



Service Learning News

Portland Community College

Volume 2, Issue 1

Upcoming Events

- Oct. 5**
Sylvania Volunteer Fair 10-1
Upper CC Mall
- Oct 14**
World Food Day
Teleconference
- Oct 19**
Rock Creek TLC on Service-Learning
- Oct 20**
Dr. Benjamin Barber (5:30 to 9
p.m. at Fort Vancouver High
School) Lecture combined with
a showcase of grassroots
community organizations and
small workshops. An
internationally renowned
political theorist, Dr. Barber
brings an abiding concern for
democracy and citizenship to
issues of politics, culture and
education in America and
abroad. Sponsored by the
Making Democracy Work
Project.
- Nov. 11-13**
Hunger Conference in Seattle
(see page 2)

Advice for First Time Service-Learning Faculty

Tom Huminski
Service-Learning Faculty Coordinator

I think the main thing to keep in mind is that service-learning is a teaching and learning strategy that can be included in just about any class. Just as my Writing 121 syllabus is very different from April Fong's Biology 101 syllabus, so is the service-learning element in our two classes. Service-learning is as individual as the instructor.

A good strategy for getting your feet wet is to use a service project as only a part of your class; most instructors don't completely redesign a class so that it's focused on a service project. Instead, choose an assignment that could lend itself to students getting first-hand experience in the community.

If you have a project or assignment that could include some volunteer service, how do you know if you have a "service-learning" project? If it includes these three components, it's probably service-learning! First, your service project must have some clear **learning objectives**. These can range from course-specific goals like learning first-hand about

watersheds (and their restoration) to college-wide goals like having students "demonstrate an understanding of the varieties of human cultures, perspectives, and forms of expressions as well as their own culture's complexities." The second component is, of course, the **service project** itself. Students should be volunteering for a non-profit community organization or school (rather than completing, say, an unpaid internship for Intel). The third component of service-learning is **reflection**—students must be given the opportunity to intellectually process their service and deepen their learning. Reflection exercises should be deliberately designed for learning, but they can take a variety of forms, including class presentations, journals, or papers.

Most importantly, talk to your colleagues, browse our collection of syllabi, ask questions, apply for a mini-grant. We're here to help support your endeavor any way we can. And remember: the first time you try *any* new teaching method, it won't be perfect!



Mini-Grants Available for SL Curriculum Development

Tom Huminski
Service-Learning Faculty Coordinator

We know that the prospect of integrating service-learning into one of your classes can seem daunting. And we know that sometimes Jennifer and I can't give you *all* the help you might need to get started. Fortunately for us, Oregon Campus Compact and the PCC Office of Academic Services have made some mini-grants available. The \$500 grants are for faculty who are redesigning a course to include service-learning. The grants are a perfect opportunity to take the plunge and see how service-learning works in one of your classes!

Recent successful mini-grant proposals have

included integrating a real-life component into Engineering 101—students were able to see how engineering works in everyday life by volunteering with Habitat for Humanity. Another instructor gave his Geography students the opportunity to volunteer in local senior centers to learn first-hand about an often-forgotten demographic.

Jennifer and I can work with you to help develop ideas for your course and to find community sites for your students to volunteer. Contact us to talk about options; or to apply for a mini-grant for one of your future courses, click on the Faculty link at www.pcc.edu/servicelearning.

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PCC Receives Funding for Third Year of ORCC Grant



PCC is gearing up to enter into our third and final year of the Oregon Civic Solutions grant. This year, we will continue with project centering on three main issue areas for Oregon: hunger, K-12 education, and the urban-rural divide.

Money from this grant will go to support a variety of projects for the PCC district. Faculty may apply for mini-grants funding to infuse their course curriculum with opportunities for service in the three issue areas. The learning garden at Rock Creek Campus will benefit from a 5-hour/week coordinator, supplies, and curriculum tools. A community forum on Urban/Rural Community Food Systems will be hosted at Rock Creek Campus. And, a hunger simulation will be conducted in a Sociology course at Sylvania.!

To find out more, contact Jennifer Alkezweeny, 503-977-4419.



Oregon | Campus Compact

Hunger Conference in Seattle

November 11-13

18th Annual Student Conference on Hunger and Homelessness

National Student Campaign Against Hunger and Homelessness at Seattle University

<http://www.studentsagainsthunger.org/>

For scholarship information through PCC Service-Learning, contact:

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COPC: Community Outreach Partnership Centers

PCC has a COPC grant through the Department of Housing and Urban Development to work with the Portsmouth neighborhood in North Portland. Community Outreach Partnership Centers grants were designed to help colleges and universities “apply their human, intellectual, and institutional resources to the challenge of revitalizing distressed communities” (hud website). These grants focus on increasing economic opportunity, stabilizing housing and basic needs, and building community capacity. The Service-Learning Program at PCC has partnered with Ken Dodge, the COPC grant coordinator, to focus on the “building community capacity” initiative. We have developed partnerships with eight non-profit organizations and schools in the Portsmouth area. If you are interested in connecting with these partners, or want to know more about the COPC grant, please contact Jennifer Alkezweeny at 503-977-4419 or Ken Dodge at 503-977-240-5600 x202

Book Review: Service-Learning Course Design Workbook

Let's go back to an oldie, but a goodie. The Service-Learning Course Design Workbook, by Jeffery Howard, is a special edition of the Michigan Journal of Community Service-Learning (MJCSL) and is listed by many programs as “essential reading”. This workbook aims to distinguish between academic service-learning and other forms of community based and participatory student experiences.

Howard carefully covers the basics of Service-Learning, lays a conceptual foundation from which he then takes the reader through a step-by-step course design process. The worksheets provided walk you through setting the academic learning objectives, civic learning objectives and assessment methods.

Application to PCC

As we at PCC continue to focus on assessment of student learning, this workbook can serve as a helpful tool in clearly establishing the connection between what you want your students to be learning (your learning objectives) and how we know the students have actually met those objectives (assessment).

Let's look at an example. PCC has established

“Indicators of Institutional Effectiveness” for the college. One of these indicators is “Civic Responsibility and Teamwork”. How do you measure that in your class? The concept behind civic responsibility and teamwork is an awareness of the community and the ability to work with others in that environment.

One classroom strategy to achieve this indicator is... you guessed it, Service-Learning. Students may serve in the community while also learning about issues pertaining to that community group in class. You could assess that learning by asking students to identify those issues, to identify needs or assets in the community, and explain problems and policies.

Take a look at the outcomes listed for your course, could you incorporate Service-Learning? Are you able to assess your outcomes? The Service-Learning Course Design Workbook is available through the PCC library or the Service-Learning Office.

For more information, contact Jennifer Alkezweeny, 503-977-4419, jennifer.alkezweeny@pcc.edu



Framing Student Success...in the Garden

This summer, students from Spencer Hinkle's "Framing Student Success" Building Construction Technology program were asked to design a green building for the Rock Creek Community Learning Garden.

In June, the Framing Student Success students met with members of the Rock Creek Community Learning Garden committee to discuss building plans. The committee wanted something that would blend in with the other campus buildings, a multi-functional space to store tools, post educational

information, provide informal meeting space, and perhaps, allow for the addition of a greenhouse later on.

The students worked for several weeks and re-convened with the garden committee. The students had put together three scale models of possible garden structures. They had researched green building practices, proposed eco roofs, "light straw" bale

construction, and came up with several very creative ideas.

The plan is to have the structure constructed next summer by these same students that helped to design the garden building.

The purpose of Framing Student Success is to increase knowledge among high school students, parents, teachers

and counselors of rewarding careers in the construction industry and its educational



Ideas from each group's presentation will be incorporated into the he winning structure.

World Food Day Teleconference

Sixty years of work to end hunger, twenty-five years of World Food Day. So what's happened in that time? In 2002, a conservative goal was set at the World Food Summit to reduce the world's hunger in half by 2015. Are we closer to that goal? The 25th annual World Food Day Teleconference (held October 14, 2005) will reflect on where we've been in the fight and where we are going.

For the past six decades, the people of our world have been working through organizations such as the United Nations to put an end to hunger. Despite the countless hours of work, the goal of cutting hunger is far from attainment. In fact, issues of hunger seem to be moving closer to home. Oregon has been ranked number one and number two in hunger over the past years.

This year's World Food Day Teleconference will highlight author of *Diet for a Small Planet*, Frances Moore Lappé. She will focus on the human-made causes of hunger and the importance of our everyday choices in creating a world free of hunger.

Faculty may link to this teleconference for free. PCC will be taping the teleconference for use in classes and workshops.

If you are interested in using the teleconference or the materials in your class, please contact Jennifer Alkezweeny, 503-977-4419, jennifer.alkezweeny@pcc.edu



AmeriCorps Students in Service—PCC has 40 open positions!

PCC is about to enter our second year with the Students in Service Program. *Students in Service* is a Campus Compact AmeriCorps Education Award program sponsored through AmeriCorps and the Corporation for National & Community Service. The purpose of the *Students in Service* program is to meet critical community needs by engaging higher education students in service, and fostering within them an ethic of civic responsibility.

Last year, PCC filled 23 positions around out community in places like the Oregon Food Bank, Portland Women's Crisis Line, Sylvania ROOTS program, Buckman Elementary School, and more!

This year PCC has 40 *Students in Service* positions. 30 of these positions are 300 hour slots. Students will serve 300 hours in the community and receive an \$1,000 education award at the end of their service. In addition, we have 10 positions for students to serve 450

hours. These students will receive an \$1,250.

Through the program, students are introduced to local, regional, and national service-learning opportunities, resulting in a regional network of student leaders committed to serving and strengthening their local communities. Students serve in partnership with schools and community-based organizations in the areas of Education, Human Needs/Services, Public Safety and



PCC Service-Learning Program

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Comments on the newsletter?
Send them to Jennifer
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We have new partners!!
Visit the website to learn more
about:

- Wilson High School
- El Programa Hispano
- Human Solutions
- Self Enhancement, Inc.

*Don't forget to check out all
the resources on the
PCC SL website!*

*www.pcc.edu/
servicelearning*

Spotlight on....

Schoolhouse Supplies

www.schoolhousesupplies.org
2735 NE 82nd Ave, Portland
Gayle Kellman—503-249-9933

Everything is free at Schoolhouse Supplies! Supplies donated by businesses and individuals stock the shelves of the Schoolhouse Supplies “store” that is free for Portland Public Schools teachers. PCC students can serve in the warehouse sorting and stocking supplies, help plan events such as the Celebrity Spelling Bee, and help teachers “shop” for supplies. This opportunity could be linked to a variety of classes. For example, students in a sociology class could do their service hours here and connect it to a discussion, presentation, or paper on education funding in Oregon.

No Ivy League

www.noivyleague.com

2960 NW Upshur, Portland
Cara Philips—503-823-3681

The Ivy Removal Project, a.k.a. the No Ivy League’s mission is to restore the native habitat of Forest Park, America’s largest urban forest. Volunteers help remove invasive plants (every Saturday), work with youth education programs, and help with environmental research. The No Ivy League has a great volunteer orientation that is full of education about the plants in Forest Park as well as native habitat restoration. Past volunteers have also put together brochures, educational games, and trail guides for the park.

Oregon Food Bank-Washington County

www.oregonfoodbank.org

21485 N.W. Mauzey Road, Hillsboro
Jordan Blake—503-439-6510, Ext. 208

Oregon Food Bank in Washington County has a special partnership with PCC. We are working to develop the community learning garden at the Rock Creek Campus. OFB has been working with out students to teach them about how learning gardens work. Get your students involved with the fall harvest, building trellis structures, and helping with

nutrition classes.

Ride Connection

www.rideconnection.org

3220 N Williams Ave, Portland
Susan Tingley—503-528-1734

Serving more than 10,000 riders annually, Ride Connection is a non-profit organization that works to link community members with accessible transportation. PCC students can serve as Ride Ambassadors (helping clients 1:1), as Ride Wise volunteers (conducting barrier analysis on bus routes), and help with community accessibility research. One exciting project for fall is a series of “Study Circle” community forums on “Mobility Independence.” Our students can be trained to moderate these forums, conduct independent research, or participate in the forums.

Girl Scouts

www.girlscoutscrc.org

15171 SW Bangy Road, Lake Oswego
Samantha Keeley—503-620-4567

The Columbia River Girl Scouts Council serves of 15,000 girls in NW Oregon and SW Washington. Girl Scouting is not all about cookies and camp. Volunteers can help with Lego Robotics events, serve as a mentor for girls in housing developments, work with girls and their incarcerated mothers through the Girls Behind Bars program, and do special interest presentations at troop meetings. Troop are always looking for joint projects the girls can do with out students. For example, if your nutrition class is learning about the effects of homelessness on nutrition, your students could partner with a girl scout troop to look at these issues, then serve at a local soup kitchen, or take part in Breakfast for the Homeless event the Girl Scouts puts on each year.

*Looking for more partners?
Want to learn how to connect this
opportunities to your class?
Contact Jennifer, 503-977-4419 or
visit the SL website.*

Reflection Idea: Guided Imagery (from University of Maryland Community Service Programs)



This exercise can help participants get in touch with their expectations, assumptions, and even fears about the service experience. It can also be used to help participants imagine the lives of those with whom they serve. Participants get comfortable, close their eyes if they wish, and listen to a narration. Get creative and write a narrative leading participants through the day. Example: “Today you are going to serve meals to people who are homeless. Picture yourself arriving at the shelter. What do you see? What do you smell? What do you hear?”