

Spring 2008



Service Learning News

Portland Community College

Upcoming Events

April 17-19
**Western Region
Continuums of Service
Conference**
Portland, Oregon

May 17
**Sylvania Campus Recycling
Drive**
Sylvania Campus

May 21-23
**Community College
National Center for Civic
Engagement Conference**
Scottsdale, Arizona

For more information on
these events visit:
www.pcc.edu/servicelearning



PCC Faculty and Student win Statewide Awards



Oregon
Campus Compact

Oregon Campus Compact annually recognizes the exceptional service and leadership of our members and partners around the state at our Civic Engagement Awards Celebration. These awards honor the exemplary student leaders, faculty members, and community partners who demonstrate an outstanding commitment to service and service-learning. This year, a PCC faculty member and student will receive awards at the Third Annual Oregon Campus Compact Civic Engagement Awards on Friday, April 18 at the Continuums of Service Conference.

Rock Creek Student, **Yvonne Norman** is the recipient of the Faith Gabelnick Student Leadership Award. It is presented to a student in the state who has demonstrated outstanding leadership abilities on her campus and in the community. Yvonne will be acknowledged at the awards dinner and receive a monetary award of \$200, half of which is to be donated to a nonprofit agency of her choice. Yvonne was selected for this award from the pool of statewide finalists – one per member institution. In addition, Yvonne will be submitted as a candidate for the National Campus Compact Howard L. Swearer Student Humanitarian Award.

Kim Smith, Sociology faculty at the Sylvania Campus, is being honored with the Judith Ramaley Faculty Award for Service-Learning. This award recognizes a faculty who has demonstrated exceptional leadership and vision in promoting community service within their teaching and scholarship. Kim was selected for this award from the pool of statewide finalists – one per member institution. Kim will receive a monetary award of \$200.

Congratulations to Yvonne and Kim for their well deserved recognition!

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New Database

We have a new database for Service-Learning. What does this mean for you Service-Learning faculty? What about the students and partners? This system has many great features that will make life easier for us all.

- Faculty, you will need to create an account to use the database. Just go to the faculty page and follow the instructions to sign up.
- Once your students have created accounts, when you log in you'll be able to see which students have registered into the system, where they have connected to do their service, and at the end of the term, how many hours they have completed.
- Your students will need to create accounts and log in to access the database. There is for you to give to students explaining this process. It is online in the Student Resources page.

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Community Partners Want More Communication and Collaboration

Recently, California Campus Compact conducted the nation's largest study of community partners. Ninety-nine experienced community partners participated in a series of 15 focus groups with the goal of finding out what community partners need to work effectively with higher education and what barriers they encounter in this work. Partners continued to bring up communication and collaboration as key recommendations. Key results include:

Community partners perceive themselves as co-educators. Agencies cited dedication to educating college students as the primary motivation for partnering with campuses. Partners had deep knowledge of service-learning and a desire to become more involved in course planning and evaluation. At a minimum, partners want to see the syllabus and the learning goals for students so they can contribute to an effective learning outcome.

Communication with faculty is essential. Lack of communication with faculty, particularly with regard to curriculum planning, was the primary challenge described by community partners. Participants in every focus group reported encountering student assignments that violated their agency's legal or ethical guidelines. Partners need a way to connect with faculty to plan the curriculum, negotiate student placement, and evaluate the service-learning experience. Relationships are foundational. Partners stressed that building successful community-campus relationships involves clearly communicating mutual roles, goals, and responsibilities, as well as understanding workplace cultures.

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Accessibility is key. Community partners noted that service-learning offices often function as "gatekeepers," making it difficult to connect with faculty and others on campus. They would like to see both broader and deeper communication.

To read the full report visit: http://www.cacampuscompact.org/cacc_publications/index.html

Spring 2008 Curriculum Development Mini-Grant Recipients

Each term, the Service-Learning Program awards \$500 mini-grants for curriculum development. The \$500 is compensation for curriculum development. The idea is to re-design an existing courses to include a Service-Learning component. Most instructors re-design a single assignment or unit of the course to include Service-Learning as an option for students. We had six applicants for the two grants this term. Criteria for selection includes: uniqueness of project, how well thought out and realistic the proposal, if it is distinctly a service-learning project versus work experience, and if the proposal comes from a faculty in a discipline new to Service-Learning. The recipients of the fall term grants are:

Diane Shingledecker teaches CAS 246 at the Sylvania Campus. Diane has worked with Free Geek and Bear eCycling to develop the Sylvania Campus Electronic Recycling Drive on Saturday, May 17. Students will meet course outcomes such as using presentation graphics software, integrating software packages, and using database software to create flyers and presentations to advertise the event, triage donations at the event, collect and analyze data from the event, and more. Diane has worked with several other CAS faculty to offer this opportunity to their students as well. Students will reflect with a partner and in a group on questions provided by Diane.

Heather Dittmore's German 103 students will learn "a deeper appreciation of linguistic and cultural diversity within the German-speaking world" by serving with the German American School and the German American Society. Students will help at an auction, assist with other events, and help with the Saturday School. Students will reflect on their experience in a reflection paper and presentation to the class.

To learn more or to get an application worksheet, visit www.pcc.edu/servicelearning and click on "faculty". Or you can contact the Service-Learning Faculty Coordinator for your campus.



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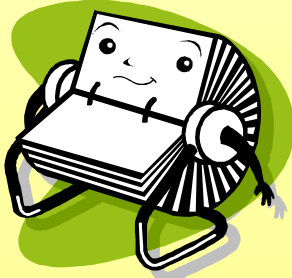
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Comments on the newsletter?
Send them to
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BUTTONS! BUTTONS!

Do you have students doing service-learning this term? If so, let me know how many and I'll send you a PCC button for each of them to wear while they are out doing their service!

Spotlight on ...resources on the web

If you haven't been to the PCC Service-Learning website, you are missing out on some great resources! Here are just a few samples of what you will find:

Faculty:

Resources by discipline—We've scoured the web for examples of service-learning in almost every discipline. Stumped for how to do service-learning in your course? Check here!

Syllabi collection—Many of you have contributed your syllabus to the collection. Scan through to see what types of service-learning assignments are at PCC.

Partners:

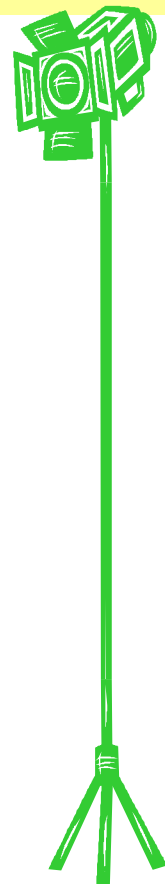
How to orient students to your site—Students are just like your other volunteers in terms of needing to know about your site. Here are a few points to keep in mind.

How to keep students at your site—They've completed their service hours, now what? Check out some practical advice for how to keep students around.

Students:

Scholarship resources—Leverage your service into scholarship dollars!

Moving from Service-Learning to Co-op—Learn how to continue serving your organization and get credit.



Share your Service-Learning Syllabus!

We are collecting service-learning syllabi to post on our website. This resource helps both experienced and new to service-learning faculty see how to frame service-learning projects, what weight to give them in relation to other assignments, and more.

If you are willing to share your syllabus with us, please email a copy to jennifer.alkezweeny@pcc.edu.

National Campus Compact is also collecting syllabi for their online, searchable database. If you are willing to share at the national level, visit www.compact.org/syllabi

Reflection Idea:

I often hear faculty struggle with how to incorporate more active reflection into the course when not all student selected the service-learning option. One way to get students reflecting and benefit from the experiences of others is to do it online. Why not post some reflection questions into the discussion area of the MyPCC course tools? Students who did the service-learning option can learn from one another, share stories, build on experiences while students who choose the traditional assignment can learn from the students who were out in the community.

