
  - Campus clubs and organizations help provide networking and involvement on individual campuses and as a district.

- o Student clubs are an excellent way to learn about the emerging social interests of our ever evolving student populations and can seed large scale campus or district programs, like learning gardens, Veteran's Resource Centers, and maker spaces.

- Phi Theta Kappa
  - o Each Portland Community College Campus hosts a chapter of the Phi Theta Kappa Honors Society.
  - o Phi Theta Kappa is an integral component to our leadership programs and provides academic, service, and scholastic-engagement opportunities on our campus.
  - o College-wide, we select two students from each campus to serve on the All-Oregon Academic team, which honors their contributions to campus and work done to enhance the college community.

2. Develop services and educational experiences that promote student success and development.

Mapping Categories 1 A-F; 2 A-F;

Student Life and Leadership Programs develop services and educational experiences that promote student success and development. We provide co-curricular programs, activities, and services to promote student learning and success. Through these efforts, we emphasize skill development, create inclusive environments where students can explore their identities and celebrate diversity, and prepare for future endeavors. We foster critical thinking skills, which can be defined as the ability to reason, analyze facts, and utilize knowledge to resolve issues. The cultivation of creativity, planning skills, and communicating effectively with others is the basis for problem solving skills. PCC Student Leaders have a variety of opportunities to develop critical thinking skills throughout their Student Leadership experience.

Team Building and Trainings

PCC Student Leaders improve cooperation and communication skills, while developing critical thinking skills in the following trainings:

- Solving problems and making decisions.
  - Student Representation and Committee Training. Students Gain knowledge about the PCC committee system and structure, understand the multiple layers and nuances of serving on committees, acquire skills related to meeting etiquette, learn about the variety of meeting structures and how a room set up, location, or personal style can impact the outcomes of a committee, and gain knowledge about how to report committee actions and work back to their campus based governance system.
    - Case studies teams and presentations.
    - District Student Council training and developing an understanding the history of the body and it's creation, basic function, and responsibilities.
    - District Club Council training and developing an understanding the history of the body and it's creation, basic function, and responsibilities.
    - Resume improvement experience and workshops
    - Scholarship essay writing workshops
    - Develop an understanding of how to navigate the PCC system including departments, positions, and responsibilities.
    - Orientations to online learning.
    - Financial aid literacy and planning.
    - Viewing a play or movie and participate in facilitated discussions regarding choices, consequences, and alternative viewpoints.
  - Social Issue Awareness

- Participate in system of oppression trainings that provides an understanding of societal and cultural values and habits that supports the oppression of specific people or groups.
- Participation in stop the hate, an educational initiative of *Campus Pride* that supports colleges and universities in preventing and combating hate on campus, as well as fostering the development of community.
- Water Scarcity training, an overview of how we can reduce waste and conserving resources through experiential learning
- Understand the concepts and issues associated with health and wellness and how an unbalanced life impacts educational goals and the work environment.
- Effective teamwork
- Forming, Storming, Norming, and Performing by *Bruce Tuckman*. nnderstanding the stages of group formation.
- Communication Styles by *Linda McCallister.*
- Leadership Practices Inventory by *James Kouzes and Barry Posner.*
- STP – Situation, Target, Proposal Model by *Fred Fosmire.*
- Opportunities for bonding and team building through group experiences, such as rafting.
- Opportunities for building a team as part of a process such as camping (setting up camp, cooking meals, clean up, etc.)
  - Empowerment
    - With Clifton StrengthsFinder. Students learn their top five strengths and how to develop and utilize their skills in academic and career settings.
    - Representatives in student leadership collaborate with university leaders to enhance the student experience. Student Leaders represent the interests and concerns of the Portland Community College students by:
    - Hosting voter registration drives.
    - Organizing and participating in lobby efforts at the state capitol.
    - Serving on college-wide committees. The Student Life and Leadership Program acknowledge the importance of the student voice on committees on the district and campus levels. PCC Policy S705, created by PCC student leaders, gives student the right to serve on campus committees.
  - Providing representation at PCC Board Meetings.
    - Participating in the District Student Council (DSC) – The District Student Council represents the student voice at the district level. The DSC offers opportunities for students to develop leadership skills through event planning and execution, budget development, political organizing and lobbying, PCC committee representation, community service projects, and individual campus governance.

- Participating in the District Club Council (DCC) – The District Club Council represents the student clubs at the district level through the chartering of District Student Organizations. The DCC offers student club members the ability to organize as a district and develop leadership skills through proposal and budget development, project management, and presentations upon project completion.
  o Program Based & Academic Clubs
    - Students lead a broad array of cultural, academic, social, and political clubs. Program based and academic clubs strengthen PCC programs by providing out of class experience in support of in class knowledge, and provide networking and recruitment opportunities for students. Clubs and Organizations become partners in the creation and implementation of programs and services for Portland Community College students. See **appendix D** for full list of campus based clubs.
- Service Learning Projects
  - A combination of experiential and hands-on learning is utilized to furnish students with knowledge that will help them better understand their communities, their future careers, and the world around them. Structured activities, including volunteerism, community service, and internships, provide a practical environment for experiential learning. Examples of District Projects include:
  - Volunteer efforts with the Oregon Food Bank, Planned Parenthood, Lone Pine Cemetery, Rebuild It Center, Habitat for Humanity, Jade District, APANO, Harrison School and Jefferson High Scholl.
  - MLK Day of Service, where students and staff provide community outreach and assistance. Sample projects include canned food drives and creating college readiness packets for high school students.
  - Sally McCracken New Year's Day Dinner, a PCC District service-learning project where students prepared and serve dinner to the residents of the Sally McCracken House in downtown Portland. Sally McCracken is a transitional home for 80 adults in recovery. With the service of Phi Theta Kappa volunteers and donations from all four campuses, the students serve 160 residents at two housing units.
  - Incentivized Club Service Learning Opportunity. Campus based clubs can accumulate funding support through community service projects. This unique approach empowers campus clubs to plan and implement service projects, increase their fiscal responsibility through managing a larger budget, and develop funding proposal and project management skills.
  - Mandatory Service work for ASPCC Southeast Student Leaders, as part of their leadership positions.

- Alternative Spring Break
  - ❖ Student Life and Leadership provides two opportunities to empower students through service and advocacy.
  - ❖ The purpose of the New Orleans Alternative Spring Break opportunity is to provide service learning opportunities for Portland Community College Club Members. Volunteer projects related to hunger, housing insecurity, and environmental factors provide a lens in which student club members explore poverty, in addition to cultural and geographic diversity. Components of the Alternative Spring Break include community service projects, like working at homeless shelters, rebuilding centers, and food kitchens through out the host city of New Orleans. Through action and reflection, student club members have an increased appreciation for community needs and increase their own commitment to community service.
  - ❖ The purpose of the Washington D.C. Alternative Spring Break experience is to advocate for community college students and put into practice the lobbying skills acquired though working with the Oregon Community College Student Association and the leadership team. The intent is to lobby senators and representatives to support and increase federal funds for financial aid, promote the Dream Act and a path to citizenship for undocumented students, child care grants for student parents, Veteran's Affairs, health care issues, and support green initiatives and education related to the green economy.
- Conferences and Workshop Presentations and Attendance
  - o ACUI Region IV Conference: Provides opportunities for students to connect, network, and build community, while exploring the core competencies of Communication, Intercultural Proficiency, Leadership, Management, Marketing, Planning, Student Learning Theory, Technology, and Fiscal Management.
  - o Clubs 101 Conference: Provides networking opportunities amongst club members. Student attendees develop problem solving, communication, and team building skills.
  - o Oregon Community College Student Association
    - In 2013-2014, all four ASPCCs were members of the Oregon Community College Student Association (OCCSA) and participated on the OCCSA Board of Directors, with the representative from Sylvania serving as the vice-chair. In Fall of 2014, all four campuses participated in a statewide student survey to prioritize ten topics and their importance to students. All ASPCC campuses participated in the OCCSA postcard campaign that year, as well.

- In 2014- 2015, only ASPCC Sylvania remained a member of OCCSA. Their campus representative served as the vice-chair of the organization, as well as participated on their budget committee. ASPCC Sylvania participated in a postcard campaign asking State Legislators to increase funding for Community Colleges, as well as sending students to Salem to participate in the OCCSA/OSA lobby day.
- Phi Theta Kappa International
  - Fall Regional Honors in Action (HIA) Conference: The Regional HIA Conference provides members the opportunity to investigate the Honors Study Topic from interdisciplinary perspectives and develop skills for collective and independent scholarly investigation. In addition, the students attend workshops that instruct constituents on how to incorporate scholarly inquiry/research, leadership, service learning, and fellowship into Honors in Action projects.
  - International Annual Convention (NerdNation): Phi Theta Kappa's Annual Convention, provides opportunities for advisor and student engagement that result in long-term chapter and student success. The three day convention combines educational sessions to foster personal and chapter development, training to cultivate leaders, networking opportunities to share ideas and expand ones pool of resources, and awards presentations recognizing past achievements while setting the bar high for future success.
  - Spring Regional Convention provides an opportunity to recognize and celebrate Honors in Action achievements of individuals, chapters, and the region. The Convention provides leadership opportunities for chapters, officer and advisors.
  - Honors Institute - Phi Theta Kappa's Honors Institute launches the examination of the Society's Honors Study Topic. The Honors Institute is an intensive exploration of the topic, featuring internationally recognized speakers, small group seminars, educational field trips, and experiential activities.
- Northwest Student Leadership: Hosted annually by the Associated Students of Portland State University, the Northwest Student Leadership Conference (NWSLC) is the largest student-led conference in the Pacific Northwest. NWSLC provides hundreds of student leaders with a unique combination of opportunities to enhance their personal leadership development and gain the skills, context, and expertise necessary to organize and advocate on behalf of the students and communities they represent.
- Oregon Students of Color Coalition Conference: An annual conference that provides a safe place for students to expand cultural competency, learn grassroots organizing skills, and develop an understanding of different communities.
- ILEAD: The Institute for Leadership Education and Development (I-LEAD®) is ACUI's premier student program, designed to emphasize the key concept areas of leadership, community development, and change. I-LEAD® offers an opportunity for the college students to

focus on personal growth and other issues facing our world. The institute prepares students to develop skills that will serve them as leaders in any situation, regardless of role, organization, or environment.

- Budget Development
  - Through online and individualize training, budget management, and working closely with Student Life and Leadership Program professionals, students learn fiscal responsibility in relation to the district student leadership level, in regards to campus based budgets, and focused on their individual program area.
  - Student leaders gain budgetary skills and knowledge leading to the following outcomes:
    - Understand PCC's complex decision making system and distinguish the difference between district and campus based authority both with the Student Activity Fee and the General Fund.
    - Distinguish between PCC's general fund, bond dollars, the Student Activity Fee, and other enterprise accounts.
    - Articulate what the responsibilities are as a student leader and an advocate and steward of public resources.
- Event Planning, Implementation and Assessment
  - Student Life and Leadership Programs provide fun and unique activities to promote lifelong growth and lasting relationships in a safe and inclusive en environment.
    - Students gain experience in the following areas:
      a. Facilitating campus connections – Audio/Visual, Facilities Maintenance, Food Services, Campus Scheduling, and Liability and Safety and Risk
      b. Program planning and facilitation
      c. Event evaluation
      d. PCC Policies – Food Services, Contracts, Liability and Risk, Controversial Events.
      e. Transition Documentation – Passing on best practices and challenges to incoming team.
      f. Utilization of event checklists, event evaluations, the Controversial and Large Scale Event Planning template.
    - Skills are exhibited in activities and events including:
      a. Sponsoring college-wide programs, including PCC's Got Talent, District Bowling, and the District End of Year Party
      b. The Memorial Wall Event - The Students for Life Club displayed a memorial wall to commemorate the pre-born children who are aborted every year in the state of Oregon. The wall was forty-eight feet long by eight feet high and contained over eleven thousand names, which represented the number of babies aborted in the state or Oregon in 2007, according to the Center for Disease Control records.

c. The Immigration Wall Event - the Border Display showed the path many individuals take when crossing the Mexico/United States border. One piece of the display exhibited stories depicting the struggles people have when crossing the border, and why they chose to make the journey. On the other side of the border, the display showcased success stories of people whose parents came to the United States without documents.
d. District Clubs Convention - District leadership conference designed specifically for clubs, sponsored by the DSC and organized by Assistant Student Leadership Coordinators.
e. MEChA Regional Conference - Regional conference hosted by campus MEChA organizations at the Cascade campus.
f. Haru Matsuri Japanese Spring Celebration

3. Build a strong campus community.

Mapping Categories 1 A, C, D; 2 B-F

Student Life and Leadership Programs build a strong campus community. Building community on each PCC comprehensive campus is done through a variety of mediums and is administrated by both professional student leadership staff and ASPCC student leaders. Student Life and Leadership programs house multiple programs that build community on campus, including ASPCC Student government, campus clubs and organization's, sustainability initiatives, and student programming and events and activities. Student leaders and professional program staff build a strong campus community by:

- Develop, build and maintain a thriving club programs on each Portland Community College Comprehensive Campus (Cascade, Southeast, Sylvania and Rock Creek)
    - Have a variety and balance of multicultural, educational, recreational, social, academic, and program based campus clubs and district organizations to support students, help them find belonging at PCC, and retain their educational status.
    - Provide trainings and resources for students, faculty, and staff club advisors to promote and ensure club success. Trainings should be in a variety of mediums, including virtually and in person.
    - Provide student club members and leaders with service and civic engagement opportunities to be involved with the campus and the campus community.
- Plan and implement campus and district events and activities that encourage student involvement and student retention
    - Train and develop student leaders and work with them to apply those skills, while carrying out events and activities at both the district level and the campus level.
    - Plan events and activities that encourage student success such as career workshops.
    - Provide students with the opportunity to get involved on campus through events and service projects.
    - Plan campus events and activates such as the Welcome Back BBQ and the PCC End of the Year Party.
- Maintain a successful student government program on each Portland Community College Comprehensive Campus (Cascade, Southeast, Sylvania and Rock Creek)
    - Involve students in local governance and developing college policy and procedure through student government meetings and committee representation.
    - Encourage relationships and dialogue between college staff, faculty, the administration, and the student body.
- Promote Sustainable practices
    - Cascade Bike Program builds community by giving opportunities to students, staff, and faculty to have affordable and sustainable transportation, encourages partnerships with the neighborhood and community resources, and provides students with a network and staff contact on campus.

- Campus sustainability coordinators plan events, programs, service projects, workshops, and activities on campus to encourage sustainable practices and educate the campus while building community.
  - Facilitation and administration of the Green Fund Initiative grants.
  - Develop partnerships with food services on green practices.
- Ongoing Services (*see the appendix for details on services*)
  - Book Exchange
  - Child Care Grants
  - Bike Program
  - Clubs and Organizations
  - Phi Theta Kappa
  - Legislative Programs & Internships
  - Food Nook
  - The Green Fund Initiative (TGIF)
  - Vending
  - Facilitating Expressive Conduct
  - Supporting Satellite Centers and DL Students
  - The Bridge
  - Queer Resource Center
  - Programming & Events
- Supporting College Diversity Initiatives and Cultural and Campus Climate Awareness
  - Assist students to plan, implement and execute a variety of diversity and multicultural events on campus to educated and celebrated their community
  - Support multicultural clubs and help them succeeded in recruiting and maintaining members throughout the students academic career
  - Provide safe spaces for groups to meet and have dialogue on campus
  - Work to increase student activity fee for diversity cost centers
  - Assist the Office of Equity and Inclusion in the promotion of the campus climate survey
  - Investment in the Stop the Hate Train the Trainer Program

4. Support of student organizations.

Mapping Categories 1 A-D; 2 A-F; 3 B

Student Life and Leadership Programs support student organizations, which is the main component of our work as student service professionals at Portland Community College. The professional staff's role is to help student organizations achieve their goals.   As such, professional program staff provide guidance, programing, and resources to help student organizations thrive at Portland Community College.   Support for student organizations include the following:

- District Club Initiatives
    - Providing various opportunities to student organizations and clubs through collaborative initiatives across the district to further leadership development in areas of servant leadership, cultural competency, and fellowship.
    - Alternative Spring Break provides student clubs and organization with a service learning and cultural competency component to their leadership development by attending a weeklong service project to serve an underrepresented community within the United States and to create fellowship among students across the district.
    - District Clubs and Organization Banquet gives the opportunity to present success and recognition to the student clubs and organizations across the district for their hard work and participation to make our college campus thrive with student life.
    - Online Training Modules assist student clubs and organizations with understanding the process, procedures, and the mechanics of being a student club and organization. The Clubhouse Student Leadership Training module provides clubs and organizations with the necessary training to help guide student groups through the PCC system to ensure success. This program is currently run through Desire to Learn, but will switch to OrgSync in Winter 2016.
    - The Clubhouse Student Leadership Training module provides clubs and organizations with the necessary training to help guide student groups through the PCC system to ensure success. Clubs and Organization coordinators, any interested members, and advisors will be submitted to the D2L training module once their charter packed has been approved by their sponsored campus. Student leaders and advisors will then have access to specific information through D2L that pertains to club and organization life. Information includes, but is not limited to:
        - Getting started with clubs
        - How to write a constitution
        - Club funding
        - Event planning 101
        - Leadership opportunities

- Campus links and information
  - District Club Council provides student with the opportunity to register their organization at the district level and apply for additional funding.
- Campus Clubs and Organizations
  - Create and provide equal opportunity access to various college resources for all clubs and organizations.
  - Resources provided to student clubs and organizations are, but not limited to:
    - Granting access to facility reservations for various spaces to fully chartered clubs and organizations for the purpose of conducting meetings, events, and activities.
    - Administer funding to qualifying clubs and organizations for the purpose of general operational usage.
    - Provide various networking opportunities to clubs and organizations for the purpose of membership recruitment and growth.
    - Informational material to help successfully run a club's meeting, host an event and fundraise money for the promotion of their student group.
- Developed College Navigation Skills
  - Provide student leaders with a developmental opportunity to gain educational experiences that promote student success and development.
  - Support student leaders by implementing workshops on how to do a career plan, with emphasis on the following: how to use social media, how to write a resume, and how to interview for a job.
  - Direct students to an academic advisor to create and establish an academic plan.
  - Administer workshops on financial literacy so student leaders understand how their loans and scholarships work. From there, students then create a financial plan.
  - Train student leaders to become familiar and comfortable with online tools such as: Panther Tracks, D2L, E-portfolios, and Google Docs, etc.
- Club Travel and Conferences Opportunities
  - Student clubs and organizations have the opportunity to attend local and national conferences. Conference attendance provides further leadership development and education to student organizations and clubs that would not normally be provided at the campus level.

o Clubs and organizations may find conferences that pertain specifically to their club or organization interest or they may be part of a national organization that hosts conferences regularly. Clubs and organizations are provided with the material on how to fundraise and apply for conferences to further the educational learning.

5. Provide Cultural, Multicultural, Intellectual, Recreational, Social, Service and Civic Engagement Programs & Resources.

Mapping Categories 1A, B, C, D, F; 2A, B, C, D, E, F; 3A, B, C

Student Life and Leadership Programs provide multicultural, intellectual, recreational, social, service, and civic engagement programs and resources for Portland Community College Students. This is accomplished though a variety of services and resources that provide students with opportunities to engage in campus life. These programs and resources include student organizations, campus and community service, as well as civic, social and multicultural programs, events, and activities.

- Campus Clubs & Organizations
    - o Each PCC campus provides support to a variety of identity based, academic, social, civically engaged, and recreational clubs. Examples of each club are given below, but a full list of clubs is available in Appendix.
        - Cultural – Theater Arts Club, Voices of Soul
        - Multicultural – M.E.Ch.A., the Black Student Union, Native Nations
        - Intellectual/Academic – National Student Nursing Association, Math Club, Student Fire Fighters Association
        - Recreational – Volleyball Club, The Outdoor Activity Club
        - Social – ESOL club, Billiards Club, Board Game Club
    - o Collaborate with other Diversity Retention Centers to co-train and fund identity based clubs that contribute to student success for minority and international students.
    - o Host Club Fairs at each campus to increase student involvement and engagement, as well as foster networking opportunities for students and their peers.
    - o Online training program designed for student club leaders to learn college procedures and resources for clubs, including event planning and running effective meetings.
- Service Opportunities on and off of campus
    - o Plan and implement annual Alternative Spring Break, which engages student leaders and club leaders in a weeklong volunteer project in areas with demonstrated need.
    - o Provide incentive to Student Organizations who complete and document service work in their community through additional funding, club "status" and campus recognition.
    - o Organize a variety of volunteer opportunities, in partnership with PCC's Community Based Learning Program, to embed service work in academic study and leadership development.
    - o Recruit students to participate in Oregon Campus Compact's Martin Luther King Day of Service event.
    - o Participate in ACUI's 1000 Hour Challenge, which challenges campuses across the nation to complete 1000 hours of service involving their entire campus community.

- o Participate in campus service learning opportunities, including campus learning gardens and campus cleanups.
- ▪ Events and Activities
  - o Each ASPCC provides funding, support, and training for PCC Signature Cultural Events: CultureSEast, African Film Festival, Pow Wow, and Semana de La Raza.
  - o Train and oversee ASPCC District Programming Board to conduct district-wide programs, including End of the Year Party fundraiser for student scholarships
  - o Campus Programming Board to plan a balance of cultural, educational, academic, and social events for PCC community. Examples of programs are below, full list of programs available in Appendix M.
    - • Academic/Intellectual – Simon Sedillo
    - • Cultural – PCC's Got Talent
    - • Multicultural – The International Extravaganza, Black History Month events
    - • Social – Halloween, The Rock Creek Harvest Festival , The $1 Welcome Back BBQ
- ▪ Civic Engagement Activities - Organize multiple opportunities for civic engagement on campus. Below is a list of different activities with more detailed descriptions available in appendix F
  - o Voter registration drives
  - o Voter education campaigns
  - o Unofficial ballot drop-box after mail-in deadline and up to election day
  - o Facilitate political debates for students (in-person or televised)
  - o Postcard lobby campaigns
  - o Collaboration with state-wide student organizations, such as the Oregon Student Foundation (OSF) and the Oregon Community College Student Association (OCCSA)
  - o Participate in PCC lobbying efforts, such as "PCC Day at the Capitol"
  - o Fund and select DSC Legislative Interns for each of Oregon's Legislative Sessions
  - o Washington DC Alternative Spring Break where students lobby Federal Legislators about issues impacting students and their communities

- Collaboration between centers and programs
    - Co-coordinate an All District Leadership Training with Diversity Retention Centers for incoming student leadership cohorts: Multicultural Center, Women's Resource Center, Veteran's Resource Center, Career Exploration Center, etc.
    - Integrate Academic Advising, Career Exploration Center, and the Financial Aid Office in ASPCC's Leadership Development Program through the College Navigation Challenge.
    - Plan a variety of campus and district events with Diversity Retention Centers and other Student Development Programs and Departments to enhance cross-cultural and cross-department collaboration and bring awareness to the breadth of resources at PCC.

The Student Leadership Program builds on its successes and evaluates essential elements of the program every year. This program review is an opportunity for the professional staff directing the work to reflect on what truly is of value to the students we serve, as well as assess what elements need to be refreshed, dropped, and improved. The team looks at this exercise as an opportunity to continue building on an already solid foundation and align the assessment work with PCC's Strategic Plan. Overall, we believe we addressed the findings from the 2007 review over the last eight years and offered new goals and benchmarks for the future in our findings. The team is committed to the values and learning outcomes expressed in this document and will continue to be flexible in our approach to meet the needs of the ever-changing student population of PCC.

Findings and Recommendations for the Future

Recommendations for the 2015 Program Review are based on information collected through a variety of mediums, with much of our data acquired from surveys. The focus of the surveys ranged in scope and target populations. Data was collected after events and activities, from current student leaders and club members, programs and services participants, colleagues, and from alumni of the Student Leadership Program. We also collected data through individual interviews, as well as material amassed in the annual program assessment for the state wide "Student Government Certification". Based on data analysis processed by group discussion, the following recommendations are made:

1) **In the 2007 Program Review, the SLP found that work needed to be done to improve communication with students. As a district, we funded a software program called OrgSync. OrgSync provides a Campus Engagement Network that connects students in a private online community to organizations, programs, and departments on campus. The program will enable us to communicate with students about events and activities, as well as collect data on service and learning outcomes for student programs. The challenge is that SAF dollars are needed to continue to fund this project and professional staff must dedicate time and training hours toward learning how to utilize this program. It is common knowledge that students with connections are the most successful and we believe this program will open doors and build student community on and off campus.**

⇒ In 2013 the clubs offices tried to implement online club opportunities through Desire2Learn (D2L). This included online chat forums, trainings and registration processes. However, the program was not well received. While students appreciated having materials online, D2L was not the correct platform to engage club students in dialog. We believe that OrgSync will be the best solution to this challenge.

2) **Continue to fund student development opportunities, like Alternative Spring Break, conference participation, civic engagement, and off campus training experiences. We suggest improving the current development programs by intentionally mentoring experienced student leaders to present training sessions in the fall and at conferences throughout the year.**

⇒ Data overwhelmingly suggests that the most transformative experiences of our student alumni sprung out of the learning opportunities listed above. The SLP can continue to build on the existing foundations to maximize the results of these programs to build future leaders in our communities.

⇒ One area of improvement is to identify students who possess experience in topics incorporated into the fall training programs and mentor them to present workshops to the new teams.

⇒ It has been a challenge to secure funding from the District Student Council for club members and club leaders to participate in Alternative Spring Break. The program is funded by SAF dollars and it is ultimately the student's decision on how that money is allocated. Students are also required to make a financial contribution in order to participate and those who are well connected to the program are often the ones who engage. Our goal is to make this opportunity open to more individuals on our campuses.

3) **Institutionalize and standardize the Career Pathway program across the district and incorporate Clubs and Student Organizations.**
    ⇒ While all programs worked on resume and scholarship skill building during the academic year, Cascade campus partnered with Career Services to develop a stellar model (based on the Panther Path) to help our students complete their college career goals. The focus of the initiative included improving resumes, exploring career options and evaluating financial burdens of completing the goals. All campuses saw improvements in student resumes, but there is a need for the work to become standardized across the district.
    ⇒ One challenge to streamline this program across the district is that not all campuses have the same relationship with their Career Service Specialist. Cascade Campus has built a strong with the Career Services Coordinator, Rebecca Washington, and as a result, the SLP has been able to incorporate her expertise into our district training. However, Mrs. Washington cannot meet all the individual campus needs. Developing the intentional partnerships on each campus has slowed up streamlining and implementing this program in all ASPCC student leadership programs.

4) **Intentionally identifying how Student Leadership Programs and Activities align with PCC's Strategic Plan through six icons that can be used on posters, training documents, and other promotional/informative materials.**
    ⇒ It is clear that the SLP promotes programs, activities, and initiatives that align with the PCC Strategic Plan. However, we do not necessarily communicate this connection with our students and the college community.
    ⇒ We recommend that the SLP team design small icons for the six themes identified in PCC's Strategic Plan and begin incorporating them into training material and promotional materials.
    ⇒ The SLP professional staff will incorporate the icons into all of our promotional, assessment, and training materials that will be provided through OrgSync. When student and staff program participants use online forms and materials in their OrgSync portal they will be able to identify the strategic themes that align with the agenda and learning outcomes of programs and services.

5) **Improve the collaborative efforts with the Retention Centers who received SAF dollars to incorporate student activities and leadership programs into their centers.**
    ⇒ In Spring Term of 2015 the District Student Budget Committee, headed by student Liz Ackerman, secured a Student Activity Fee increase of $0.40. These funds are dedicated dollars to support the retention centers (Multicultural, Queer, Women's and Veterans) on each campus. Though the increase of SAF funds would benefit the centers, the only leadership for this movement came from the District Student Council and SLP professional staff.
    ⇒ SLP professional staff surveyed our colleagues in the various retention centers (Multicultural, Queer, Women's and Veterans and SLP staff) to assess the attitude toward collaborating on events and trainings. The goal was to create a baseline to begin a dialogue.

⇒ 33% of surveyed participants expressed lack of trust between retention centers and SLP staff. This is an issue that must be addressed by the Deans of Student Development. We recommend a mandatory facilitated dialogue with all Deans and professional staff.

6) **Recommend full funding of full-time staff to manage a Queer Resource Center and Veteran's Resource Center on each campus.**

⇒ The college's efforts to meet the demands of Title IX need to include gender equity. By funding full-time professionals to work with the queer populations on each campus, the college can continue to improved the way we serve this demographic and foster a safe community for all gender identities and expressions.

⇒ The veterans population continues to climb at PCC and the work of Veterans Resource Centers is vital to the success of this population. We have witnessed growing collaboration between the veterans groups and other campus organizations. Full-time professional staff can help foster a positive experience as our vets reintegrate back into mainstream society.

7) **Continue to incorporate sustainable practices and equity in the Student Leadership Programs.**

⇒ The Stop the Hate and TGIF programs are examples of initiatives that the SLP owns and facilitates. The data suggests that programs and initiatives like these are crucial in terms of helping PCC to achieve the institutional goals, as expressed in documents like the Climate Action Plan and the PCC Strategic Plan

⇒ Trends in these two fields continue to emerge. Therefore, education and training, as it relates to equity and sustainability, are necessary aspects of development for professional staff. The students often drive emerging issues, like the "Gender Non Conforming" initiatives, and staff need to keep on top of new trends.

⇒ Students engaged in the SLP program should receive training and education in matters related to these two themes. The alumni survey shared open-ended comments that pointed to the fact that the diversity and sustainability training transformed attitudes and lives.

⇒ Clubs and Student Organizations are often the grass roots bodies that bring new trends and ideas to our attention. The Assistant Student Leadership Coordinators compiled a list of clubs and organizations and identity-based groups were a large part of the program and meet student needs.

8) **Reclassify the Assistant Student Leadership Coordinators and Office Assistants to reflect the changing demands of the Student Life & Leadership Program Directors.**

⇒ Last year, the Student Leadership Coordinators became Managers. The college made this change based on the responsibilities of the SLCs (currently called The Directors of Student Life and Leadership Programs). The demands placed on the Directors of Student Life and Leadership Programs trickle down to the Assistants who take on significant aspects of managing and running the program.

9) **Focus on balanced data collection.**
   ⇒ The new "Qualtrics" system was utilized by the SLP to collect data for this program review. We believe that this system should be more consistently implemented and used across the district to gather feedback about the trainings, programs and initiatives we facilitate.
   ⇒ Each campus needs to collect their own data, but all campuses need to use the same surveys and assessment benchmarks, rubrics, and materials.

10) **Increase funding for Student Clubs and Organizations on each campus.**
   ⇒ Our data reveals that the SLP serves 144 student clubs and organizations across the district with over 2000 participants on average per year.
   ⇒ The program continues to grow and it is time for an SAF increase to boost club programs on each campus. The need has increased as we welcomed Southeast Center as a comprehensive campus. The dramatic growth of the Southeast Campus has impacted multiple aspects of the Student Leadership program, including funding, student engagement, and demand on professional staff.
   ⇒ Funds are needed to partner with PCC athletics to meet the rising demand for club sports program at the college. Club sports required more financial support, as well as professional staff support, and current funding levels don't meet the need.
   ⇒ Move all campuses to a funding and structural module similar to the Cascade Campus that provides more incentives for leadership opportunities for student clubs and organization students.

Service Standards and Outcomes

Below is a list of service and standards outcomes for the ASPCC Student Life and Leadership Programs. Additional comments and how standards and outcomes are met can be found in the appendix.

Student Life and Leadership Programs Services			
Service	**Campus Offered**	**Goal Mapping Categories**	**Comments**
Book Exchange	ALL	1A, D, E, 2B	SEE APPENDIX A
Child Care Grants	ALL (RC & SY WRC)	1A & D	SEE APPENDIX B
Bike Program	Cascade & Southeast Only	1A, D, F & 2B	SEE APPEDIX C
Clubs and Organizations	ALL	1 A-D; 2 A-F; 3 B	SEE APPENDIX D
Phi Theta Kappa	ALL	1D, 2C, F; 3C-D	SEE APPENDIX E
Legislative Programs & Internships	ALL-District Issue	1A, C, D, E; 2A, B, C, E, F; 3B, E	SEE APPENDIX F
Food Nook	ALL	1A, B, D; 2D; 3 D	SEE APPENDIX G
The Green Fund Initiative	ALL	1 E, F; 2B, C E, F; 3B	SEE APPENDIX H
Vending	ALL	1A, E	SEE APPENDIX I
Facilitating Expressive Conduct	ALL	1A-B, 2A, C-D	SEE APPENDIX J

Supporting Satellite Centers and DL Students (Stephen)	ALL-District Issue	1A-D, F, 2A-F, 3A-D	SEE APPENDIX K
The Bridge	All District	1 A-D, 2A-C, 3B	SEE APPENDIX L
Events & Activities	All District	1A-F, 2A-F, 3B	SEE APPENDIX M
Queer Resource Centers	All District	1 A-D, 2A-D, 3B	SEE APPENDIX N
Staffing Sources and Organizational Charts	All District	N/A	SEE APPENDIX O
Student Trainings	All District	1A-F, 2A-F, 3B	SEE APPENDIX P
Alternative Spring Break	All District	1A-F, 2A-F, 3 A-B, E	SEE APPENDIX Q

Student Life & Leadership Programs

2015 Program Review

Appendix

APPENDIX A-Book Exchange

APPENDIX B-Child Care Grants

APPENDIX C-Bike Program

APPENDIX D-Clubs & Organizations

APPENDIX E- Phi Theta Kappa International Honors Society

APPENDIX F-Legislative Internships and Programs

APPENDIX G-Food Nook

APPENDIX H-The Green Initiative Fund(TGIF)

APPENDIX I-Vending

APPENDIX J-Facilitating Expressive Conduct

APPENDIX K-Supporting Centers

APPENDIX L-The Bridge

APPENDIX M- Events & Activities

APPENDIX N – Queer Resource Centers

APPENDIX O– Staffing Resources and Program Organizational Charts

APPENDIX P – Student Training

APPENDIX Q – Alternative Spring Break

APPENDIX R – Alumni Survey Data

APPENDIX A-Book Exchange

Overview

The ASPCC Book Exchange is a consignment-based service for students. The program is a win-win for students, because they often can sell their textbooks at a higher amount than the Campus Bookstore can offer for their textbook at buyback. Additionally, students that are buying books can often find deals on textbooks that are discounted deeper than the textbooks sold at the Campus Bookstore. The service costs student sellers $1 per textbook. The campuses list all of the books that are available for sale (for the buyers) and textbooks that have been sold so that student sellers know if their book has sold and they can plan their finances accordingly.

In recent years we have see a decrease in book intakes and sales at all four campuses. This is a result of a variety of factors, but primarily has been a result of digital options. Students can rent textbooks or purchase digital copies for reduced costs on their tablets or computers. Students can also buy textbooks online through sites like Amazon.com and Craig's List for reduced costs. Student government leaders are working to promote Oregon Educational Resources (OER) to help relieve some of the cost of books. We will continue to offer the book exchange as a service to students, but will be closely monitoring it and continually assessing the program to ensure that it is a valuable service and good use of student fees.

Below is a list of Book Exchange numbers form the last two years across the district.

Book Exchange Numbers for Fall Term 2013-Spring Term 2015			
	Term	Book Intake	Books Sold
	Fall 2013	528	149
	Winter 2014	458	143
Cascade	Spring 2014	396	127
	Fall 2014	122	80
	Winter 2015	199	41
	Spring 2015	90	31
	Term	Book Intake	Books Sold
Rock Creek	Fall 2013	530	239

	Term	Book Intake	Books Sold
	Winter 2014	424	239
	Spring 2014	399	167
	Fall 2014	560	183
	Winter 2015	343	179
	Spring 2015	443	166
	Term	**Book Intake**	**Books Sold**
Southeast	Fall 2013	165	74
	Winter 2014	200	104
	Spring 2014	194	30
	Fall 2014	167	46
	Winter 2015	234	65
	Spring 2015	190	52
	Term	**Book Intake**	**Books Sold**
Sylvania	Fall 2013	338	132
	Winter 2014	422	177
	Spring 2014	371	101
	Fall 2014	340	77
	Winter 2015	267	81
	Spring 2015	280	77

APPENDIX B-Child Care Grants

The Student Leadership Program works to achieve Portland Community College's outcomes and goals by developing student leaders and educational experiences that promote student success and development. Our goal is to build a strong campus community and support student organizations. We provide cultural, multicultural, intellectual, recreational, social, service, and civic engagement programs and resources.

FY 2014-2015 Cascade SAF Child Care Reimbursement Grants

	Fall	Winter	Spring
Unique Awards (received one term for year)	2	3	7
Repeat Awards (received two or more terms for year)	12	19	16
PT/FT	11 FT/3 PT	16 FT/6 PT	16 FT/6 PT
PT/FT %	PT-27% FT-73%	PT-27% FT-73%	PT-27% FT-73%
Total Awards Per Term	**14**	**22**	**23**
Total Awarded	$6,825.00	$11,240.80	$11,849.50

Total Students Served	30

FY 2014-2015 Rock Creek SAF Child Care Reimbursement Grants

	Fall	Winter	Spring
Unique Awards (received one term per year)	3	10	7

Repeat Awards (received two or more terms per year)	8	14	11
PT/FT	7 FT/4 PT	13 FT/11 PT	12 FT/6 PT
PT/FT %	PT-64% FT-36%	PT-46% FT-54%	PT-33% FT 67%
Total Awards Per Term	**11**	**24**	**18**
Total Awarded	$4,655.00	$11,055.00	$9,000.00

Total Students Served	50

FY 2014-2015 Southeast SAF Child Care Reimbursement Grants

	Fall	Winter	Spring
Unique Awards (received one term for year)	21	9	15
Repeat Awards (received two or more terms for year)	8	24	24
PT/FT	20 FT/9 PT	22 FT/11 PT	23 FT/16 PT
PT/FT %	PT-31% FT-69%	PT-27% FT-73%	PT-38% FT-62%
Total Awards Per Term	**29**	**33**	**39**
Total Awarded	$12,720.50	$14,549.50	$16,581.50

Total Students Served	56

FY 2014-2015 Sylvania SAF Child Care Reimbursement Grants

	Fall	Winter	Spring
Unique Awards (received one term for year)	21	9	15
Repeat Awards (received two or more terms for year)	8	24	24
PT/FT	20 FT/9 PT	22 FT/11 PT	23 FT/16 PT
PT/FT %	PT-31% FT-69%	PT-27% FT-73%	PT-38% FT-62%
Total Awards Per Term	**29**	**33**	**39**
Total Awarded	$12,720.50	$14,549.50	$16,581.50

Total Students Served	**56**

FY 2014-2015 District SAF Child Care Reimbursement Grants

	Fall	**Winter**	**Spring**
Unique Awards (received one term for year)	29	24	30
Repeat Awards (received two or more terms for year)	28	58	52
PT/FT	40 FT/17 PT	54 FT/28 PT	53 FT/28 PT
PT/FT %	PT-30% FT-70%	34%-PT 66%-FT	35%-PT 65%-FT

Total Awards Per Term	57	82	82
Total Awarded	$24,751.00	$38,045.30	$38,031.00

Total Students Served	**142**

District SAF Awards 2014-2015
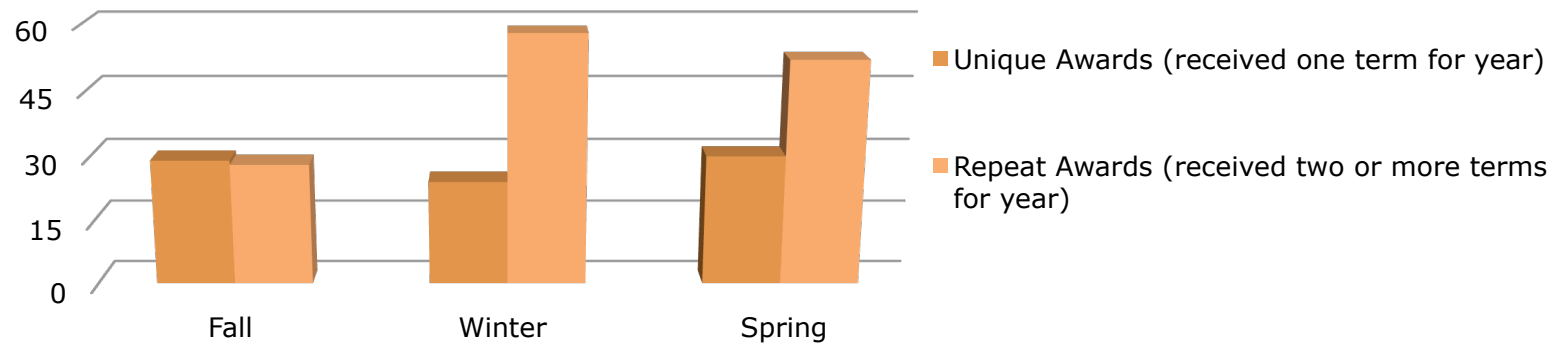
APPENDIX C-Bike Program

Overview/Summary

Cascade Campus implemented a "Bike Program" through a TGIF grant written by a ASPCC Cascade Student, Julie Davenport. The ASPCC Cascade Bike Program launched in January 12, 2012 to increase access to affordable, reliable, and sustainable transportation. Through the integration of long-term bicycle loans, education, and recreation, the Cascade Bike Program will enhance the physical and cultural development of students. As a resource for alternative transportation, we will minimize our campus and community environmental impact.

The program exists to help connect PCC Cascade Students to bicycles. ASPCC Cascade loans a commute-ready bike for a term or consecutive terms. The Bike Program is an important step in PCC's commitment to sustainability and reducing our impact on the environment.. Bikes may be checked out one term at a time and then renewed each subsequent term. A usage fee of $15 per term will be due at the time of the contract/check out.

There have been a number of improvements to the ASPCC Bike Rental program over the last 15 months. Fleet inventory has been much better maintained and accounted for by staff, particularly through the work of the ASPCC Student Bike Program Coordinator. The consistent presence of this position has much improved the overall quality of the rental experience for students, as well as the safety and quality of the bikes themselves.

What are the Rules?

Users are solely responsible for properly securing bikes to bike racks and appropriate locks are provided. In the case of theft, please inform ASPCC as soon as possible. Recovered bikes will be returned to the user. A financial hold will be placed on the user's account for the full replacement cost of unrecoverable bikes. Maintenance/Repairs: Users are solely responsible for all needed repairs, maintenance and adjustments. Basic adjustments are provided by the Community Cycling Center at no cost to the user. Bike Farm memberships are provided by ASPCC for no cost to the user, where student has do-it-yourself access to tools and equipment for basic repairs and adjustments.

- Dropping below 6 credits after the first two weeks of the term will disqualify the student from the Cascade Bike Program.
- Students must be enrolled in at least 6 credits.
- Student must not hold a four-year or graduate degree to receive a bike.
- Providing inaccurate information may result in disqualification from the Bike Program.
- Bikes are rented on a first-come-first-served basis, by order of wait list.
- It is student's responsibility to report any changes in address or academic eligibility to Debra Porta in the Student Union, Room 104.
- Student has complete responsibility in maintaining the bicycle. PCC shall be held harmless in any dispute and/or litigation.
- Student shall remain in financial aid and academic good standing.
- Student takes full responsibility for the bike and its accessories. Student will pay up to $400 to replace a lost or stolen bike.

The Cascade Bike Program rented 91 bikes for the 2014-15 school year, summer, fall winter and spring terms. The chart below reflects the number of bikes rented each term.

Term	Bikes Rented
Summer 14	16
Fall 14	30
Winter 15	22
Spring 15	23

There are 45 bikes in the fleet. We lost 5 this year due to theft or retirement.

Programs and workshops provided:
- Bike Rental program
- DIY drop in workspace
- Volunteer mechanic training
- Mechanics on staff
- Bike Fair
- Cascade campus bike theft task force
- Hosted bicycle workshops from Portland Department of Transportation.
- Representation at conferences
- Pump and U lock borrowing program

How many students served?
- Bike rental program served 91 students for the 2014-15 academic year. We are continuing to issue rentals to students through Spring quarter.

- DIY workshop has served roughly 300 students with service, advice, and commuter support
- Bike fair served 125 students.
- The Bike Program loaned U-locks to 73 Students throughout the year.

Note: these numbers are likely under reported due to a transition from paper to digital record keeping.

Cascade Bike Rental, 2014/15
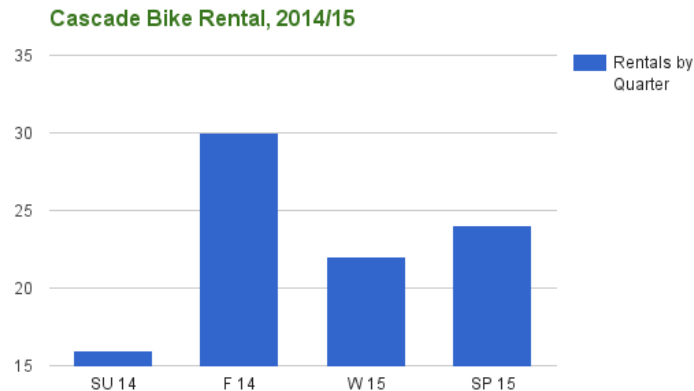
Strengths

- The Bike Rental Program is a strong "brand" for the ASPCC, and very much identified in that way.

- The Bike Rental Program provides a platform for furthering PCC's sustainability goals, and acts as a "starter" to those discussions and opportunities.

- The Bike Rental Program provides an affordable transportation alternative for students who may otherwise struggle to get around.

- The Bike Rental Program is popular, both with renters and others who hear about it-produces a "positive" feeling about PCC and ASPCC.

Challenges

1. Deadline for return/renewal is prior to subsequent term. This means that verification of registration happens after renewal. While this has not yet resulted in a wholesale issue (e.g. loss of bikes), it has been an issue on a few occasions, and we lack the ability to really be able to instill a sense of urgency for students to address their eligibility for rental or to ensure the return of bikes.

2. The physical separation of the Bike Shed and Bike Storage locations (where payment and the rental documentation process occur) interferes with streamlining the overall process. Examples include: unnecessary confusion and time consumption on the part of students and delays in payments and paperwork being accounted for after rental.

3. Overall visibility for the Bike Rental Program still leaves a lot to be desired. Outreach is still done primarily word of mouth, which can become less and less effective as the size of the campus continues to increase.

Recommendations

Any recommendations should balance protection of ASPCC resources by having processes which are not overly onerous for students. These are some potential ideas to try and find that balance.

1. Find a permanent home that is not a shed for the bike program. Power, heat, security, a desk, internet, and work space required.

2. Require a full application process each year similar to the current SAF application requirement.

3. Recommendation is to have ALL bikes returned at the end of each spring term. Students wishing to renew should make an appointment for a maintenance checkup and all bikes should undergo verification of status (rented/returned and useable/not useable).

4. Academic plan required each term of rental (right now it is once a year). A deadline, prior to registration, could be set each term to ensure (as much as possible) that students who extend their rentals are, in fact, intending to register and attend classes in the coming term.

5. The Spring Bike Fair would make for a fantastic signature event. Potentially, a similar fall event would happen, as well. This makes sense given that fall term remains the heaviest rental term. Early in the term the weather tends to also be nice enough for such an event.

6. Bike storage and the Bike Shed need to move closer to the Student Union. Real branding and streamlining of the process won't happen without that. The coming demolition and reconstruction of the Library Building will only exacerbate several current challenges.

7. Large visible branding materials placed in student traffic areas. For example, a tall banner (similar to the current Bike Program portable banners) hung on first floor of Student Union, maybe on the wood wall or even on one of the glass panels by the main entry. In general, as the campus increases in size, marketing and visibility will prove increasingly ineffective unless it also scales up.

The Southeast Campus is currently in process of implementing a bike program on their campus. They have received dedicated space for the program and have included a student bike program coordinator on their student leadership team.   The college is currently in the process of hiring a .5 transportation coordinator who will be based at Southeast or Cascade. Part of their role will be supporting the bike program on both campuses.

APPENDIX D-Clubs & Organizations

Overview

Student Leadership Programs staff encourages PCC students to organize clubs based on common interests. There are many benefits to students interested in starting or joining student organizations while in school. These include:

- Getting connected with other students, staff and faculty who share common interests.
- Gain leadership experience and boost their resume by serving as a club officer.
- Participation in extracurricular activities is positively related to consistent attendance, academic achievement and aspirations for continuing education.
- Get more involved with the campus and community.
- Learn more about topics and participate in events that are of interest.

Chartering Process

Students have the ability to create a Campus Club or District Student Organization.

- A **Campus Club** organizes the majority of it's activities and/or meetings at one campus. The majority of club members would also be based at that one campus.
  - To be officially recognized as a Campus Club, you must turn submit this completed Campus Club Charter Application to the Assistant Student Leadership Coordinator at your home campus. The application consists of the following:
    - Identify two or more student coordinators who will be responsible for organizing the club.
    - Sign up at least 8 students who are interested in participating in the club.
    - Find a Faculty/Staff Advisor to serve as your club's mentor and campus resource.
    - Complete Club Orientation Class through Desire to Learn. After submitting the Charter Packet, both student coordinators will be enrolled in a Club Orientation Class through Desire to Learn and will need to complete a short series of modules.
    - Create and submit a Club Constitution to indicate the mission and guiding principles of the club.
- A **District Organization** has club members on all four PCC campuses and organizes activities and/or meetings at all four PCC campuses.
  - To be officially recognized as a District Organization, you must turn submit this completed District Student Organization Charter Application to the Assistant Student Leadership Coordinator at your home campus. The application consists of the following:
    - Identify at least two student coordinators who will be responsible for organizing the club.

- Sign up at least 2 students per campus who are interested in participating in the club and identify student campus contacts for each campus.
- Find one Faculty/Staff Advisor to serve as your club's mentor.
- Complete Club Orientation Class through Desire to Learn. After submitting the Charter Packet, student coordinators will be enrolled in a Club Orientation Class through Desire to Learn and will need to complete a short series of modules.
- Create and submit a Club Constitution to the ASLC at your home campus to indicate the mission and guiding principles of the club.

After completing these steps, clubs will go through the campus or district ratification process that differs from campus to campus. The District Student Club Council (DCC) facilities the ratification process at district level. Currently, this process is being looked at and updated by the student leaders on the DCC and will have new guidelines and processes by the end winter term 2016.

Fall term 2015, the Assistant Coordinators for Student Leadership updated and began to roll out a new club-chartering packet. This allowed the clubs office to streamline our process on each campus, making it easier for students to charter student clubs on multiple campuses. Below is a copy of that charter student coordinator agreement and faculty/staff agreement that club leadership signs in order to be chartered and recognized.

Student Coordinator Agreement
• *Responsible for reading and following all club guidelines, policies, and procedures.*
• *Personally attend, or ensure a club coordinator recognized in the charter is present at all club meetings, events and activities.*
• *Contact the Assistant Student Leadership Coordinator to reserve rooms for club meetings, as well as providing notification if a club meeting or event has been canceled.*
• *Maintain communication with Club Advisor about all club meeting dates and activities.*
• *Read and follow Club Funding guidelines when requesting funds / reimbursements for items.*
• *Clubs are prohibited from entering into any contractual agreements on behalf of the club. Consult the Assistant Student Leadership Coordinator for more information.*
• *Explain liability waivers to club members when necessary and collect completed liability waivers from club members before club activity. Turn in completed waivers to the Assistant Student Leadership Coordinator. Follow all rules for waivers outlined in the club guidelines.*
• *Turn in all club funding request forms to the Assistant Student Leadership Coordinator and attend Council meetings to answer questions about club funding requests when required.*
• *I, as a club coordinator, am prohibited from personally profiting from a student club I coordinate. I understand that my time is voluntary and cannot be compensated by the clubs office or the club itself.*

• Record all proceeds generated from club fund-raising and submit funds to the Assistant Student Leadership Coordinator.

• Turn in all travel forms for club activities or events to the Assistant Student Leadership Coordinator.

• Contact the Assistant Student Leadership Coordinator regarding any inappropriate behavior or activity that might occur during a meeting.

• Agree to be a point of contact for PCC students, staff, faculty and community and authorize the use of my.pcc email address to be published on the ASPCC Clubs website and printed promotional materials concerning the club and the clubs program at PCC.

Club Coordinator Agreement

Every student club coordinator must sign the Club Coordinator Agreement

Club Coordinator #1 Signature: _____   Date: _____

Club Coordinator #2 Signature: _____   Date: _____

Staff/Faculty Advisor Agreement

A Staff/Faculty Advisor to student clubs provides important assistance to student leaders. Advisors assist student groups to be effective in accomplishing organizational goals while helping enrich the personal and social development of students involved in student activities. Each student club must have an advisor to be chartered. Advisors must be a (non-student) PCC employee. Advisors cannot advise more than 2 student Club/Organizations at one time without the approval of the Assistant Student Leadership Coordinator at the club's home campus.

• Follow all policies and regulations regarding student clubs put forth by Portland Community College.

• Assist the Assistant Student Leadership Coordinator and Student Leadership Coordinator in supervising the financial activities of the student club using procedures established by Portland Community College.

• I, as a Club Advisor, understand that I am prohibited from personally profiting from a student club that I advise. I understand that my time is voluntary and cannot be compensated by the clubs office or the club itself.

• Serve as an organizational resource for club student leadership and help outline strategies to assist students in successfully accomplishing the club goals.

• Attend all group events that require a liability waiver for student participation or that occur off campus (please contact the Assistant Student Leadership Coordinator for more details).

• Help the ASPCC Club's office ensure club members have a liability waiver on file prior to activity. Assist club's office in ensuring club complies with all liability waiver policies and procedures set forth by the ASPCC Club's office.

• *Attend all other club meetings and events when able.*

• *On occasion, assist the Assistant Student Leadership Coordinator in resolving problems that may arise with the club, student coordinator or club events.*

• *Agree to be a point of contact for PCC students, staff, faculty and community and authorize the use of my.pcc email address to be published on the ASPCC Clubs website and printed promotional materials concerning the club and the clubs program at PCC.*

Faculty Advisor Agreement

Faculty Advisors must sign the Faculty Advisor Agreement

Faculty Advisor Signature:_____   Date: _____

The chart below represents the average number of clubs, student leaders and advisors per campus during the academic year.
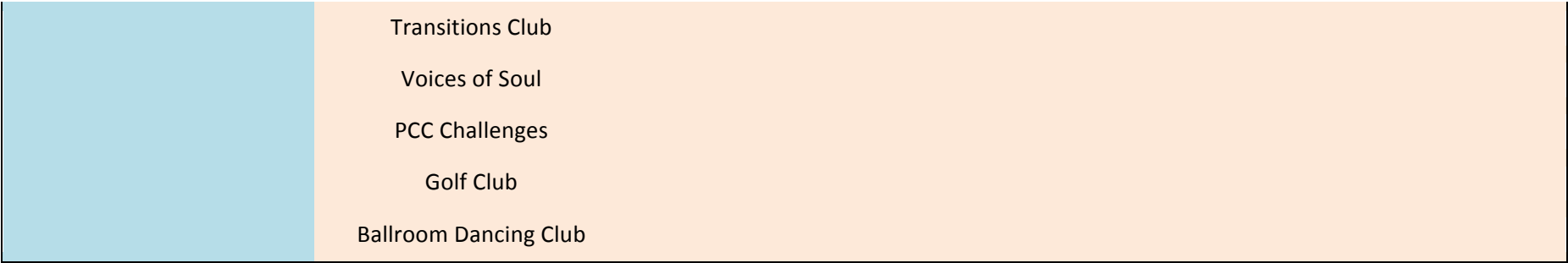
Average Number Per Academic Year	Cascade	Rock Creek	Southeast	Sylvania	Totals
Number of Clubs	40	43	20	45	**148**
Number of Student Coordinators	80	86	40	100	**360**
Number of Staff /Faculty Advisors	35	40	15	50	**140**
Number of Members	650	880	200	360	**2360**

The chart below reflects the student clubs and organizations from the 2014-2015 academic. Please note many clubs chartered each year and this list is only a snap shot of clubs from the past seven academic years.

PCC Clubs 2014-2015				
	Social/Recreational	Identity Based	Academic/Program Based	Educational/Service
Cascade	Anime Club	Black Student Union	Cascade Art Club	Recover 101
	Fighting Gamers Club	Native Nations	Student Firefighters Association	Chinese Conversation Cafe
	Hip-Hop Club	Asian Pacific Islanders	Ceramics Club	Comics Creators Club
	Knitting Club	Queer Club	Emergency Management Association	Environmental Sustainability Club
	Outdoor Activity Club	MEChA	Future Health Care Professionals Cascade	Student for Peace
	PCC Bible Student Club	Latino Student Union	Future Teachers Club	Students for Affordable Text Books
	New Wave Garden Club	International Club	PCC Multimedia Club	Don't Shoot PCC
	Volleyball Club	Veterans Club	Paralegal Club	Phi Theta Kappa
	Asian Games Club	Intervarsity Christian Fellowship	Project Independence Club	
		Cascade Muslim Student Association	Math Club	
			Spanish Club	

	PCC Swan Island Welding Club		
Social/Recreational	Identity Based	Academic/Program Based	Educational/Service
The Parenting Club	Queer Straight Alliance	Welding Club at PCC Rock Creek	Potter Guild
Theater at Rock Creek	International Club	Flight Crew	Phi Theta Kappa
PCC Fighting Game Club	Muslims of Rock Creek	Vet. Tech Club	Food Recovery at Rock Creek
My Little Pony Club	CRC-Campus Cursade for Christ	ECHS Social Committee	Learning Garden Club
Henna Club		Zoo Science Club	Veterans Club at Rock Creek
League of Legends Club			
Rock Creek Qigong & Tai Chi Club			
Japanese Anime Club			
Judo Club			
Panther Soccer Club			
PCC Men's Lacrosse Club			
Tennis at Rock Creek			
Social/Recreational	Identity Based	Academic/Program Based	Educational/Service

Rock Creek

Southeast

	Social/Recreational	Identity Based	Academic/Program Based	Educational/Service
	Hip-Hop Club	Brother to Brother	Creative Writing Club	Phi Theta Kappa
	Gamming Club	Parent Club	ESOL Club	Smart Money Club
	International Justice Mission	Q-Spot Club		Sustainability Club
	Paranormal Club	Seniors Studies Institute		
		RPG Club		
Sylvania	Food for Thought	Buddhism Club	American Sign Language Club	Gender Inclusive Spaces Club
	In Your Own Words Club	International and Immigrant Women's Club	Dental Assisting Club	Skeleton Crew
	9/11 Studies Club	Intervarsity/CRU Club	Clay Club	+STEAM
	OTAKU Club	Korea Club	ESOL Club	
	Organic Gardening Club	Muslim Student Association	Student Nursing Association	
	Photography Club	Russian Club		
	Public Art Collective	Q-Club		
	Student Parent Club	Salama		
	SuperSMASH Club	Veterans Club		
	Student for Life Club			
	Theater Arts Club			

	Transitions Club
	Voices of Soul
	PCC Challenges
	Golf Club
	Ballroom Dancing Club

Club Categories Breakdown by Campus
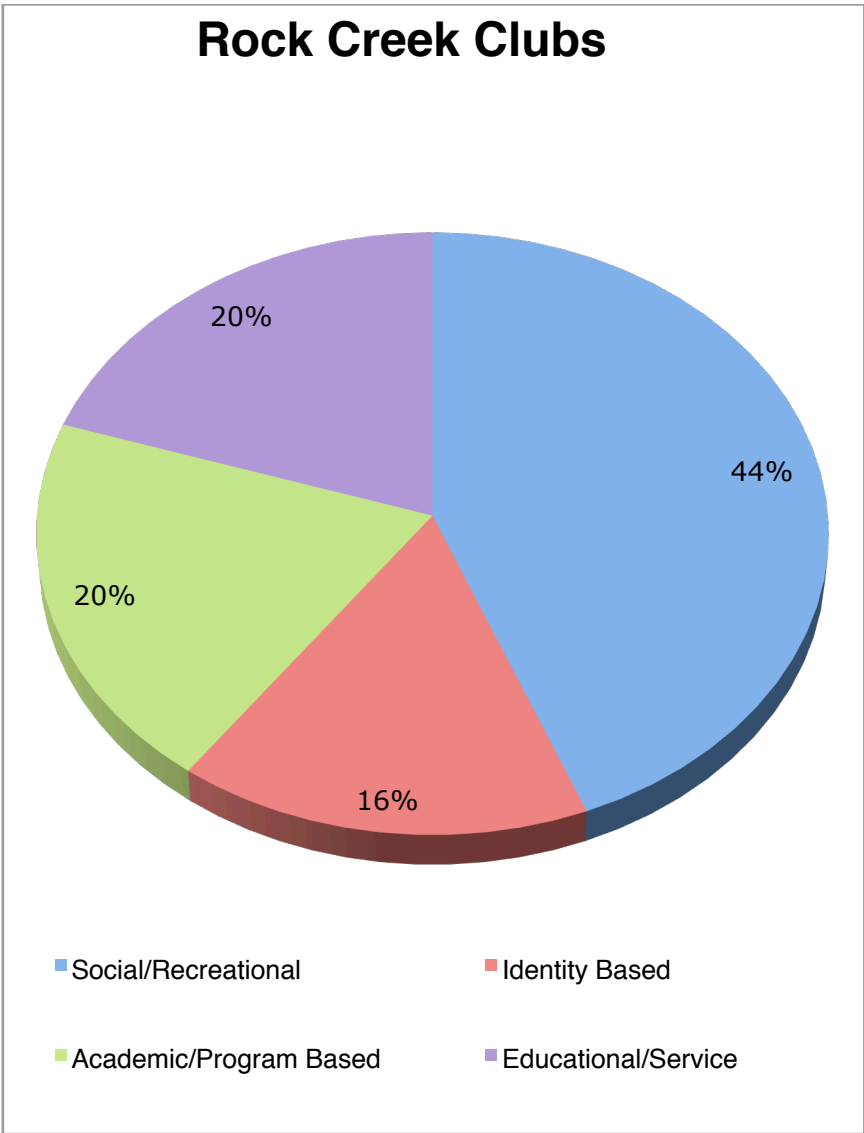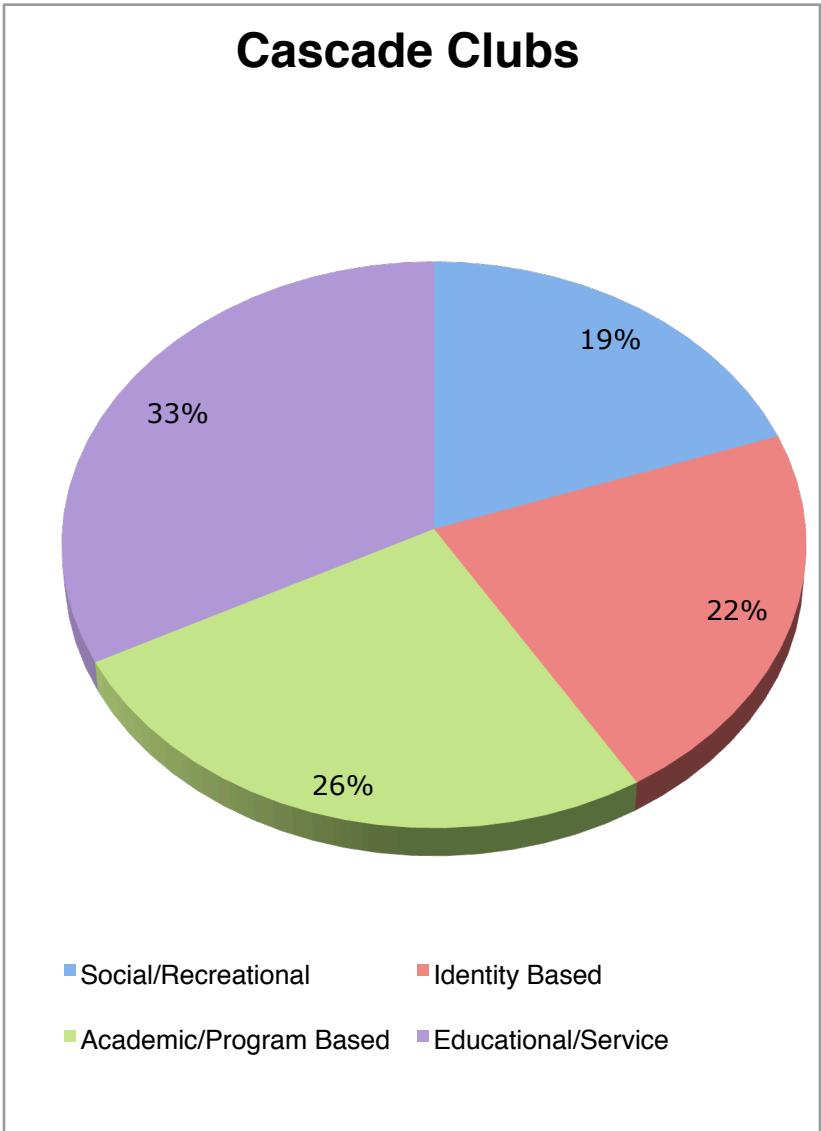
Cascade Clubs

- 19% Social/Recreational
- 22% Identity Based
- 26% Academic/Program Based
- 33% Educational/Service

■ Social/Recreational ■ Identity Based
■ Academic/Program Based ■ Educational/Service

Rock Creek Clubs

- 44% Social/Recreational
- 16% Identity Based
- 20% Academic/Program Based
- 20% Educational/Service

■ Social/Recreational ■ Identity Based
■ Academic/Program Based ■ Educational/Service

Southeast Clubs
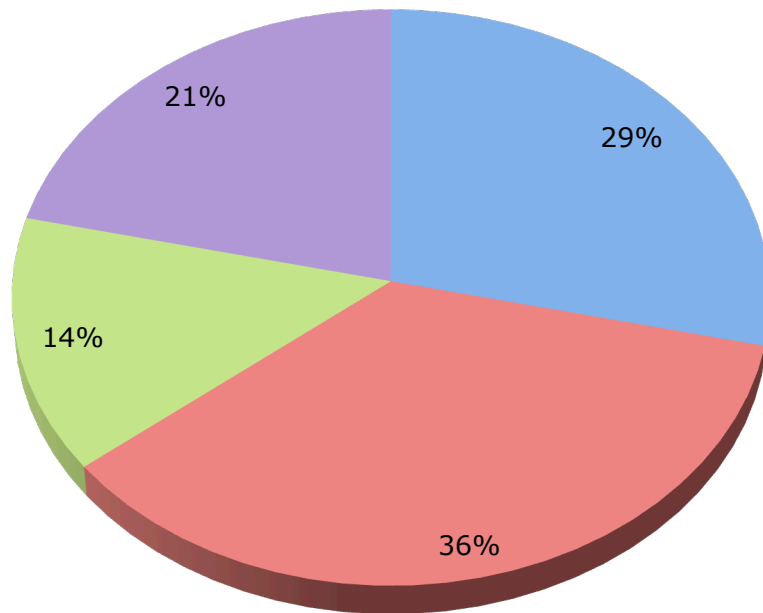
- 29% Social/Recreational
- 36% Identity Based
- 14% Academic/Program Based
- 21% Educational/Service

Sylvania Clubs
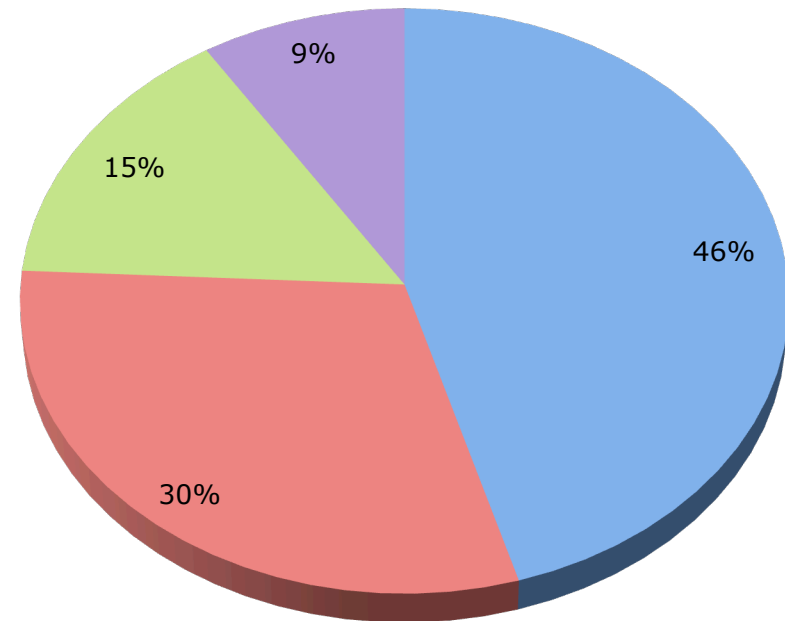
- 46% Social/Recreational
- 30% Identity Based
- 15% Academic/Program Based
- 9% Educational/Service

Club Categories Breakdown by District

District Club Category Breakdown

■ Social/Recreational   ■ Identity Based   ■ Academic/Program Based   ■ Educational/Service

16%

34%

25%

25%
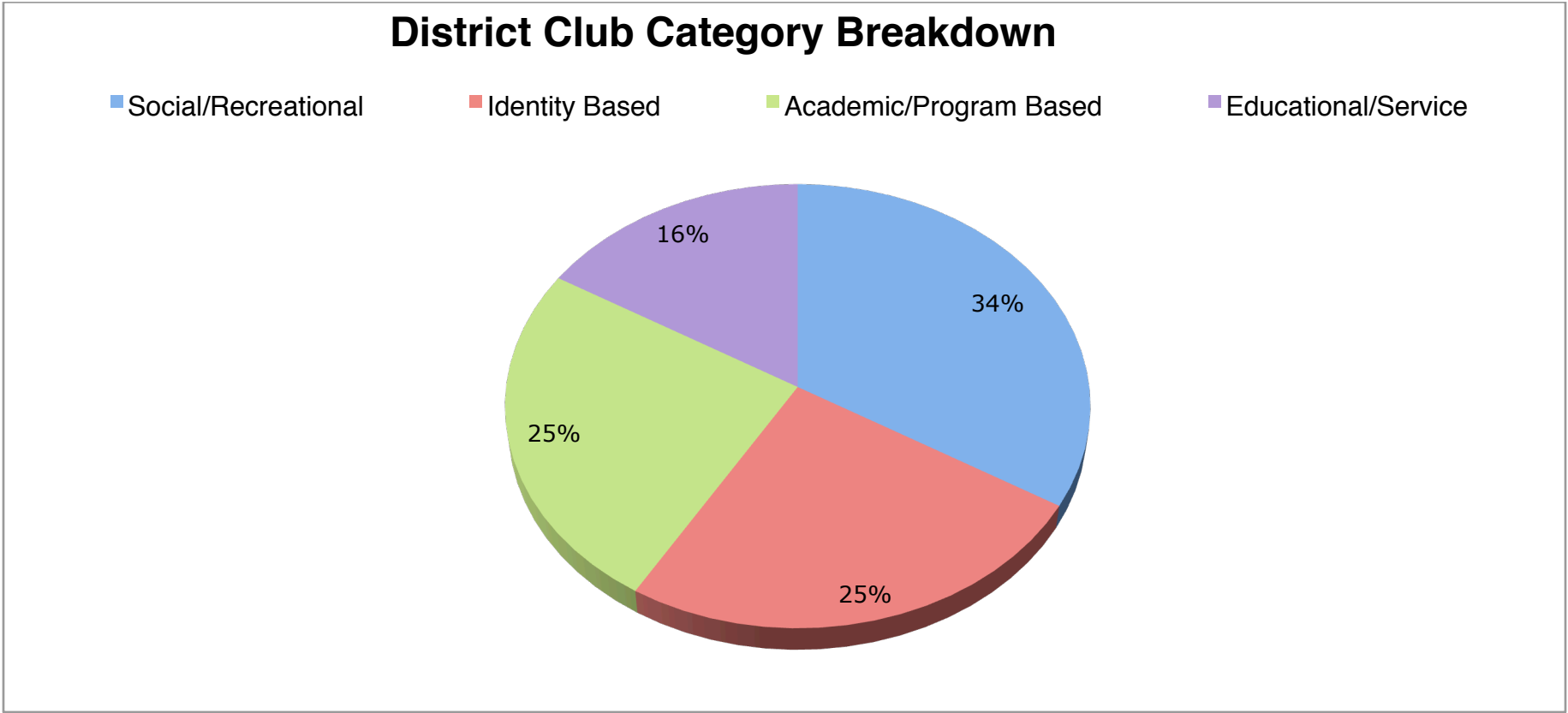
Club Funding

Each campus has a different funding structure. All clubs that charter receive "seed money" to help with club operations. Sylvania distributes funds by term, all other campus by academic year. Sylvania and Southeast campuses allocate flat rate funding. Cascade and Rock Creek allocate funding based on the activity of each individual organization. Club funding that come out of the Student Activity Fee does not roll over from year to year. All club seed money is provided by the SAF. Campus clubs and organizations can fundraise additional funds. All fundraising dollars that come from non-SAF monies are placed into a club fundraising account and roll over year to year.

APPENDIX E- Phi Theta Kappa International Honors Society

Overview/Summary

Phi Theta Kappa Honor Society, headquartered in Jackson, Mississippi, is the largest honor society in higher education. To receive an invitation to membership in Phi Theta Kappa student must have completed at least 12 hours of coursework that may be applied to an Aassociate's Degree and must generally have a grade point average of 3.5 or higher. In order to charter a chapter of Phi Theta Kappa, a college must be a regionally accredited institution offering associate degree programs.

38% of all first-time full-time community college students either completed their degree and/or transferred to a four-year college or university (student success is the sum of completion and transfer).

87% of community college students in Oregon complete or transfer.

86% of Phi Theta Kappa members from Oregon completed their degree or credential and/or transfer to a four-year institution (95% confidence level).

Sources: (a) National Center for Educational Statistics (NCES) Completion Survey for the Integrated Post-Secondary Education Surveys (IPEDS). (b) National Student Clearinghouse Degree Completion/Transfer Verification. Note: All data based on cohort analysis for 2009.

As the recession decreased student cash flow including membership fees, and now colleges are seeing a decrease in FTE, maintaining Phi Theta Kappa membership has been a difficult task.

Campus: Rock Creek

Advisors: DeLinda Martin-Huggins, Mandy Ellertson, Loretta Dike

Leadership Studies Certification: Mandy Ellertson

Membership Summary:

Fall 2013- Spring 2014   84 new members

Fall 2012 – Spring 2013 65

Fall 2011 – Spring 2-12   80

Online Acceptance: No

Engagement Summary for 2014:

5 Star Chapter

Participated in Honors in Action and College Projects

Participated in International Convention: No

Participation in CollegeFish.org: 31 Student Profiles from Chapter

Participation in Competitive Edge: 2 participants

Participation in C4: No

Participation in All USA: Yes

Participation in Honors Institute: No

International Awards for 2014: Distinguished Chapter Officer Team

Regional Awards for 2014:

2015 Distinguished Chapter Officer Team

College Project Award

Regional Participation:

DeLinda Martin-Huggins, Rocky Mountain Cascade Regional Coordinator

DeLinda Martin-Huggins, Regional Advisory Council Chair

Participated in Fall Honors in Action Conferences and Spring Regional Conventions

Campus: Cascade

Advisors: Kendi Esary, Chelsea Kimmett, MaryAnne Villanueva

Leadership Studies Certification: Kendi Esary

Membership Summary:

Fall 2013- Spring 2014   73 new members

Fall 2012 – Spring 2013 100

Fall 2011 – Spring 2-12   95

Online Acceptance: No

Engagement Summary for 2014:

5 Star Chapter

Participated in Honors in Action and College Projects

Participated in International Convention: No

Participation in CollegeFish.org: 35 Student Profiles from Chapter

Participation in Competitive Edge: 1 participant

Participation in C4: No

Participation in All USA: Yes

Participation in Honors Institute: No

International Awards for 2014:

Regional Awards for 2014:

Honors in Action Project Award, 1st Runner Up

Honors in Action Distinguished Theme Award. Theme 3: Quests of Human Expression

Distinguished Chapter Award, 3rd Runner Up

Regional Participation:

Participated in Fall Honors in Action Conferences and Spring Regional Conventions

Campus: Sylvania

Advisors: Stephen Arthur, Colleen Pittinger, Andrea Salyer

Membership Summary:

Fall 2013- Spring 2014   70 new members

Fall 2012 – Spring 2013 82

Fall 2011 – Spring 2-12   121

Online Acceptance: No

Engagement Summary for 2014:

2 Star Chapter

Participated in Honors in Action and College Projects

Participated in International Convention: 1 attendee

Participation in CollegeFish.org: 45 Student Profiles from Chapter

Participation in Competitive Edge: 1 participant

Participation in C4: 2 pledges

Participation in All USA: Yes

Participation in Honors Institute: No

International Awards for 2014:

Regional Awards for 2014:

Sylvania did not participate in the 2014 Calendar Year

Regional Participation:

Stephen Arthur, Regional Advisory Council Member

Colleen Pittinger, Regional Advisory Council Member

Participated in Fall Honors in Action Conferences and Spring Regional Conventions

Campus: Southeast

Advisors: Nicole Seery, Josh Peters-McBride

Membership Summary:

Fall 2013- Spring 2014   21 new members

Fall 2012 – Spring 2013 41

Fall 2011 – Spring 2-12   25

Online Acceptance: No

Engagement Summary for 2014:

5 Star Chapter

Participated in Honors in Action and College Projects

Participated in International Convention: 2 Attendees

Participation in CollegeFish.org: 17 Student Profiles from Chapter

Participation in Competitive Edge: No

Participation in C4: 1 Participant

Participation in All USA: Yes

Participation in Honors Institute: No

International Awards for 2014:

Regional Awards for 2014:

2015 Distinguished Chapter Award

Honors in Action Project Award

Honors in Action Distinguished Theme Award. Theme 1: Nature of the Quest

Rocky Mountain Cascade Communication Award

Rocky Mountain Cascade Art Award

Horizon Award for Advisors, Nicole Seery

Regional Participation:

Nicole Seery, Regional Advisory Council Member

Jami Collar: Northern Rocky Mountain Cascade District Regional Officer appointment

Participated in Fall Honors in Action Conferences and Spring Regional Conventions

APPENDIX F-Legislative Internships and Programs

Voter Institutionalization Plan

The PCC Voter Institutionalization Plan (VIP) outlines PCC's strategies to facilitate civic engagement activities for students, faculty, staff, and the general public is part of ASPCC's mission. This document also clarifies what resources and allowances will be provided to ASPCC to accomplish this mission. Strategies utilized for voter registration and voter education:

- Events on campus (such as the "Rock the Vote-OR-Vote" held at the Sylvania campus with special guests State Representative Joe Gallegos and then Secretary of State Kate Brown)

- Invite candidates to participate in debates (ex: ASPCC Southeast hosting a debate for candidates running for PCC Board Director for Zone 3)

- Classroom presentations ("raps")

- Tabling in high traffic areas around campus

- Clip-boarding in high traffic areas around campus including lines at the bookstore and registration office

- Voter registration cards and State of Oregon voters guides available in all ASPCC offices

In election years ASPCC coordinates an unofficial ballot box on campus after the official State mail-in deadline, in order to accommodate those who were not able to mail their ballot before the deadline. Collected ballots are turned into official election drop boxes prior to the deadline.

Legislative days are an event co-coordinated between ASPCC and the PCC Office of Government Relations where student leaders are brought to the State Capitol, given a tour of the Capitol Building, and meet with State Officials, such as the Secretary of State of State Treasurer.

Oregon Community college Student Association

In 2013-2014, all four ASPCCs were members of the Oregon Community College Student Association (OCCSA) and participated on the OCCSA Board of Directors, with the representative from Sylvania serving as the vice-chair. In Fall of 2014, all four campuses participated in a statewide student survey to prioritize ten topics and their importance to students. All ASPCC campuses participated in the OCCSA postcard campaign that year, as well.

In 2014- 2015, only ASPCC Sylvania remained a member of OCCSA. The campus representative served as the vice-chair of the organization as well as participated on their budget committee. ASPCC Sylvania participated in postcard campaign asking State Legislators to increase funding for Community Colleges, as well as sending students to Salem to participate in the OCCSA/OSA lobby day.

PCC Postcard Campaign

All four campuses collaborated with the PCC Office of Government Relations to coordinate a postcard campaign for PCC students to lobby State Legislators for increased funding for community colleges. This outreach was done through class raps, tabling, and clipboarding in high traffic areas on campus.

PCC Lobby Day (Day at the Capitol)

In both 2014 and 2015, ASPCC collaborated with the PCC Office of Government Relations to recruit students to participate in PCC Lobby Day.

Washington D.C. Alternative Spring Break

The purpose of Washington D.C. Alternative Spring Break is to advocate for community college students and put into practice the lobbying skills acquired through working with the Oregon Community College Student Association and your leadership team. The intent is to lobby our senators and representatives to support and increase federal funds for financial aid, promote the Dream Act, child care grants for students, Veteran's Affairs, Health Care issues, and support green initiatives and education related to the green economy.

Student participants are required to fundraise, volunteer for at least 10 hours of advocacy volunteer work, and choose a political issue or topic to research and lobby legislators about while in Washington D.C.

District Student Council - Legislative Internship

Principle goal is to facilitate student involvement in the legislative processes of the State of Oregon. There is an open application process in the fall term of each academic year. All students with a 2.5 GPA or higher and enrolled in six credits or more are eligible to apply for the program. Student Leaders from the District Student Council then review the applications and interview prospective interns. The District Student Council funds four credits of tuition and a travel stipend to each student selected for the program. This is one term in even numbered years and two terms for odd numbered years. Once selected, the students participating in that year's cohort will attend an orientation and work with the PCC Office of Government Relations to learn about how to secure an internship in a legislative office in Salem. The students then work to secure an internship in a State legislative or executive office and work with the Cooperative Education Department to complete internship documentation.

In winter term of that academic year, prior to beginning their internships, the cohort completes a four week Political Science course that outlines the Legislative Process in Oregon. This course is instructed by a faculty member in the Political Science Department. As part of the course, students are given information about issues facing students on campus and how those integrate into the larger picture of the Oregon Legislature. Once students begin their internships, the Office of Government Relations and the Political Science instructor regularly check in with them about their progress. At the end of the course, students provide feedback about their experience and ways to improve the program.

The principle outcome of this initiative is to provide an opportunity for students to receive hands on experience with the governmental processes of the State of Oregon, gain administrative skills, and network with community organizations and interest groups. The expected goal of this program is to provide students with an enriching experience that will also benefit our college community and the State of Oregon.

Student Testimonials
"There is nothing like seeing government in action for yourself: being there when a constituent meets with a Representative, witnessing a committee hearing, being on the House floor when votes are taken- these experiences demystify the process of government. This type of internship at the very least helps the participant become a better informed citizen, and I believe programs like these are crucial to groom the activists and leaders of tomorrow."— Nicole Cathcart

"The opportunity to work with State Senator Chip Shields and his amazing office staff; Amanda Hess and Justin Boro, gave me a hands on experience to engage the political process as well as learn more about how our State Government functions. I am thankful that PCC helped to create this amazing experience."— Tony Funchess

"This has been the best opportunity of my life. I have learned so many things and met so many great people, and it is definitely not an experience I will forget. It's not often that people get excited about getting up at 5:30 in the morning to go to a desk job, but it has been so enjoyable that I'm willing to give up as much sleep as possible to be involved in such an opportunity."— Lexi Bass

APPENDIX G-Food Nook

After ASPCC noticed a student need for food resources, they have strived to accommodate food assistance. While the name (Food Nook, Canteen, or Pantry) and operation method may differ, every campus at Portland Community College has this resource. In general, food is collected by the ASPCC and Phi Theta Kappa through food drives held throughout the academic year. Many campuses also incorporate a food donation component to many of their events. The libraries have "Food for Fines" which allows students to donate a certain amount of food to pay off their library fines. The library then donates the canned and boxed goods to their campus ASPCC to help keep the free food distribution thriving on all campuses.

How students receive a food box differs from campus to campus. Typically, the general style is that the student provides a valid student ID card and/or fills out an application. Students have an opportunity to access the Food Nook three times a term or once a month.

	Academic Year 2013 – 2014			Academic Year 2014 - 2015		
	Fall	Winter	Spring	Fall	Winter	Spring
Cascade	45	50	35	50	80	25
Rock Creek	73	46	82	157	142	176
Southeast	7	13	9	12	19	13
Sylvania	75 = Canteen Bags and 88 = Canteen Express					

APPENDIX H-The Green Fund Initiative (TGIF)

Overview

In 2008, the ASPCC District Student Council proposed and passed an addition of $0.10 to their student activity fee - which is allocated to The Green Initiative Fund (TGIF). TGIF provides funding for projects which "green" our campus and reduce the college's impact on the environment. TGIF allocates funds to projects that increase the amount of renewable energy used on campus, increase energy efficiency, and reduce the amount of waste created by our college. Portions of the fund support education initiatives and student internships. TGIF is administered through a student majority governance board.

2014-2015 TGIF Projects	
Project	**Description**
Mobile Farm Stand	This project will provide fresh produce as part of the canteen food pantry offerings; it increases informal education on sustainable food and agriculture; it reduces the number of miles students, faculty, and staff drive to get their food; and it provides a revenue stream for the long-term sustainability of the Learning Garden.
Mobile Farm Stand	This project will provide fresh produce as part of the canteen food pantry offerings; it increases informal education on sustainable food and agriculture; it reduces the number of miles students, faculty, and staff drive to get their food; and it provides a revenue stream for the long-term sustainability of the Learning Garden.
Trees and Bees	This project will provide additional fruit trees to finish the orchard as well as raspberries and grans. Class and community members will be able to learn about small-scale orcharding and cane fruit production. This project will also provide bee colonies for the beehives currently in the LG.

OZZI Incentives and Advertising	Free Lunch Incentive (50 free lunches @ $10/lunch) To shift the culture of PCC Rock Creek to care about emissions related to one-time use containers and to inform students and staff that there is a solution to this problem. To spread awareness about the Ozzi machine, and encourage behavior change related to container use.
Welcome Kiosk RC Learning Garden	The Welcome Kiosk will serve as a bulletin board for new visitors, volunteers, community bed stewards, classes, and the community. This will offer the latest event information, photos, handouts, volunteer engagement information and general education about the LG. There will also be an area where community bed stewards and our LG staff can leave extra food from the days harvest to share.
Sandwich Chalkboards	Re-useable signs for Southeast campus.
Reusable Polycarp plates and silverware	Reusable cutlery and plates for ASPCC events.

Learning Garden Project: Grow With Us	Expand perennial plantings with NW native food plantings. Construct a cob oven and drying shed. This project has three facets, 1) teach about sustainable construction techniques through the building of the cob oven and drying shed, 2) teach food preparation techniques using fresh garden produce and the cob oven and drying shed (e.g. preparation of pizzas, tarts and frittatas), 3) and demonstrate food preservation techniques, including drying of berries and herbs, and baking pemmican bars (derived from the Cree wordpimîhkân). Construct an informational interpretive center and other signage in the garden. As part of the education portion, we will design an interpretive center to inform visitors of techniques of horticulture, pest and weed management, attracting of pollinators and others facets of the Learning Garden. By example, a large all-weather sign will describe how the cob oven and drying shed was constructed, so that future students will understand the rationale for and construction details of the structure.
Green House Heat Cables	PCC Grounds is reducing the use of pesticides by growing ground cover plant material in their greenhouse. The heatin cables will help reduce pesticide use.
Native Plants	Grounds is planting 220 bare root NW native plants and received funding for additional supplies, including Drain-Water, Clean Water GROW and ALL Purpose Plant Food, and Garden Mulch. These products ensure that the new plants will survive, provides weed control, etc.
Composting Initiative	Establish a sustainable infrastructure to compost post-consumer food waste. We want 60% of post-consumer waste at the cafeteria to be diverted to composting (currently it is 0%).
Learning in the Landscape	This project is intended to give the Landscape students living samples of trees and shrubs. Plants were purchased and over 300 labels made so plants across the district can be identified.

PCC Rainwater Harvesting Tank	To promote rainwater harvesting as a water, a water tank has been purchased by the TGIF to collect sufficient rainwater to cover 15% of the anticipated usage by LAT Department for resulting in 23,300 gallons per year.
Winter Food Production	Installation of hydroponic systems for growing greens and vegetables in an existing heated greenhouse.
Sustainable Solar power front gate	Grant for the lightening supplies (LED lights and solar power) for the RC new front gate. Steel and labor from other budgets.
Newberg Learning Garden	The development of a Learning Garden will provide PCC Newberg Center with the space needed to offer new classes. In the Learning Garden master plan we have included areas designated to implement environmental science, horticulture, landscape technology, building technology, psychology, physical education, health education, and various lab science classes. The Learning Garden has the potential for covered classroom areas, areas for accommodating a video projector, garden beds, an amphitheater, and a greenhouse. All these areas would be utilized to nurture learning for both students and staff.
Charging stations Solar Umbrellas	Solar powered outdoor charging station umbrellas will be added to our outdoor tables.
Bike Powered Generators	Hub dynamo generators will be installed on select cascade bikes. Power generated lights and charges phones and tablets. This is a human powered energy system.

Ebike Conversion	This project addresses sustainable and renewable transportation equity by converting 10 rental bikes to electric bikes. Each conversion will be securely installed on 10 bikes by e-Bike shop in Portland, OR. . An E-bike option in the Cascade fleet will provide assistive technologies for those who want to incorporate active transportation in their lifestyle that otherwise may not be able to.

Highlighted Projects From Previous Year

Project	Description
PCC Bike Program and Bike Rentals	The Bike Programs at CA and SE were both started with TGIF funds.
Bike Fix it stations	Stations for bike riders to make basic bike repairs.
Bike Vending stations	Vending machines that carry bike tires and other supplies for bike repair.
Digital Signage	The Digital Signage (tvs that display ads and safe paper) were added all around the district.
Reusable plates, cups, flatware, table clothes	ASPCC events
The Rocket	The Rocket is a high-powered composting unit that breaks down all food scraps from the cafeteria and some of the compostable service ware. The composite is used in the RC learning garden.

Water Bottle Filling Stations	Water bottle water fountain stations installed on multiple campuses to reduce plastic water bottles waste at PCC.

TGIF Funding Breakdown FY 10- FY 17

Fiscal Year	Org Code	Adjusted Budget	YTD Expenses	End of Year Available Balance
FY 10	C30219	$75,000	$33,099	$41,901
FY 11	C30219	75,000	98,447	-23,447
FY 12	B33011	97,000	75,030	21,970
FY 13	B33011	97,000	99,752	-2,752
FY 14	B33011	98,824	18,705	80,119
FY 15	B33011	94,871	169,803	-74,932
Subtotal - TGIF		**$537,695**	**$494,836**	**$42,859**
FY 16	T11202	86,145	300	85,845
FY 17	T11202	81,838	0	81,838
Grand Total - TGIF		**$705,678**	**$495,136**	**$210,542**

Sample TGIF Funding Breakdown and Project Allocation from 2011-2012

Name of Project	Amount	Primary Contact
Therapeutic Garden Design	$2,500.00	Jamie Carlin
Village Building Copnvergence	$4,000.00	Josh Liebschutz
Garden Sustainability Intern	$2,700.00	Josh Liebschutz
Rock Creek Learning Garden	$20,000.00	Victor Mena and Erin Stanforth
Sylvania Water Fountions	$14,379.00	Cami Bishop
CA Eco Roof	$20,000.00	Paula Baretto
CA Water Fountians	$17,982.00	Khaled Ezzat
SEC Library Books	$6,015.73	Julie Kopet
RC Water Fountains	$11,995.00	Jeff Christian
RC Mug Awareness	$3,640.00	Corey Dang
Sylvania Goggle Sanitizer	$538.00	Josh Liebschutz
Sylvania Solar Dok	$10,550.00	Josh Liebschutz
Sylvania Solar Lab	$658.70	Josh Liebschutz
Total Amount of Requests	**$114,958.43**	

Total Amount of Dollars Available	**$83,500.00**	* Reflects carry over from 2010
Shortage	*$31,358.57*	

PCC District Student Council

The Green Initiative Fund

Funding Application

Due to Kendi Esary by **November 30th, 2015** *Campus Address: CA Student Union Room 208 Email: kesary@pcc.edu*

Project Title: _____Application Date: _____

Transportation
Food
Agriculture & Natural Resources Community Outreach
Buildings & Energy Consumption & Solid Waste Sustainability in Education Tracking Progress & Financing

Sponsoring Organizations (must be part of campus department): _____ Mailing Address of Primary Contact: _____ Primary Contact Person: _____

Title: _____

Phone: _____ E-mail: _____

Student Staff Faculty
Secondary Contact Person: _____ Title: _____

Phone: _____ E-mail: _____

Student Staff Faculty
Project Start Date: _____
Project End Date **(All projects must be complete by June 15, 2017):** _____

By signing below, I hereby support and authorize this grant request and will support the students and staff to ensure its completion.

Project Advisor Signature: X_____ Campus President's Signature:
X_____ Facilities Management Services (if project requires such):
X_____

What section(s) and objective(s) of PCC's Climate Action Plan does this project meet?	

Which Camous will be served bu the porject?
Cascade
Rock Creek
Southeast
Sylcania
CLIMB
Newberg
Other: _____
Please complete all components of application

Is this a request for additional funds for an existing TGIF Project? YES NO

Which Campuses will be served by your project?

Rock Creek. Cascade Southeast Center Sylvania

Central Workforce Training Center (CLIMB) District-Wide
Other _____

HAVE YOU...

- Found an advisor and staff member

- Had someone proof read your application

-
  Answered all questions including worksheets

- Got all the approvals your project would require (Example: Campus administration, Budget and Planning Committee, SLT, SPARC, Green Teams, Facilities Management Services, IT, Sustainability Office, Food Services, Department Chair, Campus Public Relations, etc.)

- Found the best price for materials needed and/or sourced product using best value approach which considers environmental and social criteria in procurement decision

- Cited references for material costs

PROJECT NARRATIVE (please submit answers to the following questions in a separate document)

1. What is the need this project is addressing?

2. How will your project address the stated need?

3. What are the desired outcomes of your project?
   What is the timeline for your project?

4. How do the project goals meet the TGIF mission statement and guiding principles (see attached)?

5. How does this project support other sustainability efforts on the campus and help move the college beyond its current programs?

6. What sources of labor will your project use? (For example: if the project has installation and/or on- going operations & maintenance requirements, who will do this task? Estimated amount of time spent on labor? At what cost? Etc.... Consider the labor involved in manufacturing and recycling any project materials in addition to the labor at the project campus.)

7. What materials will you need for your proposal?

8. Where do these materials come from and what are the plans for safe disposal of any products or byproducts of your project? How will you measure the success of your project?

!s a request for an existing TGIF project, please answer the following questions:

9. Why do you need additional funding? What happened to the original funding? 11. Is this proposal an expansion of the existing project, or is it a different scope?

REQUIRED ATTACHMENTS

• Please complete attached Budget Worksheet.

• If you are a student include a letter of support from a staff advisor or administrator.
  Please note that Facilities Management Services will not necessarily complete any projects funded by the TGIF. Facilities Management Services may take on projects as availability allows, but applicants should plan for alternate personnel, project managers, contractors, etc. Typically, individual proposals seeking funding under TGIF will be awarded a maximum of 25% of the overall TGIF budget. For this round of funding, this translates to $20,000. Requests for funding exceeding this limit will be considered on an exceptional basis and will require justification for funding exceeding the 25% limit.

If approved:

FINAL REPORT

• How did you publicize your project?

- What were the road blocks and barriers?

- How were students engaged in the process?

- Success of your initiative or project?

- Do you anticipate the project will result in GHG emissions reductions?

- Describe projected cost savings to the college, if any?
  Due by June 15, 2015

The Green Initiative Fund Budget Form

Use the spreadsheet below to list all budget items for which funding is being requested. Include cost and total amount for each item requested. Attach additional pages if necessary.

Item	Cost	Request
Infrastructure *(Capital expenses, etc.)*		

Education *(Outreach, publicity etc.)*		
Personnel *(Salary/wage, benefits, etc) – show detailed break down*		
	Total	**$**

Budget Narrative

(Please submit answers to the following questions in a separate document.)

1. List all sources of funding (pending and approved) for this project including grants, volunteer efforts, and in kind donations
      Include:

-       Fund description

-       Date submitted

-       Status or amount received that applies to this proposal

2. Would your project still be viable if it does not receive complete funding from the TGIF?

3. Is your project scalable?

4. What is the minimum amount of funding required for a successful project?

5. If this budget has been on-going or occurred before, please describe the previous year's budgets, including total amount spent and sources of funding. Please also include any justifications for increasing the previous year's budgets and seeking funding from the TGIF as opposed to using only the previous year's funding sources.

6. If you are funded, will your project require ongoing funding? If yes, what is your strategy for sustaining the project after the grant period ends?

The Green Initiative Fund (TGIF) Mission Statement and Guiding Principles

Mission Statement

The Green Initiative Fund (TGIF) provides funding for projects which "green" our campus and reduce the college's impact on the environment. TGIF allocates funds to projects that increase the amount of renewable energy used on campus, increase energy efficiency, and reduce the amount of waste created by our college. Portions of the fund will support education initiatives and student internships. TGIF is administered through a student majority governance board.

Plan of Operation

• Projects shall support efforts to reduce PCC's impact on the environment.

• The governance board of TGIF shall take into consideration the fact that PCC is a multi campus institution. Therefore, an effort shall be made to distribute funds in an equitable manner.

- Projects shall contain publicity, education and outreach components.

- All necessary *written approval* by appropriate campus officials shall be obtained prior to consideration.

- PCC students, staff, and faculty are permitted to submit project proposals, as long as they are under the umbrella of a campus department. Individuals and organizations outside the college are not allowed to submit project proposals.

- TGIF funding will not support projects that are already mandated by law or college policy. TGIF will only fund projects that are not currently paid for by the college.

- TGIF is limited in funds and therefore will be more likely to support projects which have secured partial funding via other means. Other means may come from department budgets or outside sources.

- Preference will be given to projects that demonstrate the greatest reduction of PCC's greenhouse gas emissions and/or resource usage for the least cost.

- Student participation is encouraged in all projects.

- Projects shall positively impact both social and environmental sustainability and take into account all impacts.

- A report will be required upon completion of each project. We will release the report to the public.

Sample of survey results from The Green Initiative Fund Project Completion Survey

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total Responses	Mean
1	TGIF process is transparent and easy to understand.	8	16	0	1	0	25	1.76
2	The TGIF system helps met the goals identified in PCC Climate Action Plan	14	10	1	0	0	25	1.48
3	TGIF is a good use of Student Activity Fee dollars.	20	6	0	0	0	26	1.23

Statistic	TGIF process is transparent and easy to understand.	The TGIF system helps met the goals identified in PCC Climate Action Plan	TGIF is a good use of Student Activity Fee dollars.
Min Value	1	1	1
Max Value	4	3	2
Mean	1.76	1.48	1.23
Variance	0.44	0.34	0.18
Standard Deviation	0.66	0.59	0.43
Total Responses	25	25	26

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total Responses	Mean
1	The project reduced the amount of garbage dumped into the PCC waste stream.	5	5	15	0	0	25	2.40
2	The project educated students about how actions impact the climate.	7	14	4	0	0	25	1.88
3	The project helped reduce PCC's carbon emissions	4	7	12	2	0	25	2.48
4	The project reduced PCC's energy consumption.	2	9	13	1	0	25	2.52

Statistic	The project reduced the amount of garbage dumped into the PCC waste stream.	The project educated students about how actions impact the climate.	The project helped reduce PCC's carbon emissions	The project reduced PCC's energy consumption.
Min Value	1	1	1	1
Max Value	3	3	4	4
Mean	2.40	1.88	2.48	2.52
Variance	0.67	0.44	0.76	0.51
Standard Deviation	0.82	0.67	0.87	0.71
Total Responses	25	25	25	25

For complete results from the Green Initiative Fund Project Completion Survey please see the survey results attachment.

APPENDIX I-Vending

ASPCC facilitates vending opportunities on campus in an effort to encourage students to stay on campus and browsing wares of vendors. These events foster a "sticky" campus climate where students are encouraged to stay on campus between classes. Proceeds from vending are used by ASPCC to fund team building events, conference travel, student completion celebrations, donations to charitable organizations, and other activities that need supplemental funding.

Discount vending opportunities are available for students who are currently enrolled at PCC. This opportunity allows students to earn money while on campus and in some cases to establish a brand or launch a small business.

Below is the current draft of vending contract.

PORTLAND COMMUNITY COLLEGE

VENDING ON CAMPUS

*This completed and signed **Vending on Campus Application** must be submitted to the campus **Student Leadership** office at least 3 days prior to an event's date to allow for processing and necessary approvals.*

> IMPORTANT: Users are generally allowed to use allotted space for two to five days per term. Exceptions may be made by the Student Leadership Office, based on availability.

Campus requested:
___ Cascade   ___ Rock Creek   ___ Sylvania   ___ Southeast Center

Please submit a signed and completed application to each PCC campus separately:

Cascade: Student Leadership Office (SC 03; 971-722-5379) or Facilities Assistant (SC Information Desk; 971-722-5575; vending.ca@pcc.edu)
                         Cascade Vending Area location: Interior hallway of the Student Union

Rock Creek: Student Leadership Office (Building 3, room 128, 971-722-7379)

Rock Creek Vending Area location: Building 3, Mall

Southeast Center: Student Leadership Office (Tabor 151; 971-722-6262)
               Southeast Free vending Area location: Great Hall, designated area

Sylvania: Student Leadership Office (CC 101, 971-722-4924)
               Sylvania Free Vending Area location: CC Mall, designated area

Individuals or groups wishing to sell products, merchandise, or services, or distribute information to PCC students and staff may do so within the designated "Vending Areas" at each campus. Fees are collected by the ASPCC (Associated Students of Portland Community College).

These individuals or groups (hereinafter referred to as "Users") include, but are not limited to, those that represent:

- Commercial Solicitation and Advertising
- Vendors

Credit card companies or card offers are not permitted on campus.

Fees per day

Vendors who are not PCC students $50.00

Vendors who are currently enrolled PCC students[2] $25.00

Additional table(s) $5.00 per table

[1] Vendors include those who are selling or distributing products, merchandise, or services, or earning revenue from access to PCC students and staff.

[2] PCC student must be currently enrolled in at least 6 credits and be present at the table at all times.

VENDING ON CAMPUS APPLICATION

(PLEASE PRINT)

Entity/Name: _____ Date: _____

Contact Name: _____ Telephone: _____

Email: _____

Address: _____ Fax: _____

 City: _____ State: _____ Zip Code: _____

Date(s) Requested: _____

Briefly describe items/services offered for sale: _____

_____

_____

Presenting information or an activity during the authorized and approved scheduled event that is not noted above may result in the cancellation of this Agreement.

The following terms and conditions are set forth to protect the district taxpayer's vested interest in Portland Community College and are in no way intended to unreasonably restrict the use of any College facility.

Portland Community College, its elected directors, administrators and employees shall hereinafter be referred to as **"College"** and an applicant, his/her agent or other representative, applying for use of a College facility for a Free Speech event shall hereinafter be referred to as **"User."**

1.   The **College** will provide a minimum of one table and two chairs (unless additional tables are requested and approved) within the Vending area. Users shall limit their materials and displays to this area only.

2.   **User** will not hang, tape, stand, or place signs or other objects that may obstruct vision, signage, or walkways, or that may damage **College** premises without **College** permission. Banners and/or table skirts may be used, but must be first approved by the Student Leadership Coordinator or designee, and shall only be attached to or displayed on the table provided by the college.

3.   **User** agrees to pay for or reimburse **College** for any damages attributable to **User**.

4.   **Users** are allowed a limited number of dates based on availability, as determined by the College. Normal hours of presentations shall be from 8:00 a.m. until 5:00 p.m. unless otherwise determined by the college.

5.   **User** will refrain from using amplification or generating noise that may interfere with conversations in the surrounding area. Generally, this means refraining from exceeding the noise level set by OSHA guidelines (85 decibels).

6.   Approaching students or staff is not permitted. **User** may not disrupt or interfere with the general movement of students through the campus. **User** must remain seated or standing behind assigned tables.

7.   **User** agrees to abide by all **College** policies, including the PCC Student Rights and PCC Code of Student Conduct. For more information, see: http://www.pcc.edu/about/policy/student-rights/

8.   **User** agrees not to express, imply or misrepresent that **College** sponsors, supports or endorses any view, belief, statement, literature, company, product or service being disseminated or exhibited by **User**.

9.   **User** understands that the use of **College** facility is at his/her sole risk and agrees that **College** shall not be liable for any injuries or damages, claims demands, lawsuits or causes of action (including attorney fees and other expenses thereto) whatsoever to **User** or **User's** employee(s),

agent(s), or guest(s), for property damage, bodily injury, and/or death whether or not caused by negligence, arising out of or connected with **User's** use of "Vending area."

10. **User** agrees that **College** is not liable for any loss or theft of personal or other property. **User** expressly releases, indemnifies, and holds **College**, its elected directors, employees and agents harmless from any and all losses, costs, claims, damages, demands, lawsuits, or causes of action for property damage, bodily injury, and death arising out of the **User(s)** use of, or negligence while on **College** property.

11. **User** understands that the cost of parking is the sole responsibility of its employees, agents and representatives, and agrees that it will make every effort to obtain the necessary parking permits. **User** is also aware that failure to do so may result in parking violation fees and/or fines.

Portland Community College reserves all its legal rights with respect to Vending Areas, which may include but is not limited to, denial of access to premises and/or cancellation of Vending Agreement without notice.

I, **Vending Area User**, have read, understand and accept Portland Community College's Vending Agreement Terms and Conditions. I understand a violation of such Terms and Conditions may result in the involvement of campus security or law enforcement, as **College** may deem necessary. Upon a reasonable showing by **College** that this Agreement has been violated, I, **Vending Area User**, may be requested to leave **College** property and/or seek any other remedy for the violation(s). I agree to release, indemnify and hold College harmless from any and all losses, costs, claims, and damages that could result from use of the **Vending Area**.

With my signature, I acknowledge that I am authorized, on behalf of myself and the entity identified in the Agreement above, to agree to Portland Community College's Vending Agreement Terms and Conditions.

Vending Area User

Authorized Signature:_____   DATE: _____

*Print Name***: _____

OFFICE USE ONLY

College Approval Signature: _____ Date: _____

Dates Approved: _____

Additional tables requested:_____ Tables x $5 each = _____

Additional requests / notes:_____

_____

_____

Total Charge to Vendor: $_____   Date Received:_____

Paid by CASH or CHECK? (Circle One)

Initials of ASPCC Employee receiving payment:_____

APPENDIX J-Facilitating Expressive Conduct

PURPOSE & AUTHORITY

One of the ways that Portland Community College ("PCC" or "College") fulfills its mission is in maintaining an environment that enables the free exchange of ideas without regard to the viewpoint expressed, yet ensures that the educational environment for delivering accessible, quality education is preserved for the students and communities we serve.

Authority to regulate access to its property is provided to PCC by ORS 341.290 and affirmed through Board Policy B601 – *Use of District Facilities and Equipment*. In exercising its authority, PCC seeks to avoid regulating content of expressive conduct at applicable sites. PCC seeks to regulate only time, place, and/or manner of expressive conduct in order to maintain its ability to carry out its educational mission without interruption and to ensure safety on sites under its authority.

This college policy-level document is intended to specify the criteria that PCC will apply in exercising this authority.

APPLICABILITY

This policy applies to property that PCC owns, leases or rents. In the case of leases and rentals, it applies only to the spaces that PCC actually rents and not the larger property. This policy is not intended to regulate PCC-owned property for which PCC has granted easements to other public agencies or that PCC has leased to other public or private entities. The rationale for this is that PCC does not have operating control of these properties.

DEFINITION OF EXPRESSIVE CONDUCT

Expressive conduct includes speech, non-verbal expression, literature distribution, displays and signs, petition circulation, and other forms of free expression.

PCC FORUMS OF PUBLIC EXPRESSION

This policy defines the "place" within which public expression occurs at PCC as a "forum." The following identifies types of forums at PCC.

Traditional Public Forums

Public sidewalks and city rights of way adjoining a PCC site are considered Traditional Public Forums. Examples include the sidewalks on the periphery of most PCC sites. Expressive conduct on these sites is not regulated by PCC, but may be regulated by other public entities. PCC reserves the right to address conduct that substantially disrupts or may substantially disrupt PCC's educational activities even if it occurs on property PCC does not control.

Non-public Forums

PCC's buildings and virtual infrastructure are created for the purpose of providing instruction and educational services to students, and the necessary college support for those services. Accordingly, these spaces are Non-public Forums and are closed to expressive conduct (unless space is being temporarily used by the public through a College facility-use agreement).

These spaces (physical or virtual) include:
- Classrooms, laboratories, shops, and all instructional preparation areas
- Recreational fields, tracks, and other outdoor areas designated for physical education
- Service areas and resource centers
- Libraries and theaters
- Faculty, staff, and administrative offices
- Infrastructure systems spaces (shops, warehouses, electrical rooms, mechanical rooms, IT rooms, etc.)
- Parking lots, roadways, driveways, garages, bus/shuttle stops and shelters, and entrances/exits to buildings
- Restrooms and hallways
- Food service and dining areas
- Infrastructure devoted to ADA accommodation needs (ramps, lifts, etc.)
- Farms, gardens, and solar array areas
- Bulletin boards other than those specified as Designated Public Forum areas
- College printed publications (catalogs, schedules, journals, magazines, etc.)
- College electronic administrative, instructional, communication, or information systems (email, Banner, MyPCC, D2L, etc.)
- Any generally Designated Public Forum that is in use for a specific College or PCC student sponsored activity or event

Designated Public Forums

Certain areas of PCC-owned property are Designated Public Forums. PCC recognizes the importance of social discourse and the free exchange of ideas in areas generally available to students and the community. These areas provide visibility and allow communication with a large number people, however are not likely to disrupt educational and other activities central to fulfilling the mission of the college. In these areas the College shall enact administrative procedures necessary to reasonably regulate the time, place, and manner of the free expression only. Areas considered generally available to students and the community include:

External Facilities Spaces (outside of buildings)

Most space outside PCC buildings that is not specifically identified as a Non-public Forum is considered generally available to students and the community and thus considered as Designated Public Forums, as long as expression complies with *Limitations* and *Prohibited Activities* (identified below).

Internal Facilities Spaces (inside of buildings)

PCC identifies certain physical spaces inside of buildings that are, practically speaking, generally available to students and the community and may be available for free expression activities, as long as expression complies with *Limitations* and *Prohibited Activities* (identified below).

Bulletin Boards

PCC identifies bulletin boards for Designated Public Forum use in posting materials. These bulletin boards are marked "For General Use" and located at various PCC campuses and centers in areas generally available to students and the community. All materials must bear the name and contact information of the organization or individual distributing the materials and is limited in size, duration of posting, and lawfulness of content.

Virtual Spaces

There are times when PCC specifically identifies electronic media venues that invite public comment, such as blogs, story walls, or webpages hosted through pcc.edu. These virtual spaces are considered Designated Public Forums for the purpose of social discourse and the exchange of ideas.

LIMITATIONS related to use of Designated Public Forums

- User must provide notification and obtain approval from the College for use of Designated Public Forum space through the "Space Use Application & User Agreement" process.
- Use will conform to the site or the College's normal operating hours.
- Use of space may not impede the passage of others or operations of the College.
- Users will not force or coerce any individual to take materials or sign petitions, nor make physical contact with individuals.
- Internal facilities space use will generally be limited to one table and two chairs due to space constraints and desire to assure greater access to space. Users may not bring extra tables, chairs, rack or display devices that would extend the allocated space.
- Use will not require the College to provide special support services or insurance coverage. Should an activity require the College to provide special support or incur costs, the user must be willing to reimburse the College.
- PCC reserves the right to close or temporarily limit use of any Designated Public Forum area for a College or PCC student sponsored activity/event OR for health, safety, or welfare considerations.

PROHIBITED ACTIVITIES in Designated Public Forums

- Any activity that disrupts the ability of the College to fulfill its mission of instruction and related services and business operations. Examples include, but are not limited to, excessive noise, impeding traffic or pedestrian movement, and unlawful conduct.
- Any activity that may damage College property.
- Leaving trash, litter, pollutants, or other materials in any area.
- Distribution/solicitation by placing materials on vehicles.
- Solicitation of money or requests for funds, or sales of tickets or other items except where appropriate permissions are granted.
- Fraud or misrepresentation of self/organization or misrepresentation/implication that the College sponsors, supports, or endorses any view, belief, statement, literature, company, product, or service being disseminated or exhibited.
- Any activity in violation of the PCC Policy on Student Conduct.
- Any violation of the College's Non-Discrimination/Non-Harassment Policy.

SPACE USE APPLICATION AND USER AGREEMENT

Individuals or groups wishing to engage in speech or expressive activities in Designated Public Forums shall provide notification and agreement with terms of use through the *Space Use Application and User Agreement* form. In general, submission is required at least 3 and no more than 30 business days in advance of desired space use. Exceptions to the notification period are made for expressive conduct activities in external facilities spaces that do not require table/chairs or other space set-up and for bulletin board postings.

Notification must include the name and contact information of the individual or group and describe the nature of the activities. As appropriate, requests should be made for desired time of use and specific geographical location within Designated Public Forum space. Approvals are made on a first-come, first-served basis after review of request for any conflict with prior-approved expressive conduct and/or College sponsored events.

SPECIAL CONSIDERATION FOR PCC STUDENT ORGANIZATIONS

In addition to the general right of access to Designated Public Forum spaces, any recognized PCC student club or organization may seek to reserve the use of specific areas by completing the *Space Use Application and User Agreement* at least one day in advance. Recognized student clubs and organizations will have priority over other persons seeking specific space use. See Student Clubs and Organizing within the PCC Policy on Student Rights (http://www.pcc.edu/about/policy/student-rights/).

ENFORCEMENT

Campus administration, in partnership with the PCC Department of Public Safety, shall enforce the provisions of this policy. Any person failing to comply with this policy may be denied use of facilities for purposes of free expression.

DISPUTE RESOLUTION

Any person or recognized student organization who believes unlawful, unreasonable, or arbitrary limitations have been imposed on any of their speech or other expressive activities under this policy may file a formal complaint through the PCC Complaint process (http://www.pcc.edu/about/policy/complaints.html).

SPACE USE APPLICATION & USER AGREEMENT
Designated Public Forums
Portland Community College

Through identification of *Designated Public Forums*, Portland Community College (PCC) recognizes the importance of social discourse and the free exchange of ideas in areas generally available to students and the community. These areas provide visibility and allow communication with a large number of people, however are not likely to disrupt educational and other activities central to fulfilling the mission of the college. See *Expressive Conduct Guidelines* (link) for complete policy. Individuals or groups wishing to engage in expressive speech or activities at PCC shall provide notification and agreement with terms of use through this form.

Submit completed form at least three (3) and no more than 30 business days in advance of desired use.
Exceptions to the notification period are made for use of external spaces that do not require table/chairs or set-up and for bulletin board postings. Recognized PCC student clubs and organizations may submit one (1) day in advance.

Approvals are made on a first-come, first-served basis after review of request for any conflict with prior-approved expressive conduct and/or College sponsored activities or events.
Priority will be given to recognized PCC student clubs and organizations.

PROVIDE ALL OF THE FOLLOWING INFORMATION:

Name of individual or representative(s): _____

Name of entity/organization: _____

Address: _____

Telephone: _____   Email: _____

Date(s) requested: _____   Time(s) requested: _____

PCC Campus or Center: _____

Type of space requested:

    External (outside of building – generally no table/chairs or space set-up provided)

    Internal (inside of buildings – generally one table and two chairs provided in designated space)

    Bulletin Board (limited in size, duration of posting, and lawfulness of content <u>and</u> must include contact* info)

Description of intended activity:

<u>**TERMS & CONDITIONS**</u>

    LIMITATIONS related to use of Designated Public Forums:
- User must provide notification and obtain approval from the College for use of Designated Public Forum space through the *Space Use Application & User Agreement* process.
- Users will conform to the site or the College's normal operating hours.

APPENDIX K-Supporting Centers

ASPCC has established support networks with a number of PCC Centers that do not benefit from organized student representation. Students and student organizations from these centers are referred to the ASPCC whose campus receives the FTE from the enrollment at that center. Students from all ASPCC Centers are also allowed to apply for District Funding for sustainability projects through The Green Initiative Fund and DSC funding requests. At the PCC Hillsboro Center, funding is provided from the student activity fee allocated to the ASPCC Rock Creek to provide student events and programing. ASPCC Cascade supports students at the Swan Island Trade Center and Metro Workforce Training Center through recognizing student organizations and considering funding requests. The PCC Newberg Center receives support from the ASPCC Sylvania in the form of access to childcare subsidy grants, academic planners for students and ability to request funds from ASPCC SY for specific initiatives (such as homework club).

APPENDIX L-The Bridge

The Bridge was originally funded by the college and had been in print about 40 years before funding was cut off in 2003. In the Spring of 2012, Doug Taylor, DSC Chair and Student Body President of the Cascade Campus ASPCC, led an effort to fund an online-only version of *The Bridge* with $7000 from the ASPCC budget. Taylor's vision, supported by ASPCC, was that there needs to be a mechanism to convey news that is important to the students, which can report on both positive and negative aspects of student life at the college. Secondarily, it could provide practical experience to writers and editors.

The original plan called for four campus editors and four faculty advisors. In actuality, librarian Tony Greiner was the only faculty member who signed on as advisor. The paper re-launched in September of 2012. Funding continues primarily from ASPCC, with a small amount from ad sales. The college provides no financial support.

Beginning in the Fall of 2015, *The Bridge* and the college signed an agreement with Signal Communications, an advertising company. The agreement with the college had Signal build and install fifteen newspaper boxes on the four campuses. Advertising will be sold on the boxes. Beginning January 2016, Signal will pay The Bridge $50 a month per box for a total of $750 revenue a month.

This revenue will be enough to pay for a limited print edition of *The Bridge* and a little more for operations, such as paying for the website. An additional one-time allocation from ASPCC to fund the print editions from September to December 2015 was granted to the paper so the print editions reappeared, once every two weeks, beginning this year.

Future goals include increasing advertising sales and the size and frequency of the print editions. Although, for 2015-2016, the goal is to work the print edition into the workflow and expand the social media presence.

APPENDIX M- Events & Activities

Events are, in most cases, organized by students involved in ASPCC programming boards, clubs, and organizations. Students organize social/community building programs, cultural/diversity programs, educational/intellectual programs and service programs, and events. Below is a list of events and programs from the 2014-2015 Academic Year.

Campus	Event Name	Cultural	Educational/ Intellectual	Recreational	Social/ Community Building	Service
District District	Fright Town			X		
	PCC Night with the Blazers			X		
TOTALS		0	0	2	0	0
CASCADE	Book Exchange					X
	Welcome Back BBQ				X	
	Club Fair		X		X	
	Veteran's Club Writing Workshops	X				
	Mia Macy: Q Club	X				
	7th Annual Indian Storytelling Festival: Native Nations	X				
	Trans Day of Remembrance: Memorial NW Gender Alliance Annual Event	X				

Event				
College Success Series: Student Development Financial Aid Presentation				X
PTK Orientation				X
Student Activity Forum				X
PTK Orientation				X
Native Film Screening : REEL INJUN				X
College Success Series: Career Building Workshop with Becky Washington: Black Student Union				X
Veterans Day Luncheon	X			
College Success Series: Career Building Workshop with Becky Washington: ASPCC				X
Google and MyPCC Workshop				X
Native Film Screening: Bury My Heart At Wounded Knee: Native Nations	X			
Veterans Write; Creative Writing Workshops		X		
International Extravaganza	X			
College Success Series: Google, MyPCC				X
College Success Series: Student Development Financial Aid Workshop				X
Outdoor Activity Club Hike and Raft Trip			X	
Medicinal Tea Blending Workshop		X		

Region	Event	Col1	Col2	Col3	Col4	Col5
	Veterans Write; Creative Writing Workshops		X			
	Black Student Union Leadership Celebration	X				
	TOTALS	8	4	1	2	10
ROCK CREEK	Student Book Exchange				X	
	Club Fair				X	
	$1 BBQ				X	
	Scavenger Hunt – Rock the Center		X			
	Be yourself. Free yourself	X				
	Blood Drive					X
	Harvest Festival				X	
	Scavenger hunt		X			
	International Tea Party	X				
	Sports tournaments			X		
	Finals Survival Kits	X				
	TOTALS	3	2	1	7	3
SOUTHEAST	Blood Drive: Give the gift of Life					X
	Welcome Home BBQ				X	
	Club Fair				X	
	Bike Fair			X		
	Sustainability Day		X			

		Col1	Col2	Col3	Col4	Col5
	SAF Forum					X
	Happy Pumpkin				X	
	US Marine Corps Birthday Celebration	X				
	Veterans Day Recognition	X				
	TOTALS	**2**	**1**	**1**	**3**	**2**
SYLVANIA	Welcome Week					X
	Book Exchange					X
	Rock the Vote OR Vote		X			
	Club Fair				X	
	Student Forums for SAF Increase					X
	Extra Life Gaming Marathon			X		
	Blood Drive					X
	ASPCC – SY Halloween Monster Bash				X	
	International Week	X				
	World Aids Day		X			
	Beat the Stress Week					X
	TOTALS	**1**	**2**	**1**	**2**	**5**

WINTER TERM 2015		Cultural	Educational/ Intellectual	Recreational	Social/ Community Building	Service
Campus	**Event Name**					
DISTRICT	PCC Night with the Blazers			X		
	"Release Your Balls" : PCC Bowling and 9-Ball Tournament			X		
	Subsidized tickets for Mitchel Jackson Lecture: *The Residue Years*	X				
	PCC Lobby Day		X			X
	PCC Night with the Blazers			X		
	PCC's Got Talent				X	
TOTALS		1	1	3	1	1
CASCADDE	ASPCC Cascade Alumni Party and Student Union Grand Opening				X	
	Sally McCracken House					X
	Welcome Week					X
	Book Exchange					X
	Community Health "Recycle-up Plastic" Bricks For Flix		X			
	PCC Open House				X	

	PTK Orientation					X
	Club Fair				X	
	Tim Wise Speaking Engagement	X				
	Black History Month Opening Ceremony	X				
	Hey Fatty! Discussion and Workshop		X			
	Veterans Write - Writing Workshop		X			
	Cosmic Snow Tubing: MT. Hood			X		
	Sexual Safety		X			
	Roxanne Dunbar-Ortiz " An Indigenous Peoples History of The United States"	X				
	Poetry Slam: Walidah Imarisha	X				
	Asian New Year	X				
	Veteran's Write - Writing Workshop		X			
	Pizza With The President		X			
	Harvesting and Planting Seedlings		X			
	Community Health "Recycle-up Plastic" Bricks For Flix		X			
	Build your own "Personal First Aid Kit" (PFAK)		X			
	PTSD Alternative Medicine Lecture/Workshop		X			
	PCC Cascade Got Talent				X	
TOTALS		**5**	**10**	**1**	**4**	**4**
ROCK CREEK	Book Exchange					

	1	2	3	4	5
Club Fair					X
Blood Drive					X
Martin Luther King Food Drive					X
Valentine's Card Making and Photo Booth	X				
PCC's Talent Show				X	
Contest Day				X	
Blood Drive					X
Bring it to the Table		X			
Movie Night – Legend of the Knight		X			
Survivor Kits During Finals Week					X
TOTALS	**1**	**2**	**0**	**2**	**5**
SOUTHEAST					
Blood Drive: Give the gift of Life					X
Welcome Home BBQ				X	
Club Fair				X	
Bike Fair			X		
No Name Calling Week		X			
ASPCC Food Drive					X
Ice Skating				X	
Composting Workshop		X			
Trans Kids Workshop	X				

	Event					
	Defy Violence and Sexism				X	
	Just Dance Tournament				X	
	PCC Got Talent (Southeast Edition)				X	
	Sustainability Jeopardy		X			
TOTALS		1	4	1	5	2
	Winter Welcome Week					X
	Book Exchange					X
	Winter Term Club Fair				X	
	Blood Drive with American Red Cross					X
SYLVANIA	Human Trafficking is in Portland		X			
	Valentine's Day Celebration				X	
	OCCSA Lobby Day – Deliver Post cards		X			
	Campus Administration Meet and Greet					X
	Black History Month Celebration	X				

		Cultural	Educational/ Intellectual	Recreational	Social/ Community Building	Service
	PCC's Got Talent				X	
	Beat the Stress					X
	Blood Drive With Puget Sound Blood Works					X
TOTALS			1	2	3	6

SPRING TERM 2015

Campus	Event Name	Cultural	Educational/ Intellectual	Recreational	Social/ Community Building	Service
DISTRICT	"UnTamed: a Night at the World Zoo" End of the Year Party				X	
	District Club Awards				X	
	Club Study Jam		X			
TOTALS			1		2	
CASCADE	Welcome Week					X
	Book Exchange					X
	Spring Bike Fair			X		

		4	3	2	5	5
	Bike Fair Volunteer Orientation			X		
	Club Fair: Grow With ASPCC				X	
	Clothing SWAP				X	
	Preview Day					X
	YES MAN: Environmental Sustainability		X			
	Safe Sex Assembly Kit		X			
	Grad Fair					X
	$1 BBQ				X	
	End of the Year Party				X	
	Who I Am Workshops	X				
	PCC Pride Day	X				
	The Hunting Ground Screening		X			
	Recovery 101 Open House					X
	Courageous Conversations	X				
	PTK Induction				X	
	ASPCC Cascade Completion Showcase	X				
TOTALS		**4**	**3**	**2**	**5**	**5**
ROCK CREEK	Book Exchange					X
	Club Fair				X	
	E –Recycling					
	Recycled Fashion Show		X			

Region	Event					
	The Joys of Reusables		X			
	Sustainability Sidewalk Contest		X			
	Interactive Theater addressing issues of ableism		X			
	Earth Friendly Movie night – Growing Cities		X			
	# I Wish PCC Knew		X			
	Survivor Kits during finals week					X
TOTALS			**6**		**1**	**3**
SOUTHEAST	Blood Drive: Give the gift of Life					X
	Welcome Home BBQ				X	
	Club Fair				X	
	Bike Fair			X		
	Fitness Day			X		
	Earth Week		X			
	Fix –a – flat			X		
	PCC Geocache		X			
	Forks over knives Movie Event		X			
	Bike to Bus			X		
	Know Your Rights – Title IX		X			
	Queer Jeopardy	X				
TOTALS		**1**	**4**	**4**	**2**	**1**

SYLVANIA						
	Book Exchange					X
	Welcome Week					X
	Job Fair					X
	Examining Crime and Corruption in the U.S. and Mexico		X			
	Sex EDU		X			
	Cinco de Mayo	X				
	Asian and Pacific Islander Celebration	X				
	Fundraising for Nepal and Guam disaster relief					X
	Iron Chef				X	
	Desserts for the Deserving				X	
	Beat the stress					X
TOTALS		2	2	0	2	4

Synthesis of events measured at the district level.

Fall Term 2014

Legend:
- Cultural
- Educational/Intellectual
- Recreational
- Social/Community Building
- Service

- Cultural: 22%
- Educational/Intellectual: 14%
- Recreational: 10%
- Social/Community Building: 22%
- Service: 32%

Winter Tem 2015

Legend:
- Cultural
- Educational/Intellectual
- Recreational
- Social/Community Building
- Service

- Cultural: 14%
- Educational/Intellectual: 30%
- Recreational: 8%
- Social/Community Building: 24%
- Service: 24%

Winter Term 2015

- Cultural
- Educational/Intellectual
- Recreational
- Social/Community Building
- Service

15%
21%
12%
25%
27%
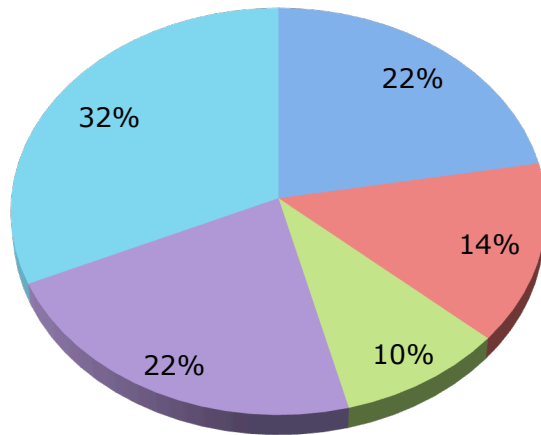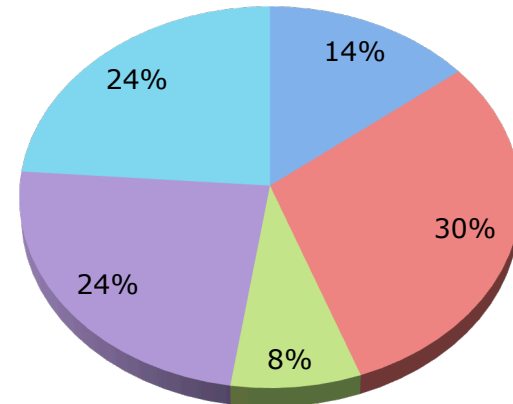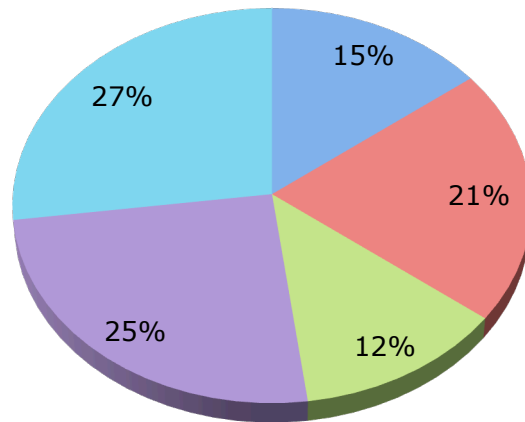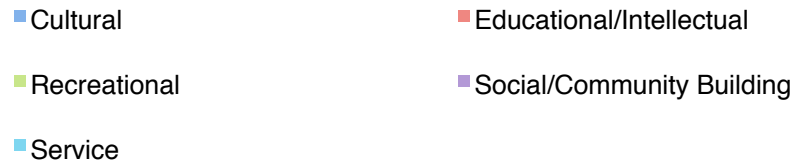
District Events 2014-2015

- Cultural
- Educational/Intellectual
- Recreational
- Social/Community Building
- Service

12%
23%
11%
25%
29%
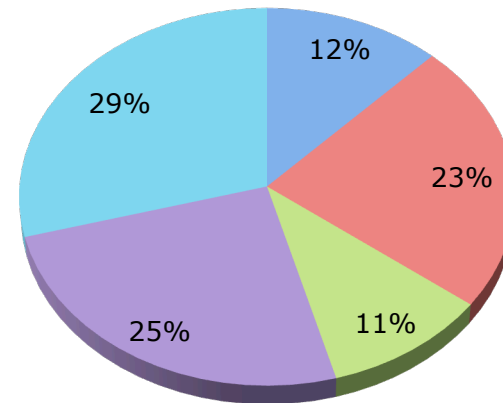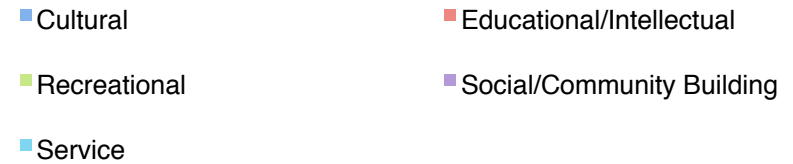
Event Totals for the 2014-14 Academic Year

- 37% Cascde
- 18% Rock Creek
- 18% SouthEast
- 19% Sylvania
- 8% District
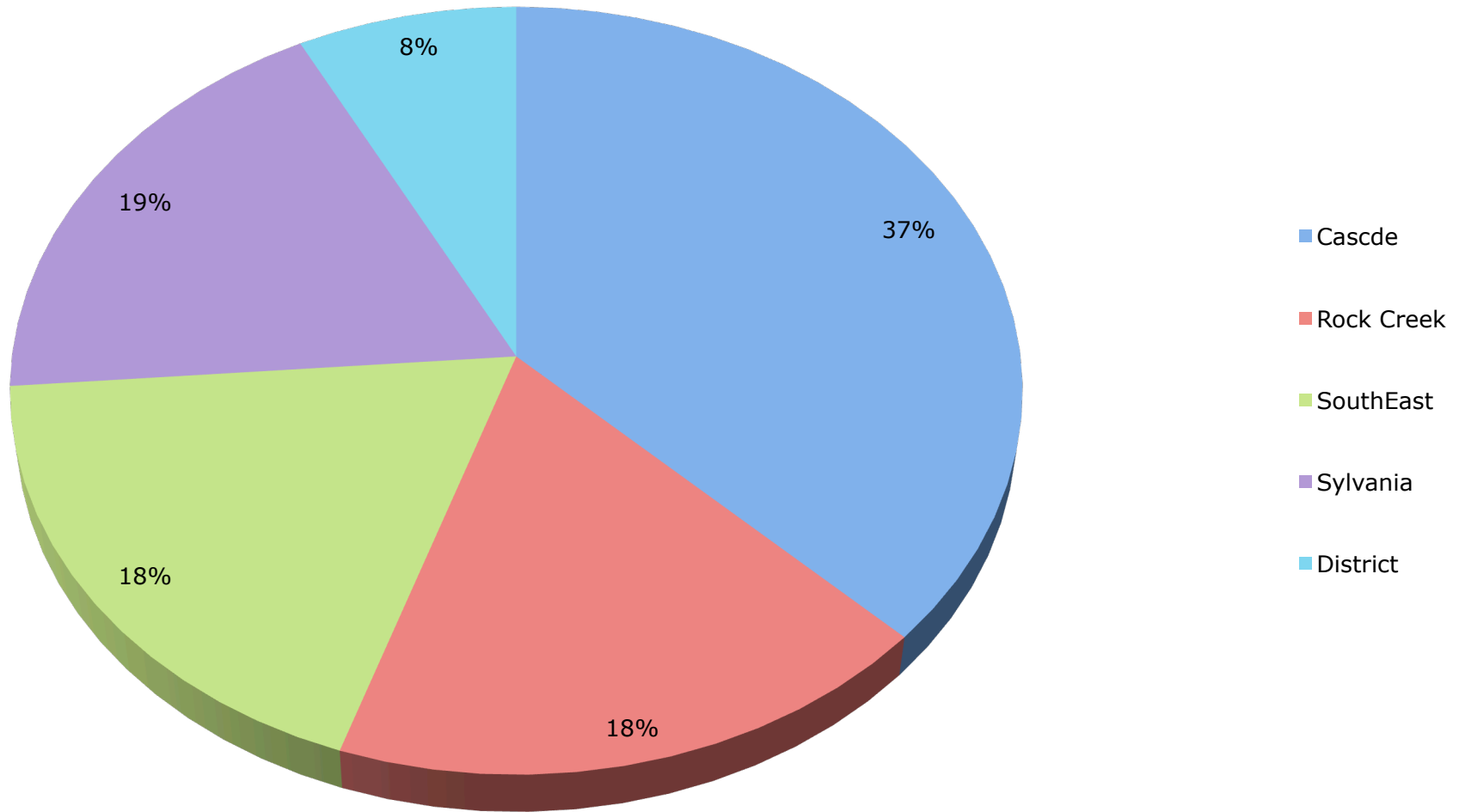
APPENDIX N – Queer Resource Centers

History

The Rock Creek Queer Resource Center (QRC) was started in 2012 when the Rock Creek Q Club and associated allies made a call for a center, similar to the Women's Resource Center or Multicultural Center that would serve the LGBTQ community. Due to their insistence, the support of Student Leadership Professional staff, Mandy Ellertson and Josh Peters-McBride, and the sudden availability of the old Multicultural Center space, Rock Creek administrators made the executive decision to quickly create and establish the center.

In 2012, Josh and Mandy managed the center while overseeing student leadership. In August 2012, Nash Jones was hired as the Center's first official Coordinator. They developed many new systems (see information below about the Gender Inclusive Spaces Committee) and were instrumental in creating a culture of inclusion, social justice, and education for all. They left the position in June 2013, at which time there was an unsuccessful search for a new coordinator. In October 2013, Nora Lindsey, already working at Rock Creek as the Learning Garden Coordinator, was hired to work in the QRC part-time. Carol Claassen, part time DE faculty member, joined Nora in January 2014 to ultimately serve as co-coordinators until July 2015.

Present

As of July 2015, the landscape of Queer Resources at PCC is as follows:

- **Rock Creek** is the only campus with permanent professional staff (at .52) and a stand-alone center. RC also has three Queer Resource Center Advocates and potential for one work-study student.
- **Southeast** has a Queer Resource Space with three student advocates. Guidance for the space comes from the Student Activities Manager.
- **Cascade** envisioned underutilized space and converted it into another Queer Resource Center. Leadership continues to come from the Student Activities Manager, but there is also a ten-hour/week career development classified staff member who is creating resources and policies for the center. Additionally, there are six student leaders who work in the QRC as Queer Resource Advocates and they are managed by the Student Leadership Professional Staff.
- **Sylvania** has a Queer Resource Space that is affiliated with and housed within the Women's Resource Center. They have a twenty hour/week casual position and three student positions.

APPENDIX O– Staffing Resources and Program Organizational Charts

<table>
<tr><th></th><th>Staff</th><th>Cascade</th><th>Rock Creek</th><th>Southeast</th><th>Sylvania</th><th>Total</th></tr>
<tr><td rowspan="6">*Staffing Sources*</td><td>**Director of Student Leadership Programs**</td><td>1.0 FTE General Fund</td><td>1.0 FTE General Fund</td><td>1.0 FTE General Fund</td><td>1.0 FTE General Fund</td><td>4</td></tr>
<tr><td>**Assistant Coordinators of Student Leadership**</td><td>1.0 FTE Student Activity Fee</td><td>1.0 FTE Student Activity Fee</td><td>1.0 FTE Student Activity Fee</td><td>1.0 FTE Student Activity Fee</td><td>4</td></tr>
<tr><td>**Administrative Assistants**</td><td>.5 FTE General Fund .5 Student Activity Fee</td><td>.85 FTE Student Activity Fee .15 FTE General Fund</td><td>.25 FTE General Fund</td><td>1.0 FTE Student Activity Fee</td><td>3.25</td></tr>
<tr><td>**Casual Staff-Bike Program**</td><td>.25 FTE Student Activity Fee</td><td></td><td></td><td></td><td>.25</td></tr>
<tr><td>**Student Staff**</td><td>16</td><td>18</td><td>14</td><td>26</td><td></td></tr>
<tr><td>**Paid PTK Officers**</td><td>2</td><td>0</td><td>0</td><td>0</td><td></td></tr>
<tr><td>**Volunteer PTK Officers**</td><td>2</td><td>4</td><td>4</td><td>1</td><td></td></tr>
</table>

ASPCC Cascade Organizational Chart

Portland Community College
Student Leadership Program

The Associated Students of Portland Community College

District Student Council

° *District President's Board/District Budget Committee*
° *The Green Initiative Fund (TGIF)*
° *The District Club Council (DCC)*
° *District Student Programming Board*
° *Legislative Internship Programs*

ASPCC Cascade General Council
Mondays, 3:00-5:00 PM SU 204
ASPCC Cascade Student Leadership Team Members
Multicultural Center Representative
Women's Resource Center Representative
Office of International Education Representative
Veterans Resource Center Representative
Cascade Club Leaders
Committee Representative/Members
Queer Resource Center Representative

ASSOCIATED STUDENTS OF PORTLAND COMMUNITY COLLEGE
aspcc CASCADE

ASPCC Cascade Executive Team
Cascade Student Body President (DSC Rep)

Phi Theta Kappa
President, VP Scholarship, VP Fellowship, VP Service

Bike Program
Coordinator & Mechanics

Student Lounge Staff
Posting & Student Help

Childcare Grants

Cascade Clubs & Organizations

Director of Legislative Affairs (DSC Rep)

Programs Board Chair (DSC Rep)

Club Programs Coordinator (DCC Rep)

Student Programming Board
Program Board Chair
Club Programs Coordinator
QRC Representative
OIE Student Ambassador
Club Representatives

Club Ambassadors
Black Student Union
Native Nations
MEChA
Asian Pacific Islanders
International Club
Queer Club
Veteran's Student Association
Recovery 101

Student Leadership Programs Professional Staff
Director of Student Leadership Programs
Kendi Esary
Assistant Student Leadership Coordinator
Chelsea Kimmett
Administrative Assistant
MaryAnne Villanueva
Facilities Assistant
Debra Porta

ASPCC Rock Creek Organizational Chart

Portland Community College
Student Leadership Program

The Associated Students of Portland Community College

District Student Council

° *District President's Board/District Budget Committee*
° *The Green Initiative Fund (TGIF)*
° *The District Club Council (DCC)*
° *District Student Programming Board*
° *Legislative Internship Programs*

ASPCC Student Congress Meeting
Mondays, 3:30-5:00 PM
Bldg 5 Rm 122
ASPCC Rock Creek Student Leadership Team Members
Multicultural Center Representative
Women's Resource Center Representative
Veterans Resource Center Representative
Clubhouse Student Leaders
Committee Representative/Members
Queer Resource Center Representative
Career Exploration Center Representative

ASSOCIATED STUDENTS OF PORTLAND COMMUNITY COLLEGE
aspcc ROCK CREEK

ASPCC Rock Creek Executive Team
Rock Creek Student Body President

Phi Theta

Student Lounge Staff
Posting & Student Help

Childcare Grants
(Facilitated by WRC)

Rock Creek Clubs & Organizations

Director of Legislative Affairs (DSC Rep)

Programs Board Chair (DSC Rep)

Clubhouse Coordinators (3) (DCC Rep)

Student Programming Board
Program Board Chair
Club Programs Coordinator
QRC Representative
OIE Student Ambassador
Club Representatives

Student Leadership Programs Professional Staff
Director of Student Leadership Programs
Mandy Ellertson
DeLinda Martin-Huggins (interim 2015-2016)
Assistant Student Leadership Coordinator
DeLinda Martin-Huggins
Jenny Kirchler (interim 2015-2016)
Administrative Assistant
Loretta Dike

ASPCC Sylvania Organizational Chart

Portland Community College
Student Leadership Program

The Associated Students of Portland Community College

District Student Council

° *District President's Board/District Budget Committee*
° *The Green Initiative Fund (TGIF)*
° *The District Club Council (DCC)*
° *District Student Programming Board*
° *Legislative Internship Programs*

ASPCC
Associated Students of Portland Community College
Sylvania Campus

ASPCC Sylvania General Council
Mondays, 3:00-5:00 PM HT 113B
ASPCC Sylvania Student Leadership Team Members
Multicultural Center Representative
Women's Resource Center Representative
Office of International Education Representative
Veterans Resource Center Representative
Sylvania Club Leaders
Committee Representative/Members
Queer Resource Center Representative

Phi Theta Kappa
President, Vice President, Membership Director, Treasurer, Secretary

Bike Program
Coordinator & Mechanics

Student Lounge Staff
Posting & Student Help

Childcare Grants

Sylvania Clubs & Organizations

ASPCC Sylvania Executive Team
Sylvania Student Body President (DSC Rep)

Director of Legislation (DSC Rep)

Director of Events & Programming (DSC Rep)

Club Programs Coordinator (DCC Rep)

Student Programming Board
Program Board Chair
Club Programs Coordinator
OIE Student Ambassador

Student Leadership Programs Professional Staff
Director of Student Leadership Programs
Stephen Arthur
Assistant Student Leadership Coordinator
Andrea Salyer
Administrative Assistant
Colleen Pittinger

ASPCC Southeast Organizational Chart

Portland Community College
Student Leadership Program

The Associated Students of Portland Community College

District Student Council

° *District President's Board/District Budget Committee*
° *The Green Initiative Fund (TGIF)*
° *The District Club Council (DCC)*
° *District Student Programming Board*
° *Legislative Internship Programs*

ASPCC SE
Associated Students of Portland Community College - Southeast

ASPCC Southeast General Council
Mondays, 2:00-4:00 PM MTH 100
ASPCC Southeast Student Leadership Team Members

Student Services and Resources

Phi Theta Kappa
President, VP Scholarship, VP Fellowship, VP Service, Executive Secretary, Communications Coordinator, Membership Recruiter &

Bike Program

Childcare Grants

Clubs & Organizations

Queer Resource Center

Veterans Resources

Food Pantry

ASPCC Southeast Executive Team
Southeast Student Body President

Vice President/Director of Civic Engagement (DSC Rep)

Director of Student Programs

Director of Student Resource Hub

Student Programming Board
Social and Service Coordinator
Bike Coordinator (2)
Club Coordinator (DCC)
Recreation and Fitness Coordinator
Queer Resource Coordinator (2)
Multimedia Coordinator
International Student Club Coordinator

Student Resource Hub
Student Resource Advocate (2)

Student Leadership Programs Professional Staff
Director of Student Leadership Programs
Joshua Peters-McBride
Assistant Student Leadership Coordinator
Nicole Seery
Administrative Assistant
Naho Katagiri

APPENDIX P – Student Training

Overview

Student Life and Leadership Professionals provide comprehensive trainings for ASPCC student leadership teams on each campus and as a district. At each campus ASPCC Student Leaders were required to complete a variety of tasks during their mandatory trainings to help them succeed with their academic and scholastic goals. These tasks were broken up by term and the chart below reflects these tasks.

ASPCC College Navigation Skills Training Tasks: What Students Will Do?	
Summer Term Register for CareerConnections by creating a profile Attend ASPCC Training Orientations Complete Occupational Goal Worksheet Start OSAC Activities Chart Use InterviewStream to record your sample interview Complete GradPlan advising with academic advisor Complete financial aid plan	**Fall Term** Attend Social Media Workshop Review Student LinkedIn profile Review the OSAC Activities Chart Apply for PCC Foundation scholarships, Phi Theta Kappa Scholarships & National Awards Attend workshop on applying for scholarships
Winter Term Apply for OSAC Scholarships Apply for Financial Aid	**Spring Term** Attend Resume Building Workshop Received individualized resume feedback Attend PCC Cascade Job Fair Record second interview on InterviewStream Complete Leadership Project

Additionally, each campus host on-campus trainings, online trainings, and off-campus retreats for student leaders. Online trainings have both a district and campus focus. The online trainings utilize a variety of methods to engage students. This includes informational videos and ted talks, articles and news clippings, files and policy manuals, and online discussion. Student life and leadership program's professional staff utilize Desire2Learn to implement these trainings. Below is a snapshot of topics covered in the online training component. The SLP professional staff have worked collaboratively in developing these trainings during the summer of 2014 and 2015 to provide consistency across the district for the ASPCC student leadership teams.

≡ 🌐 To Do List Week 2 ▾

≡ Event Planning Video ▾

≡ W Event Set Up Checklist ▾

≡ Forum: W9 for Vendors ▾

≡ W Event Evaluation Form ▾

≡ W Event Activity Petition ▾

≡ W Tips for Budgeting ▾

≡ PCC Organizational Guide ▾

≡ PCC Organizational Structure ▾

≡ ASPCC Cascade Organizational Chart ▾

≡ Intro to Committees ▾

≡ Committee Types ▾

≡ Committee Representation ▾

≡ SAF Budget Video ▾

Each ASPCC student leadership program team hosts an overnight retreat for their student leaders. Some campuses, Rock Creek and Southeast, include the retention centers in their retreats. The Sylvania and Cascade campus are ASPCC specific. However, until recently, the Women's Resource Center

joined ASPCC Cascade on their retreat. The primary propose of this retreat is to provide students with opportunities to bond and learn how to function as a team.

In 2015, the SLP professional staff decided to try a new training structure and do an overnight retreat as a district. As the college is moving to work as a district, rather than individual campuses, ASPCC has worked to follow that model. Below is the agenda from the first ever All District ASPCC Retreat with student survey results following.

ASPCC All District Training September 1ˢᵗ – 3rd at Silverfalls
Day 1-September 1
8:30 AM   Meet at Cascade and depart for Silver Falls
10:00 AM   Check In
10:30 AM   Welcome and Introduction to the Retreat
11:00 AM   Strength Based Team Builder
Noon   Lunch
1:00 PM   Who You Reppin'
4:30 PM   Wellness Break
6:00 PM   Dinner
7:00 PM   Community Central
8:30 PM   Debrief

Day 2-September 2
8:30 AM   Check-In
9:00 AM   College Navigation Sills
                 Labor Market w/Becky Washington
Noon   Lunch
1:00 PM   Stop The Hate Flash Sessions
2:30 PM   Stop the Hate Large Group Debrief and Action Items
4:30 PM   Wellness Break
6:30 PM   Dinner
8:00 PM   Fire and Campus Skits or just skits in the Smith Hall

Day 3-September 3

8:00 AM	Breakfast
9:00 PM	DSC Retreat (DSC members only)
	Assertive Communication with Linda Reisser (Non DSC Members)
11:30	Pack Up
Noon	Lunch
1:00 PM	Non DSC Members Depart
5:00 PM	DSC Retreat Over

Silverfalls Retreat Survey Results

1. I found the retreat educationally valuable on a personal level.

Disagree Completely	Agree Somewhat	Agree Completely	Total	Weighted Average
0.00% 0	36.84% 14	63.16% 24	38	2.63

2. I found the retreat beneficial to my position on campus.

Disagree Completely	Agree Somewhat	Agree Completely	Total	Weighted Average
0.00% 0	36.84% 14	63.16% 24	38	2.63

3. I found the networking opportunities at the retreat useful to me as a student leader

Disagree Completely		Agree Somewhat		Strongly Agree		Total	Weighted Average	
5.26% 2		21.05% 8		73.68% 28		38	2.68	

4. Workshop 1:Strength Based Team Builder with Josh

Poor		Fair		Good		Very Good		Excellent		Total		Weighted Average	
0.00% 0		12.50% 4		12.50% 4		31.25% 10		43.75% 14		32		4.06	

5. Workshop 2: Who You Reppin? Committees with Stephen and DeLinda

Poor		Fair		Good		Very Good		Excellent		Total		Weighted Average	
0.00% 0		12.50% 4		18.75% 6		31.25% 10		37.50% 12		32		3.94	

6. Workshop 3: Community Central Activity with Josh

Poor		Fair		Good		Very Good		Excellent		Total		Weighted Average	
0.00% 0		6.25% 2		15.63% 5		21.88% 7		56.25% 18		32		4.28	

7. Workshop 4: College Navigation Skills and Labor Market with Becky Washington

Poor	Fair	Good	Very Good	Excellent	Total	Weighted Average
0.00% 0	3.13% 1	12.50% 4	25.00% 8	59.38% 19	32	4.41

8. Workshop 5: Stop the Hate Flash Sessions - Presented by DSC

Poor	Fair	Good	Very Good	Excellent	Total	Weighted Average
3.13% 1	15.63% 5	18.75% 6	21.88% 7	40.63% 13	32	3.81

9. Workshop 6: Communication Styles with Dr. Linda Reisser

Poor	Fair	Good	Very Good	Excellent	Total	Weighted Average
6.25% 2	0.00% 0	21.88% 7	15.63% 5	56.25% 18	32	4.16

The District Student Council funds and host an All District Student Leadership trainings will ASPCCs and all PCC retention centers. The All District Student Leadership Training began in 2010 and this event has had mixed reviews the past few years. Students have had mostly positive responses to this training. However, the reviews from professional staff, for a variety of reasons, have not been as positive. This is due to communication challenges between the professional staff in the retention centers and the professional staff from ASPCC. Thus, we are unsure if we will continue this training and program for the 2016-2017 academic year. Below is the agenda from the 2015 training.

All District Student Leadership Training Agenda
8:30am: Registration & Continental Breakfast
9:00am: Welcome! And Introduction of Administrators
9:30am: Oregon State University's Outdoor Program leads Team Building Exercises
11:30am: Lunch
12:30pm: Large Group Community Service Presentation

APPENDIX Q – Alternative Spring Break

In 2007, the Rock Creek Student Leadership Coordinator developed an Alternative Spring Break program for student leaders. Professional staff traveled with 10-25 students leaders each year to Washington, D.C. This program began at Rock Creek and eventually was adapted by the other campuses. In addition to participating in the program, students may also earn credit for attending.

The Washington D.C. Alternative Spring Break program's purpose is to advocate for community college students and put into practice the lobbying skills acquired through working with the Oregon Community College Student Association and the PCC leadership team. The intent is to lobby our senators and representatives to support and increase federal funds for financial aid, promote the Dream Act, childcare grants for students, Veteran's Affairs, Health Care issues, and support green initiatives and education related to the green economy. Some of the student issues include Voter Registration, Voter Education, Dream Act, Tuition Equity, Federal Financial Aid Advocacy, Child Care Block Grant Advocacy, Community College Funding, Veteran's Affairs, Green Jobs and Education, Sustainability Issues, and Health Care for Students.

Course Description: Overviews leadership theory, styles and skills. Provides skill-building exercises, professional networking techniques, group process and teamwork methods, basic communication techniques, prioritizing, goal setting and other basic information necessary for those anticipating leadership roles. It also provides hands-on practical experience in lobbying and civil engagement. Finally, this course exposes students to US history as presented by primary source exhibits and experts.

Course Objectives: On completion of this course, students will:
- ✓ Identify and practice the dynamics of a successful government and appreciate the legislative process
- ✓ Act responsibly as a member of a community and experience the value of civic engagement.
- ✓ Think critically and present solutions to problems with their leaders.
- ✓ Organize and plan a discussion sessions with elected officials

In 2013, as a district, the Clubs Office offered and Alternative Spring Break for club leaders. The purpose of the Clubs Alternative Spring Break is to offer leadership development to students who are interested in developing leadership skills, but do not hold positions within the Associated Students of Portland Community College (ASPCC). The Alternative Spring Break program introduces club members to civic engagement through geographic research, peer presentations, and service learning. Students may earn credit for their participation.

Course Description: Explore issues concerning poverty through service learning opportunities. Projects related to housing insecurity, hunger, and environmental factors will provide a lens in which students explore poverty in addition to cultural and geographic diversity. Components of the course include community service projects such as work at homeless shelters, rebuilding centers, and food kitchens in the host city, New Orleans. Through action and reflection students will have an increased appreciation for community needs and increase their own commitment to community service.

Course Objectives: On completion of this course, students will:
- ✓ Identify and practice qualities related to Servant Leadership.
- ✓ Understand the importance of collaboration with other community members and off campus organizations and appreciate the value of teamwork.
- ✓ Understand how cultural, historical, and environmental issues shape homeless populations.
- ✓ Gain skills in communication, negotiation, and cooperation on shared tasks.

Alternative Spring Break 2016
This year ASPCC and the Club Office have partnered to do one large group Alternative Spring Break Trip. This is a change for this year only. Student Leadership Programs Professional staff plans to travel with 42 students to Louisiana, Alabama, and Mississippi. Below is the outline and application for this trip.

Alternative Spring Break 2016 March 22nd –27th

Learning Outcomes:

Students participating in PCC's Alternative Spring Break "Civil Rights Movement Road Trip" will:

- Gain knowledge related to the trajectory of the Civil Rights movement in the United States by traveling to the Southeastern United States and visiting landmarks, memorials, and museums that honor the work and history of the struggle for equity in our country.

- Identify the benefits and challenges of diversity in American life by engaging in intentional dialogue after each presentation or site visit.

- Recognize the names of the key people, players, places, and events in the movement by listening to a variety of presentations and site visits from the eras of slavery, reconstruction, and the civil rights era.

- Gain awareness of racism and how it has influenced our society and be able to apply the knowledge gained on the "road trip" to current situations and struggles of marginalized populations by creating a display for each campus "Civil Rights" fair spring quarter 2016.

Qualifications:

In order to participate in Alternative Spring Break 2016 "Civil Rights Road Trip" students must meet the following requirements and complete these tasks.

- Be a student in good standing
- Submit your application by December 10th to the Student Leadership Program on your campus.
- Pay the $400 fee (make checks payable to Portland Community College) when submitting the application. There is an opportunity to fund raise for the trip. You will need to organize with the Student Leadership Program professional staff in September if you wish to engage in fundraising opportunities.
- Agree to the guidelines and expectations for attendees (turn in signed document with application)
- Complete 10 hours of service by January 5th, 2016.

Important Dates:

Fall Quarter 2015

- Fundraising Activities – This opportunity is funded primarily through the Student Activity Fee. However, each participant must contribute toward the cost. Therefore, each person needs to raise $400 in order to qualify for participation. Fund raising can be done in groups or on your own.
- Advocacy and Civic Engagement Requirement – Anyone wishing to apply to participate in this opportunity also needs to complete 10 hours of advocacy or civic engagement work. This requirement must be completed on a volunteer basis before January 5, 2016.

December 10, 2015
- Application Due to your Student Leadership Coordinator (Students who are NOT in good standing with the college OR did not meet the Advocacy requirements WILL NOT qualify to attend).
- $400 Fund Raising Goal needs to be met

January 8th, 2016
- Applicants will be notified about participation in trip. Each student who qualifies and are selected will need to fill out a travel agreement and profile.
- Advocacy Log due to the Student Leadership Coordinator. Attached you will find a list of ideas for advocacy or civic engagement work. You need to log your hours with the Student Leadership Coordinator on your campus.

February 5, 2016 – 1 to 5 p.m.
Orientation for all participants at CLIMB

Other important points:
1. Once you earn your $400, your trip is covered in terms most meals, hotel, metro card, monument tour (either by bus or bike), ground travel, and airfare. Snacks, souvenirs, and food during travel days are not covered in the cost.
2. Students attending are expected to participate in ALL parts of the agenda.
3. Students are expected to abide by PCC policies and guidelines
4. Students will share hostel rooms – between 4 and 10 per room.

Application:
Alternative Spring Break 2016

This application is for those wishing to participate in the 2016 Alternative Spring Break workshop that will be held March 22nd to March 27th. The trip will take you on a "road trip" through many significant areas in the southeastern United States. The trip begins in New Orleans, Louisiana and stops will be made in Mississippi and Alabama. The trip will end in Montgomery, Alabama where Dr. King and the Southern Leadership Conference helped to facilitate the Montgomery Bus Boycott.

Name:	Cell Number:
	G Number:
Student Leadership Program Affiliation (Club, Center or ASPCC):	Email:

On a separate piece of paper please respond to the following questions:

1. Why do you want to participate in the 2016 Alternative Spring Break "Civil Rights Road Trip"?
2. Tell us about your experience advocating for marginalized populations? How did you engage in this advocacy work? What did you learn?
3. How will you share your experience in on this trip with others?
4. What is the significance of the Civil Rights Movement to leadership at Portland Community College?

Advocacy and Civic Engagement Volunteer Log

In order to participate in the 2016 Alternative Spring Break trip, you need to complete 10 volunteer hours before January 5, 2016. The volunteer hours need to be tied to some form of advocacy through civic engagement. Your volunteer experience may be partisan (for example, you can volunteer for a political campaign for an individual or a cause that may reflect a particular point of view). Or, you can work for a group that advocates for equity and inclusion (Basic Rights Oregon, for example).

Student Name:	Email:
Volunteer Experience Details:	Cell:
Volunteer Supervisor Name:	Email:
Supervisor Signature:	Phone:

Describe the work you did to complete your 10 hours of volunteer work?

What did you learn about the issue or cause you worked on Fall Quarter 2015?

Expectations and Guidelines

This experience will involve traveling with a large group. Attitude and behavior impacts the entire group. You need to understand that you are not going on a vacation, but a learning experience that is transformational. All participants need to be prepared to behave in a manner that will be beneficial for the whole group, not the individual.

Expectations

1. Sleep! We are staying in some hostels and in group settings. Sleep is essential for you to be able to function on the trip.
2. Participate in all aspects of the agenda (unless you are ill).
3. If someone is bothering you, you need to speak with that person directly and appropriately.
4. No whining. This trip will require patience on long days. Bring comfortable shoes and clothing and leave the "diva" attitude at home.
5. We will accommodate dietary requirements. Try not to impose your personal preferences on the staff planning the trip. It is difficult to feed a large group, so make sure we know of required dietary needs, not just those you prefer. For example, if you don't like onions, pick them off the food.
6. Turn off your cell phones in all presentations and be present!

Student Name:_____

Student Signature: _____

Alternative Spring Break Student Testimonials

"The opportunity for all us, as students, to go to the nation's capital and engage with the political process was an education that none of us will forget. This was not an abstraction from a book or a classroom, but a very real opportunity for us to go participate in the actual physical process of government. …this was a course of discovery in how *human* a government can become…We see ourselves as citizens and as participants."
Doug Taylor, ASPCC Cascade, 2010-2012

"I particularly enjoyed the preliminary research necessary to be fully prepared for our trip. I helped research the subject of childcare. Even though I am not a mother, my research and understanding of numbers, stats, and hearing personal stories of student parents assisted me in being a well-informed advocate for those students unable to make their voices heard. The opportunity to speak out for the greater good even if it does not directly relate to me is something that I cherish."
Tsionah Novick, ASPCC Rock Creek, 2010-2011

"The NOLA trip was my first opportunity to take the skills I learned in higher education to use research and critical thinking to collaborate with diverse populations and address real world social issues. This real life training has helped to prepare and empower me to advocate for social justice."
Tony Vezina, ASPCC Cascade, 2012-2015

APPENDIX R – Alumni Survey Data

Below is a visual snapshot of the statistical data from the ASPCC Alumni Survey. A total of 153 PCC Alumni participated in the survey. Please see the attachment to this document to view the completed survey results and quotes from former students.
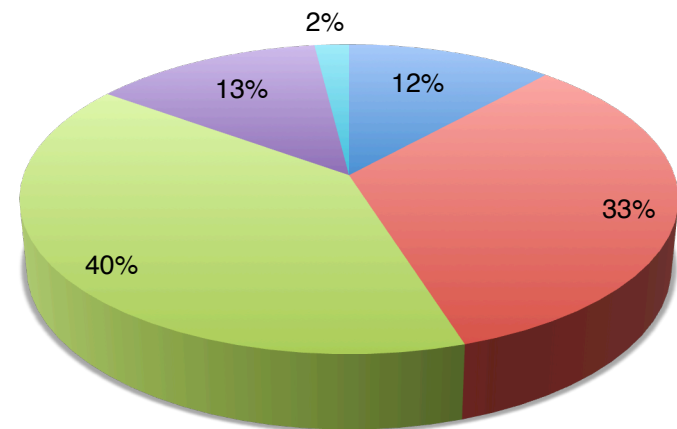
Alumni Survey Participants by Campus

- Cascade
- Rock Cree
- Souteast
- Sylvania

29%
22%
6%
43%
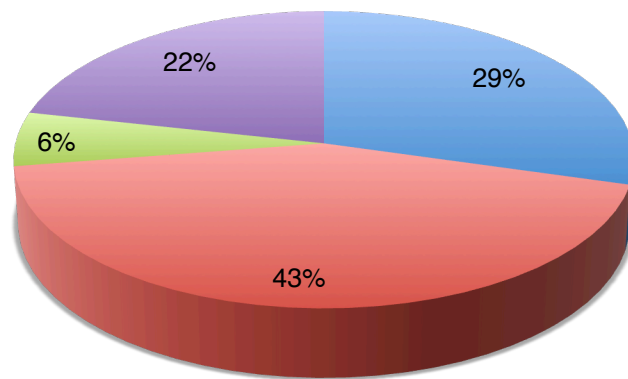
Alumni Survey Participants Level of Education Achieved

- Completed College Credits
- Associated Degree
- Bachelor's Degree
- Master's Degree
- Obtained a Specialized Certificate

2%
13%
12%
40%
33%

Question: PCC provided me with an outstanding and affordable education.

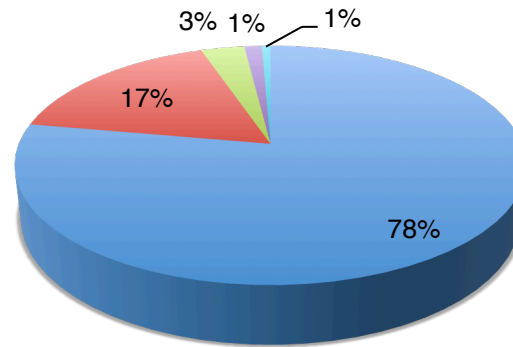■ Strongly Agree ■ Agree ■ Neither Agree or Disagree ■ Disagree ■ Strongly Disagree

6% 2% 3%

31%

58%
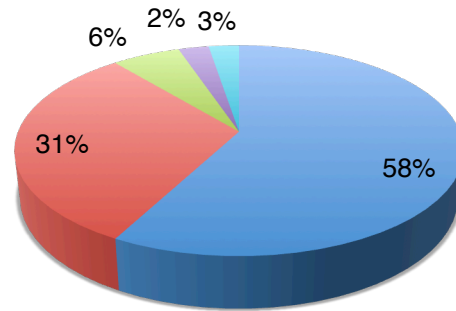
Question: As a PCC studnet, I believe the leadereship program promoted a culture of diversity, equity and inculsion.

■ Strongly Agree ■ Agree ■ Neither Agree or Disagree ■ Disagree ■ Strongly Disagree
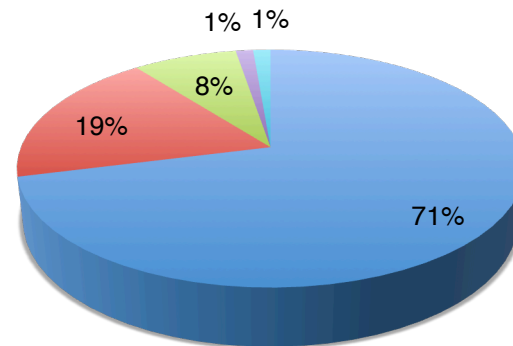
3% 1% 1%

18%

77%
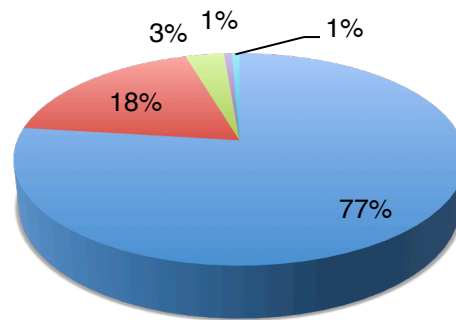
Question: I acquired strong communication skills as a student leader at PCC.

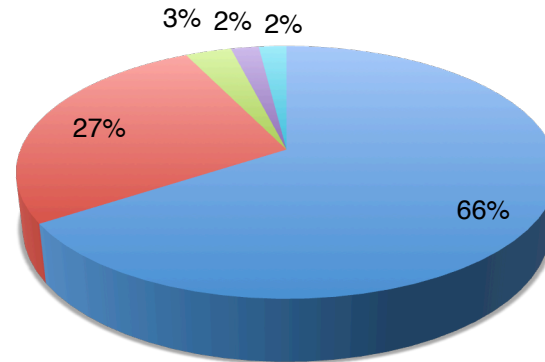■ Strongly Agree ■ Agree ■ Neither Agree or Disagree ■ Disagree ■ Strongly Disagree

3% 1%   1%

17%

78%

Question: Participating in a Student Leadership Program at PCC transformed my life.

■ Strongly Agree ■ Agree ■ Neither Agree or Disagree ■ Disagree ■ Strongly Disagree

1% 1%

8%

19%

71%

Question: As a student leader, I was given the opportunity to be innovative and creative.

■ Strongly Agree ■ Agree ■ Neither Agree or Disagree ■ Disagree ■ Strongly Disagree

3% 2% 2%

27%

66%

Question: Student leadership at PCC helped me to be a successful student.

■ Strongly Agree ■ Agree ■ Neither Agree or Disagree ■ Disagree ■ Strongly Disagree

3% 2% 1%

35%

59%