Proposal for:

Clark College Communication Lab

A result of Fall 2017 sabbatical project completed by: Deena Godwin, Professor of Communication Studies

To: Instructional Council

From: Deena Godwin

Date: Wednesday, December 13

RE: Proposal for Clark College Communication Lab

This proposal contains the following:
- A review and summary of the sabbatical focus
- A summary and comparison of college visits
- A summary of Clark College department conversations
    - A discussion of application to the Academic Plan and Academic Excellence Council
    - A discussion of application to the Social Equity Plan and Social Equity Council
- A final proposal for implementation

Review and summary of sabbatical focus

This sabbatical was an investigation of whether Clark College should create a specific resource to assist students with oral communication. While Clark College has extensive tutoring for writing, math, business, and sciences, there is no resource for speech communication. There are currently 116 "Communication Centers" at American colleges and universities listed by the National Association of Communication Centers, an affiliate of the National Communication Association (http://commcenters.org/resources/directory-of-centers). Their main purpose is to assist the 60-75% of American students reporting a significant fear of public speaking overcome their communication apprehension, learn how to research suitable speech topics, construct an effective speech outline, and record their speeches in the labs so that a trained public speaking instructor or tutor can critique their speeches before they deliver the speech for a grade in their classes. (Dwyer & Davidson, 2012. "Is public speaking really more feared than death?" Communication Research Reports, 29:2, 99-107.) The goal of this sabbatical was to create a proposal for a "Communication Center" here at Clark College as a resource for all students, faculty, staff, and community.

Having followed the proposed time-line very closely, my objectives of this sabbatical were to:
1. Investigate "Communication Centers" within the Washington and Oregon colleges.
2. Collaborate with the Communication Studies department to determine the services and content the lab would offer.
3. Create a proposal for such a lab to present to the Academic Excellence and Social Equity councils for approval and support.
4. Develop a plan of implementation for a lab here at Clark College.
5. Implement plan to roll-out the lab in either Winter 2018 or Spring 2018.

It is reported that 39% of managers found their new hires lacking public speaking skills and 46% stated that graduates would "do well to hone their communication skills." (Strauss, 2016. "These are the skills bosses say new college grads do not have." Forbes, May 17, 2016.) "Communication skills" includes public speaking in the traditional sense of giving speeches and presentations, which was the original focus of this sabbatical. After additional research and conversations, this proposal has expanded to include additional communication skills, specifically "communication apprehension" which has been defined as an "individual level of fear or anxiety associated with either real or anticipated communication with another person or persons." (McCroskey, 1977. "Oral Communication Apprehension: A Summary of Recent Theory and Research. *Human Communication Research* 4, 78-96.)

Therefore, this proposal is to create a space for all Clark College students to receive assistance in preparing and practicing oral presentations in all forms including, but not limited to:
- Classroom participation and discussions
- Small group discussions
- Informational interviews
- One minute "elevator" introductions

- General communication anxiety / apprehension

Students graduating from Clark College with an AA-DTA degree are required to take one of three Communication Studies courses: Interpersonal Communication, Public Speaking, or Small Group Communication. In addition, 25 professional and technical certificates and/or degrees at Clark require a CMST class.

In my sabbatical application, I stated that "If the college required every student to complete Public Speaking their first quarter, there would not be a need for a "Communication Center" resource. While that requirement is not feasible, the College would do well by students to offer them an alternative resource to help prepare assignments that involve public speaking and presentations." After additional research and conversation, I believe myself to have been naïve in the assertion that there wouldn't be a need for such a resource. Full instruction on speech giving is only covered in CMST &220, and not all students take CMST &220. Students are meeting the CMST &220 course outcomes, but do we believe that students completely acquire the skills if they complete one class? And that they won't need further assistance or tutoring? In addition, CMST &220 is our lowest enrolled CMST class of the three options to fulfill the oral communication requirement for an AA and it is uncertain as to when they completed the course during their academic journey.

There is a need for assistance for students outside of CMST courses. As previously shared in my sabbatical application, there are many other departments offering courses that require public speaking and presentations. The Survey Monkey sent to all Clark faculty in January 2017 in preparation for the sabbatical application yielded 84 responses within 72 hours. Of those responses, 71% (60/84) of the participants reported a speech or presentation assignment in their class. The departments represented in those responses include ASL, BIOL, BMED, BTEC, BUS, CAP, CMST, COLL, CTEC, CUL, DH, ECE, ECED, ECON, ENGL, ENVS, ESL, FT, HDEV, HPE, IELP, JAPN, MATH, NURS, PE, PEEXS, POLS, SOC, and WS. This indicates that 30 of 74 departments on campus indicated they require presentations in their classes. That equates to 40% of all departments at Clark, and not all departments participated in the Survey Monkey. Moreover, 94% (79/84) said yes, they would recommend or require students to visit such a space if there was a "speech lab" where students could get assistance with preparing speeches or presentations in addition to any speech anxiety.

I want to call specific attention to COLL 101. This course is meant for students to complete in their first or second quarter at Clark and requires a presentation. A Clark College Communication Lab could be especially helpful in more successful and polished presentations, a precursor to additional required presentations in future classes. In addition, a Communication Lab could especially serve CAP and ESL students who we are trying to help transition successfully from pre-college to college-level classes. These enrollments could positively impact WIOA goal attainment and funding in the future.

When "communication apprehension" becomes part of the conversation, there is a wider focus and need for such a resource. Communication apprehension can affected a student's ability to

fully participate in their courses, communicate clearly with their instructors, and ask for assistance from other college resources. There is a plethora of research that supports the premise that one or all of these factors may contribute to college retention and completion. As discussed in "The impact of communication apprehension on college student retention and success" by James McCroskey, Steven Booth-Butterfield and Steven Payne, communication apprehension (CA) can be correlated with both academic and interpersonal success. (McCroskey, 1989. "The Impact of Communication Apprehension on College Student Retention and Success." *Communication Quarterly* 37.2, 100–107.) These researchers conducted a four year study that evaluated how communication apprehension impacted grade point averages and persistence. Their results confirmed that students who experienced higher levels of communication apprehension were "significantly more likely to drop out and attain lower grade point averages" than students who experienced little to no communication apprehension. They concluded "the impact of CA on the probability of high CA students' survival in college is substantial and this impact adds to the case favoring the provision of training programs to assist such students overcome their apprehension about communication."

Philip Ericson and John Gardner implemented additional studies, using McCroskey's earlier work, to evaluate the effects of high level communication apprehension on retention and completion. (Ericson and Gardner, 1992. "Two Longitudinal Studies of Communication Apprehension and Its Effects on College Students' Success." *Communication Quarterly* 40.2, 127–137.) They completed two four-year studies that supported their hypothesis that, "high CA students were significantly more likely to drop out compared to low CA students and tended to drop out significantly more after only one year." Their study did not support that grade point averages were significantly different based on levels of communication apprehension.

Results of visits

Several weeks prior to the visits, I emailed the following list of questions to my contacts in order to better prepare them for the kind of information I was seeking.

1. What is the official title of the lab/center? (I will use "space" in the remaining questions to refer to the lab/center.)
2. When was it created?
3. What was the driving motivator/factor for creating such a space?
4. How is the space funded?
5. How much does it cost to fund the space per academic year?
6. Do faculty (full and/or part-time) "work" in the space?
7. Does the space use work study students?
8. How many people work/mentor/tutor in the space on average per year?
9. Does the space use a peer-to-peer mentoring/tutoring structure?
10. What days and times is the space open? Is this the same each quarter?
11. How were open days and times determined?
12. Is the space open to only CMST students? All students? the community?
13. Is the space part of your campus "tutoring" center?
14. By whom is the space overseen by? the "tutoring" center? Staff? Faculty?
15. What equipment does the space provide?
16. Is the space a designated area/room?
17. Does the space have a mission statement or leading goal/charge? If so, what is it?
18. What "services" does the space provide? Is the focus on speech presentations, speech anxiety, interviewing, etc?
19. Have you tracked who has used the space? If so, how many visits does the space get a day? a week? a year?
20. Are the majority of people who utilize the space from CMST classes? or other departments, and which ones?
21. Have you compiled and reviewed any data regarding student success for the students who visit the space? regarding student retention? completion?
22. Does your institution provide any online resources that complement or are a part of the space? If so, what kinds of resources?

Visit #1: Portland Community College – Rock Creek campus – Monday, October 16

- The "Speech Lab" was opened in Spring 2017.
- It is one specific room in the "Student Learning Center" and is part of the Tutoring Services.
- The room is equipped with computer, projector, video camera, a table and chairs, and blinds to make the space private.
- It is coordinated by Student Learning Center director and staffed by faculty who are paid at 3 different levels determined on experience.
- Funded by Instruction, it was too new to say how much it cost per year to operate.
- They reported 750 **visits** in the Spring 2017 quarter, though no official tracking software was used.
- The PCC course equivalent to CMST &220 does not require students to use the resource for assignments.

Visit #2: Yakima Valley Community College – Thursday, October 19

- The "Speech and Language Lab" started about 10 years ago.
- It is one large specific area that includes five individual rooms and one large conference area and is not part of Tutoring Services. It is used by the Spanish department as well.
- Three of the rooms are equipped with a computer, table and chairs for individual conversations, primarily for Language instruction, mid-terms, and finals. Two rooms are equipped with a computer, projector on a rolling cart, video camera, microphone, clicker, two photography light reflectors, and sound reducing panels.
- It is coordinated by one FT faculty member who receives release time of 1 class per year and staffed by one PT position (69 hours a month at minimum wage) and approximately five Work Study students though it is becoming increasingly difficult to hire due to Work Study regulations.
- Funded by Instruction, the cost per year is approximately $15,000 plus Work Study student pay.
- They reported 2,470 **visits** in 2016-2017 academic year, using a software system that scans student ID cards.
- Their &210 and &220 classes require students to use the resource at least once for assignments.
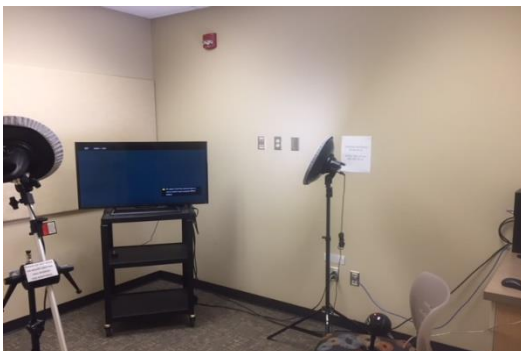
Visit #3: University of Washington – Thursday, November 2

- The "Speaking Center" started about 14 years ago.
- It is one specific area with two individual rooms and is not part of Tutoring Services.
- Each room is equipped with a computer and video camera.
- It is coordinated by one FT faculty member who is paid for 1 credit class each quarter and staffed by 12-18 unpaid undergrad tutors who enroll in 1 credit class. Students can take between 12-18 credits a term for the same price; they do not pay per credit. The faculty member meets with the students on Fridays for two hours each week to continue training for tutoring. Students can take this 1 credit class multiple times.
- Funded by Instruction, the cost per year is minimal only paying the faculty salary for 1 credit class each quarter.
- They reported between 2,600-2,800 **visits** each year the past several years, using a software system to track student usage.
- Their &220 course requires students to use the resource at least once for assignments.

Visit #4: Green River Community College – Friday, November 3

- The "Public Speaking Center" started about 11 years ago.
- One specific classroom is dedicated to this space which is not part of Tutoring Services.
- The room is equipped with two computers, a projector, a video camera, a DVD player, tables and chairs, and blinds.
- It is coordinated by one FT faculty member who receives 5 credit release time or $1,000 stipend each quarter and is staffed by "coaches" who are 5-7 FT and PT faculty members who are paid $25 an hour in two hour blocks. That FT faculty coordinator engages the campus by sending emails prior to the quarter to ask for public speaking assignments from other disciplines in addition to visiting classrooms to give short presentations on how to prepare for those assignments (as requested).
- The resources has a permanent $30,000 budget line item.
- They reported between 350-600 **individual students** served each year the past five years, using a software system to track student usage.
- Their &220 course does not require students to use the resource for assignments. However, students who use the resource multiple times throughout the quarter can enroll in a one credit course at any time during the first nine weeks of the quarter.

Comparison of four spaces

Similarities
- Students are required to make a 20-30 minute appointment.
- Students are tracked.
- Each space is designated with at minimum a computer and video camera.
- The space is open to all at the college, though primarily used by CMST students.
- The four spaces were more focused on CMST assignments even if the course requirements were different.

Differences
- Availability spanned from full days to minimum hours randomly throughout the week.
- While Instruction was the notable funding source, the structure/make-up of funding varied greatly.
- The staffing/tutoring models included Work Study, undergrad tutors, PT and FT faculty members, or a combination of all.

Results of Clark College campus meetings

Communication Studies Department Meeting – Tuesday, September 19
- Explained the project to the adjunct present who were unaware of the project.
- Brainstormed various departments on campus that I should collaborate with.

World Language Faculty – Thursday, October 26
- Met with tenured faculty including Betsy Ubiergo (Spanish), Michiyo Okuhara (Japanese) and Becky Engel (American Sign Language).
- Betsy and Michiyo asserted that Spanish and Japanese already utilize Tutoring Services in their preferred methods.
- Becky was very excited about the potential of such a space allowing students to record themselves to evaluate their facial expressions, hand gestures, etc.

Communications / Marketing – Wednesday, November 8
- Met with Tocarra Stark, Director of Marketing.
- Brainstormed methods of marketing the Clark College Communication Lab including the already existing Clark College website and social media avenues, an open house for the campus and community, bookmarks for faculty and staff to pass out, a 1 minute promotional video including pictures of past campus speakers and a voice over talking about the Lab, a press release to local news outlets, and collaboration with speaking events on campus.
- Projected budget of $3,000 to start and then it'll be part of the regular Tutoring Services marketing materials.
- Determined timeline to begin creation of marketing materials as four months from opening day.

Teaching and Learning Center – Wednesday, November 8
- Met with Judith Hernandez Chapar, Director of Teaching & Learning Center.
- Agreed that potential future TLC offerings to faculty on how to best assign and utilize speeches and presentations in their classrooms would be useful. Also discussed how such a resource could assist in preparing students and college staff and faculty for various presentations and panels throughout the year.

Career Services – Wednesday, November 8
- Met with Cath Keane, Associate Director of Career Services.
- Agreed potential collaboration and referrals between the resources would be valuable for students. Discussed not duplicating services such as interviewing.
- Determined Cath would discuss with her supervisor and Career Services staff at a staff meeting to brainstorm potential partnership.

IELP – Wednesday, November 8
- Met with Courtney Hearon-Zamastil, Department Head of IELP.
- Discussed how such a lab could benefit IELP students in both comprehension and fluency of the English language in the oral format. Possible in-class visits to build connection and familiarity.
- Potential collaboration is dependent on future IELP offerings and format.

Information Technology – Wednesday, November 8
- Met with Brandi Roberts, ITS Administrative Assistant and Mike Mason, ITS Information Tech Specialist (specifically serves the Tutoring Services in Hawkins Hall).
- Agreed that the equipment needed was dependent on space determined for the Lab.
- Listed possible equipment as video camera, computer, projector, microphone, timer, clock, and clicker.
    - Received an approximate bid for materials listed above at $2000 on Tuesday, November 14, 2017.
- Determined that other "equipment" such as noise reduction wall pieces, a rolling cart, and/or blinds for a room would be collaborated with Facility Services.
    - Emailed Facilities Services for quotes for blinds and sound-reducing panels; difficult to determine without knowing what space will be used.
    - Also inquired about potential unused space, offices, etc available; was directed to contact Joanne Savage about instruction space.
        - Emailed Joanne Savage about room availability.
- Discussed the potential for the Technology Fee Committee to fund equipment.
    - Contacted Chato Hazelbaker, chair for the Technology Fee Committee, to be added to the agenda for the next committee meeting.

Tutoring Services – Wednesday, November 8
- Met with Korey Marquez, Interim Dean of CLASS and Janice Taylor, Interim Director of Tutoring Services.
- Discussed the advantages of having this addition to the current Tutoring Services.
- Brainstormed space availability for this resource.
- Agreed that "hiring" and "training" in terms of discipline content would be collaborative, that coverage would be based on availability of tutors and students could make appointments and would be tracked.
- Provided a link to a web page that provides free videos regarding public speaking to be added to the Tutoring Services webpage.
    - Link is already added to the Tutoring Services webpage and available to students.

BEECH Dean – Thursday, November 9
- Met with Jim Wilkins-Luton, Dean of BEECH.
- Discussed potential unit support, dependent on approval for implementation.

CMST Full-time Faculty – Thursday, November 9
- Met with Dave Kosloski, Suzanne Southerland, Amy Bratton and Molly Lampros, all FT Communication Studies faculty.
- Provided reports for campus visits and results of Clark College department visits.
- Discussed the potential for office hours to be used at the lab to assist students.
- Agreed that student tutors were appropriate for students needing assistance with presentations and speeches. Discussed that faculty members were necessary to assist students needing help with communication apprehension.
- Proposed trying to get a "royalty" from Pearson due to three of our five classes are using their textbooks.
    - Contacted our representative who is currently looking into it.

Career & Academic Planning (CAP) – Monday, November 13
- Talked with Sara Gallow, Division Chair for CAP.
- Agreed that this resource could be helpful in retention and transition since presentations/public speaking is often an expectation in college-level classes.
- Discussed how the lab would need to be incorporated into the curriculum to ensure students would utilize the resource and how the lab would naturally fit with the work of ESL and CAP instructors in preparing students to be independent learners.
- Specifically ESL Fast Track 1 and 2 have projects that would benefit from this resource. In addition, the CAP Integrated English writing classes also require presentations.
- Discussed that the resource would be used for public speaking and presentation help, not for oral exams.

Foundation – Thursday, November 16
- Met with Joel Munson, Senior VP of Development for Foundation.
- Discussed various avenues to apply or receive Foundation funding.
- Specifically discussed EC needing to identify this as a priority in order to be a priority for the Foundation and that an application would be needed.
- Emphasized that I connect with Hal Abrams at the Foundation as he is working with Tim on an "Entrepreneurship Institute" initiative that he believed this resource would be a complement to and could be included.
    - Emailed Tim on 11/16 to make sure it was appropriate to email Hal.
    - Emailed Hal on 11/29 and haven't received a response.

Technology Fee Committee – Thursday, November 16
- Presented the idea of this resource to the committee, providing them with an approximate $4,000 request (asking for 2 of each of the quoted pieces of equipment), dependent on approval.
- Committee agreed their type of funds could be used for equipment for this resource and encouraged me to return if implementation started.
- Funding would be dependent on their budget and other requests.

Academic Excellence Council – Wednesday, December 6
- Initially scheduled for Wednesday, November 15. No quorum present so chair and I agreed to return to the next meeting.
- Received good feedback – specifically to connect with Kristin regarding College 101 and with grants development.
    - Made an appointment with Kristin Sherwood, Coordinator of College 101.
    - Emailed Julie Madsen, Director of Grant Development.
    - Emailed Kimberly Sullivan, AHE President, to discuss faculty office hours per the contract.
- Overall, the council was receptive and supportive of concept; wanted more concrete details of the proposal and will discuss among the council members regarding "official" support at the next meeting. Will send this final document after presentation to IC.

College 101 – Thursday, December 7
- Talked with Kristin Sherwood, Faculty and Coordinator for College 101.
- Brainstormed how a module regarding communication apprehension could be developed to complement the student success strategies material in the course.
- Discussed creating a more concrete assignment and guidelines for final presentation and how the resource could assist students in preparing for that final assignment.
- Discussed how the Smarter Measure assessment yields any information about communication apprehension; all indirectly.
- Agreed this resource could be valuable for College 101 and the students.

Social Equity Council – Tuesday, December 12
- Initially scheduled for Tuesday, November 28. Half of council out sick so meeting cancelled. Invitation to attend to the next meeting.
- One member suggested and several supported that the proposal ask for a 3-5 year commitment so that we can gather the data to show (hopefully) support the success of this resource. There was specific discussion regarding students with disabilities.
- One member suggested and several supported that Tutoring Services needs to offer hours during the evening to assist that student population.
- One member suggested and several supported that the make-up of students and adjuncts hired to work in this resource reflect the goals of Social Equity.
- Overall, the council was receptive and supportive of concept; will discuss among the council members regarding "official" support at the next meeting. Will send this final document after presentation to IC.

Other Campus Connect
- Communicated with Director of Student Activities and ASCC Finance Director to determine whether ASCC funds could be used. Determined ASCC funds could not be used for this resource as it is considered instructional.
- Collaborated with Julie Robertson in Planning & Effectiveness throughout entire project for data pertaining to the project.

As it relates to the Academic Plan and Academic Excellence Council:

Academic Plan Goal #2: Align program offerings with regional workforce and community needs. This goal includes two intended outcomes that state:
1. Improve existing programs.
2. All programs implement at least one action to improve student learning based on the results of outcomes assessment.

When surveyed years ago, this community identified oral communication as the #1 skill they desired in Clark College graduates. This resulted in the Oral Communication outcome and requirement that students complete one of three CMST courses. Adding a Communication Lab could further underscore the importance of oral communication.

Academic Plan Goal #3: Improve student preparedness.

Two strategies include expanding I-BEST and offering College 101. A Communication Lab could indirectly support I-BEST and directly support College 101 as previously discussed.

Academic Plan Goal #4: Develop physical and virtual spaces that engage and inspire all learners.

Tutoring services is included in this goal as a partner and potential space to consider. A Communication Lab could potentially assist in engaging students more actively in the classroom.

Academic Plan Goal #5: Integrate active learning strategies.

Communication apprehension can affect a student's ability to participate in a number of the active learning strategies. A Communication Lab could potentially assist in engaging students more actively in the classroom.

2012-2017	College-wide	CMST &210 Interpersonal	CMST &220 Public Speaking	CMST &230 Small Group
Enrolled	439,513	6256	3923	4461
Successful	83%	88%	85%	93%
Retention to next quarter	79%	80%	80%	83%
Completion within 8 quarters for students enrolled in CMST during 2013-2014		50%	46%	49%

As it relates to the Social Equity Plan and Social Equity Council:

Social Equity Plan Objective #1: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes.

The second specific strategy for this objective states, "Design all courses and learning resources that meet minimum standards for universal design and challenge power, privilege, and inequity within multiple delivery modalities." The data below demonstrates that specifically in CMST &220, systemically non-dominate students are not performing at the same level as their systemically dominate (but not Running Start) students. In addition to this proposed resource, a discussion specifically about this data among CMST faculty needs to occur.

Social Equity Plan Objective #3: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.

The sixth specific strategy for this objective states, "Advocate for the retention, persistence, and completion of systemically non-dominant students utilizing the following guidelines, with the second bullet stating: Sustain peer mentoring programs for students to develop skills in self advocacy and build a sense of belonging at Clark College." Students needing tutoring in preparing for speeches and presentations need to be met by peers, hopefully resulting in a higher sense of belonging here at Clark.

2012-2017	CMST &210			CMST &220			CMST &230		
	Interpersonal			Public Speaking			Small Group		
	Enrolled	Success	Retained	Enrolled	Success	Retained	Enrolled	Success	Retained
Not Systemically Non-Dominant Students and Not Running Start	2639	0.89	0.79	1502	0.87	0.78	1938	0.93	0.81
Systemically Non-Dominant Students	1939	0.85	0.8	1242	**0.8**	0.79	1507	0.91	0.83
Students Of Color	1311	0.85	0.8	910	**0.78**	0.77	1025	0.91	0.82
Living with a Disability	354	**0.8**	0.84	187	**0.8**	0.83	282	**0.87**	0.85
Systemically Non-Dominant Sexual Orientation or Gender Identity	572	0.87	0.8	366	**0.82**	0.84	447	0.93	0.85
First Generation	3735	0.87	0.8	2116	**0.82**	0.79	2799	0.92	0.82

| Low Income Students | 2550 | 0.86 | 0.8 | 1410 | **0.82** | 0.79 | 1945 | 0.92 | 0.82 |
| Student Veterans | 365 | 0.84 | 0.8 | 226 | **0.78** | 0.81 | 275 | 0.89 | 0.8 |

***Email received from Courtney Hearon-Zamastil, Department Head of IELP, at the end of the quarter upon reflection of our conversation in early November (used with her permission):

I have this one student who presented a final project yesterday, and her anxiety has always been an issue for her whenever she presents in her classes. Her written assignment demonstrated her knowledge and skills related to the assignment, but when she was presenting, her nerves made her appear unprepared and lacking in knowledge on the topic. She will be moving into college courses next quarter, and I was thinking that your idea of the communication lab would really benefit students such as her.

Proposal for Implementation

Name: Clark College Communication Lab

Designated Space: Hawkins Hall 101, next door to the Hawkins Hall Writing & Tutoring Center. Why Hawkins Hall 101?
1. Most of the public speaking and presentation assignments required around campus will be delivered in a classroom setting. Therefore, the ideal set-up for students to practice is in a setting that emulates that.
2. The Tutoring and Writing Center is in a central part of the college that experiences high traffic. Identifying an additional space elsewhere on campus creates more work for the Tutoring Services staff in addition to potentially dissuading (already apprehensive) students from using the resource.
3. The space is already equipped with most of the equipment needed so the equipment cost *could* be lower than projected.

Supervised by: Tutoring Services
Staffed by: Faculty and students
Continued coordination this academic year: Deena Godwin

2017-2018 Cost: $8,000
*could be lower if Hawkins Hall 101 is secured and not as much equipment is required.

Winter 2018 $1,000
- Coordination work
  - Offer one "How to use Presentations as Assignments in your Classroom" through the Teaching and Learning Center.
  - Develop communication apprehension module for College 101.
  - Update final presentation assignment for College 101.
  - Work with Grants Development and Foundation as appropriate.

Spring 2018 $7,000
- Equipment $4,000
- Communication and Marketing Materials $2,000
- Coordination work $1,000
  - Continue work with Grants Development and Foundation.
  - Work with IT to secure and install needed equipment.
  - Work with Communications and Marketing to prep materials.
  - Work with CMST faculty to get referrals for students to tutor starting Fall 2018.
  - Offer two "How to use Presentations as Assignments in your Classroom" through the Teaching and Learning Center.
  - Offer two Communication Anxiety workshops in collaboration with Career Services.

2018-2019 Cost: $17,620
*costs are approximate given L&I costs

Summer 2018
- Coordination work $500
  - Send press release.
  - Plan "Open House."
  - Work with Tutoring Services to train / prepare tutors.
  - Create tutoring schedule for all involved (hires, FT faculty, adjunct, volunteers, etc).
  - Provide instruction for College 101 on how to use module and updated assignment.

Fall 2018 $5,940
- Fund two institutional or student hires (10 hrs x 10 weeks x $12.80 x 2). $2,560
- Fund two Work Study students. $0
- Fund two CMST adjunct for 50 hrs per quarter at community service $3,280
  rate (50 hrs x 32.80 x 2).
- Host "Open House" during Welcome Back week $100

Winter 2019 $5,840
- Fund two institutional or student hires (10 hrs x 10 weeks x $12.80 x 2). $2,560
- Fund two Work Study students. $0
- Fund two CMST adjunct for 50 hrs per quarter at community service $3,280
  rate (50 hrs x 32.80 x 2).

Spring 2019 $5,840
- Fund two institutional or student hires (10 hrs x 10 weeks x $12.80 x 2). $2,560
- Fund two Work Study students. $0
- Fund two CMST adjunct for 50 hrs per quarter at community service $3,280
  rate (50 hrs x 32.80 x 2).

Each quarter, institutional or student hires and Work Study students will:
1. tutor for public speaking and presentation assignments.
2. compile and organize all assignments provided by faculty across campus.

Each quarter, adjunct hires will:
1. tutor primarily for communication apprehension.
2. tutor for public speaking and presentation assignments as time allows.
3. offer two "How to use Presentations as Assignments in your Classroom" through the Teaching and Learning Center.
4. offer a minimum of two Communication Anxiety workshops in collaboration with Career Services.