A Healthy Future
Making plans to expand PCC’s healthcare training programs into Washington County.

911
Portland Community College is training first responders in emergency care.

INSIDE:
Community Education non-credit class schedule
Pages 9-71

French Revolution
Diana Harestad went from Community Education student to teaching the class
Page 73
Big Dreams
We’re all about that.

When a car gets pushed in because it’s not running and then I work on it and drive it out—that’s exciting! PCC makes that possible everyday.

Shane
Automotive Repair Student
Future Car Repair Guru

www.pcc.edu
President’s Column 4
Dr. Preston Pulliams talks about the challenges facing the metro area community and the need for a bond measure in November 2008.

His Story 5
PCC alum Mark Granlund shares how he went from bank executive to executive director of the Washington County Historical Society.

Healthy Opportunities 6-7
PCC considers a bond measure that would increase the number of students served in health care programs.

More Financial Aid 8
With increases in both the Oregon Opportunity Grants and the federal Pell Grants, students have more options when it comes to financing their college education.

Empowering the Graying Generation 73
PCC faculty member Jan Abushakrah relies on her experience as a human rights investigator in the Middle East to study today’s aging population.

A Solid Foundation for Success 74
Rick Zurow, PCC’s new executive director of the Foundation, is on a mission to help more students gain access to education.

Fast Help 75
The First Responders Program is training people on how to react – and react quickly – in the event of an emergency.

Illuminating Moments 76-77
Students take the stage to open up a dialog on racism and diversity on campus.

Front of the Class 79
Diana Harestad called herself a French groupie as she took 20 years of French classes through PCC’s Community Education. In a delightful twist, she’s now teaching a beginning course.

On the Cover:
After years of taking PCC Community Education French classes, Diana Harestad now has the “Big Desk” in the classroom.

Community Education Schedule pages 9-71
Welcome to the spring issue of PCC Communities magazine.

This issue provides access to the hundreds and hundreds of non-credit Community Education classes that we offer throughout the metropolitan region. Whether it’s home improvement or history, painting or Pilates, astronomy or American Sign Language, PCC’s Community Education program has the class for you, often right in your own neighborhood.

Beyond that, this issue also offers feature stories on staff, students and alumni from throughout the college, including an introduction to the PCC Foundation director and his efforts to expand access to high-quality education. There also is a profile on instructor Jan Abushakrah’s work to prepare for an aging population. Plus, you’ll find information on the proposed November bond measure.

Between now and November, we will be telling the community about the challenges facing PCC in the next 20 years: A population boom that will make Oregon more diverse; workforce shortages in critical sectors of Portland’s economy, such as health care; aging facilities and outmoded technology; and the need to make our buildings sustainable and as “green” as possible.

The bond measure PCC’s Board of Directors will consider this March would help us address these challenges. It would bring new classrooms and new or expanded programs to every campus, and would provide modern technology with which to train students for the jobs of tomorrow.

Want to share your thoughts on the proposed bond measure? You can leave us an e-mail at future@pcc.edu.

And speaking of the future, you’ll also find a feature in this issue on the increased financial aid available to more Oregonians than ever before. Congress stepped up in 2007 by increasing Pell Grants and Stafford Loans, while the Oregon Legislature doubled the amount of money available in the Oregon Opportunity Grants. Not only is there more money, but now it’s available for more middle-class Oregonians than ever before.

Want to know if you’re eligible? Go to http://www.fafsa.ed.gov or surf over to our own Web page, www.pcc.edu/finaidday.

When we say PCC is all about your future, we mean it.

Sincerely yours,

Preston Pulliams
District President
In the bustling of Jackson Hall on the Cascade Campus, the two dozen students take their seats in the medical assisting class.

On any given day at least half of the men and women have driven from west of the Willamette River to the campus in North Portland. Their determination to finish the one-year course, earn a certificate and eventually land a job in the medical assisting field has them commuting in rush-hour traffic.

But those long drives could end soon.

After analyzing data about the local work force and future employment trends and listening to the health care industry and concerned students, PCC administrators have decided that more classes for health career programs are needed on the west side of town. The PCC Board of Directors is considering putting a bond measure on the November ballot and if that happens, more health career classes likely would be offered in Washington County.

“It only makes sense that we give students the convenience and advantage of taking desirable health programs,” said Katherine Persson, president of the Rock Creek Campus. “Students who live here would like to have something on the west side, and the major employers would like to have something on the west side and Pacific University would like a program that would dovetail into their offerings.”

In March, the PCC Board of Directors is expected to vote on a resolution to place a bond measure on the November ballot.

“No classes would be lost or removed from Cascade or Sylvania campuses, or from the Workforce Training Center, as the programs would be expanded in Washington County.

A majority of health career programs are at the Cascade Campus (such as medical assisting and emergency medical technician classes exists in Washington County.

By Christina Holmes

PCC is one of the most important institutions in our region because of the vital role it plays in training workers, especially those in the health care field,” said Sandra McDonough, president and CEO of the Portland Business Alliance. “The need for health care professionals is only going to increase in the next decade and PCC’s programs can help supply our region with qualified workers necessary to meet the increasing demand.”

Last year the college district commissioned a Health Professions Task Force to study health care programs and where they are offered. Among the findings: Demand for nursing, medical assisting and emergency medical technician classes exists in Washington County.

“We need to at least get a footprint of health programs on the west side,” said Larry Clausen, division dean of Allied Health and Science at the Cascade Campus. “There would be a mini-cluster of allied health programs with medical assisting, emergency medical technician and certified nursing assistant (now at the Central Portland Workforce Training Center).”

“In the bustling of Jackson Hall on the Cascade Campus, the two dozen students take their seats in the medical assisting class.
technician) and the Sylvania Campus (nursing, dental hygiene, dental assisting and radiography). The programs were started at the two campuses and basically stayed in place over the years. Rock Creek has some introductory health classes but if a student wants to pursue a certificate or degree in certain programs, he or she most likely would have to drive to Sylvania or Cascade.

Under preliminary plans, classes in medical assisting and emergency medical technician would open in western Washington County – either at the Willow Creek Training Center, a new PCC building slated to be built on the max line, or the Rock Creek Campus. Bond plans also call for a new health building to be constructed at Rock Creek, which would include an expansion of allied health and emergency medical technician programs, as well as nursing.

“We’re close to capacity at this campus and the one way we can serve our community is through additional facilities,” Persson said.

Medical assisting as a career is getting more visibility and the Oregon Employment Department predicts the need for medical assistants will grow by 25 percent in the next decade, Clausen said. “For students this is a good, quick entry into the field that gives you a ladder to other professions.”

Local business and health-care industry representatives applaud PCC for plans to offer classes at multiple locations.

“PCC is one of the most important institutions in our region because of the vital role it plays in training workers, especially those in the health care field”

-Sandra McDonough, president and CEO of the Portland Business Alliance

John Saito, Sylvania’s dean of Health Professions and Early Education, Family Studies and Physical Education, and a health task force member, said the college is open minded about its options as it strives to increase access points for its students.

“We’re looking at how easy it is to travel around. Are people going to be as mobile in 10 years? Is traffic an issue and if so, how do you balance things out? We have a lot of centers and locations and our thought is: Where are the areas where we could strategically locate access points for students,” Saito said.

For more information about health programs, visit www.pcc.edu/admissions/health.
Oregon has offered financial help to college students in the past, through the Oregon Opportunity Grant program. But the 2007 Legislature doubled the amount of available money. Eligibility also was expanded, so more middle-income Oregonians could take part.

Q: How much financial aid can I get in this new program?
A: The maximum annual grants will be $2,600 for a student at a community college and $3,200 for a student at a four-year college or university. Grant amounts vary based on a student’s specific financial need, as determined by the FAFSA process. Eligibility for state grants is contingent on a student working, borrowing or using savings to help pay for some college costs. Federal financial aid also is a factor in determining the amount of a state grant a student receives.

Q: How long will I receive the grant? Do I get it until I finish my degree?
A: Eligible students may receive the grants for the equivalent of four years, either eight full-time semesters or 12 quarter-based terms. Students should work closely with their campus academic advisers to plan carefully for graduation in four years whenever possible.

Q: When can I apply? How will I be notified that I will receive aid?
A: You can apply right now. Student could begin completing the FAFSA starting Jan. 1. Students will be notified by the Oregon Students Assistance Commission by e-mail about their grant eligibility. Actual grant amounts will be provided by the college financial aid offices the student has applied to as part of their total financial aid package.

Q: If I already am receiving the Oregon Opportunity Grant now, will I be in the new program? Will I receive more or less money than I have in the past?
A: Current grant recipients who have not exhausted their four-year eligibility will be included in the new program when they file their FAFSA for the 2008-09 academic year. Most students will see increased grant amounts; students whose grants are less will maintain their previous amount for their remaining years of eligibility while continuously enrolled in their college.

Q: Where do I go for more information about the new Oregon Opportunity Grant Program?
A: Check out the Oregon Student Assistance Commission’s Web site getcollegefunds.org. or go see your high school guidance counselor or college financial aid office. At each PCC campus or center, Student Services representatives can answer questions and give more information.

For more information, visit www.pcc.edu/finaidday.
Life with Palestinians has prepared Jan Abushakrah for life at Portland Community College.

The Gresham native said her life has come full circle since she left the Palestinian territories as a group facilitator for the Education for Peace Project and later as a human rights investigator for the Palestine Human Rights Information Project. From 1980 to 1995, Abushakrah worked to investigate human rights issues, interviewing Palestinians and coordinating a staff of 50 investigators. She said she experienced things that not even her impressive education credentials could prepare her for.

“I found it very difficult,” said the 12-year sociology and gerontology instructor, at the Sylvania Campus, who holds a bachelor’s degree in theology and philosophy from Marylhurst College and a doctorate degree in sociology from University of Colorado.

“I found it very difficult,” said the 12-year sociology and gerontology instructor, at the Sylvania Campus, who holds a bachelor’s degree in theology and philosophy from Marylhurst College and a doctorate degree in sociology from University of Colorado.

“Coming from a U.S. perspective of the Civil Rights era and trying to see it as a civil rights issue, I got a very quick education in politics. It didn’t take me long to figure this out. The Palestinians were citizens but had no equal rights status. There is no bill of rights there. There was no firm basis to fight for their cause. There was no way to resolve it with my background.”

Initially, she served as an activist to help move a group of Israeli and Palestinian students from talking about facilitating change to advocating action together.

In this role, Abushakrah met her husband, Samir, a Palestinian group leader at the time. Three months later they married and moved to Jerusalem. He got a job at a newspaper while she was solicited by the Arab Studies Society to write about the various peace groups in Israel. The monograph, printed in Arabic, covered the range of approaches to settling the conflict between the two people. Abushakrah later would learn that Yasser Arafat, the late head of the Palestine Liberation Organization, had requested a copy of the writings during a series of secret meetings with Israeli leaders and peace activists.

Later she would be asked to help build a human rights center to document the plight of the Palestinians living under the Israeli government. With her staff of investigators often in isolated areas throughout the West Bank and Gaza, she would brave the check points to meet investigators and to bring their reports back to the office where they were logged and sent over the computer for publication through an international office. The center’s databases and publications then were circulated around the world, including the U.S. State Department.

“It was satisfying work,” she said. “We were literally on the front line of what was happening to people, and giving voice to their experience.”

What did she learn from her work with Palestinians? “You never get success in human rights work by saving a life or by getting the authorities to not demolish a house,” she said. “Success is measured by talking with people about their situation, and helping them find ways to defend and support each other. That whole process is empowerment.”

That experience empowering people in the Middle East has spilled over into her work at PCC. From organizing two age boom conferences last year and spear-

Continued on page 78
Rick Zurow has come home again. The kid who grew up in the Southwest Portland Heights neighborhood and graduated from Oregon Episcopal Schools has returned to Portland after a two-year stint in the Bay Area. This is the second time he’s returned home in the last 30 years and he’s happy to be back in his old haunts.

“I believe that native Oregonians never really leave… they just take ‘sabbaticals’ away long enough to realize what a really great place Oregon is and then come back home,” he says.

A longtime fundraiser, Zurow is the new executive director of the PCC Foundation, which has an endowment of $2.7 million and more than 340 scholarship recipients in 2006-07.

Incorporated as a nonprofit organization in 1982, the foundation promotes excellence at the college by providing scholarships, equipment for teaching and training, special academic opportunities for students and support for outstanding faculty. The foundation expands the college’s ability to seek private funds and keeps private dollars separate from tax dollars.

Since his arrival last summer, Zurow – with tremendous support from the college and Foundation staff – has helped secure a $200,000 grant from the Meyer Memorial Trust. The foundation also received a $130,406 grant from the James F. and Marion L. Miller Foundation in late spring.

Both grants will support the foundation’s initiative to build capacity for private fundraising in order to increase significantly the funds available for student scholarships and college programs. The grants will allow the foundation to add key staff, update technology and implement other improvements to strengthen fundraising capacity.

More than $1 million in additional funds – above and beyond the current giving level – are expected to be generated over the next three years.

“For years, community colleges never had to raise money because they were funded by the government. In fact, in some states community colleges aren’t allowed to raise money,” Zurow said. “But today these colleges are not fully funded. In the meantime, we have to change the perception that community colleges are state-funded. They are state-supported. And that support has been declining. We need to keep up with technology and create workforce-ready graduates and, in order to do that, we have to raise private dollars.”

According to the Council for Aid to Education, a New York-based higher education think tank, community colleges received less than one-half of 1 percent of the private donations to U.S. colleges and universities in 2005. Yet community colleges enroll more than half the nation’s undergraduates attending a higher education institution.

“We want to provide resources to ensure that every student who desires an education can attend without regard to ability to pay and ensure every donor’s dollar makes a dramatic impact on student success,” said Peter Bauer, president of the PCC Foundation Board of Directors. “We want to position the college as the preeminent education and training center in Oregon.”

Continued on page 78
Portland Community College’s First Responders course – based out of the Cascade Campus in North Portland – teaches people how to step in and help when a situation demands immediate, on-the-scene care.

The course teaches “basic initial responses to critical, out-of-hospital situations,” said Mark Hornshush, a program specialist with the college’s Emergency Services Department. “It’s a limited scope of practice, but for the most part, the things that First Responder students learn are the most immediate, critical steps that need to be taken in an emergency.”

These steps, Hornshush said, involve such things as general bandaging and control of blood loss, CPR, airway maintenance, treatment for shock, spinal immobilization, splinting, the administration of oral glucose for diabetics, and the lifting and movement of patients when necessary. As a rule, the skills practiced by First Responders are more extensive than basic first aid, but stop short of the more advanced techniques and technologies used by paramedics and emergency medical technicians. Generally, First Responders’ techniques are non-invasive and can be applied using materials on hand. They do, however, learn the basics of triage – how to assess which patient is the most injured, and which kinds of injuries take precedence over others.

But being a First Responder doesn’t stop with administering basic emergency care, Hornshush said. It also encompasses interacting with patients, putting them at ease, and learning to describe accurately and thoroughly both the accident scene and the nature of the emergency to medical professionals. The more clearly that medical personnel are able to anticipate the scene of an accident, the better prepared they are to deal with the situation, and the more likely they are to be able to save a victim.

The college is likely to seek a bond measure in November 2008 – a final decision from the Board of Directors will happen in March. If so, plans call for expanding the First Responders Program by creating a simulation lab for students. Cascade Campus also could expand First Responders to the west side of Portland.

The First Responder course is open to the general public, but often is used by law enforcement agencies, 911 operators, fire departments, and even businesses so that they can have a staff member on hand who is able to step up and provide basic care in the event of an emergency. The course is now the program of choice for the Portland Fire Bureau, which, until recently, provided its own First Responder training to its nonmedical personnel.

Graduates of the course, which follows a standardized national curriculum, receive state certification as a First Responder.

“Several large companies in the area have been very appreciative of this training,” said Kal Robertson, director of PCC’s Emergency Services Department, which oversees the program. “It makes people in an organization feel more secure knowing that they have someone who knows what to do in an injury situation.”

The course also has served as an educational entry point for people who want to pursue a further medical career, or for those who discover they have an aptitude or passion for such work, Hornshush said.

Past First Responder students have gone on to enroll in PCC’s Emergency Medical Technician-Basic program, after which they are eligible to sit for the Oregon State EMT-Basic certification exam or matriculate into PCC’s EMT-Intermediate and EMT-Paramedic programs.
Ilene Noeun has been exposed to racist behavior plenty of times over the years but she always brushed it off or tried to forget about it.

The offhand comment about the color of someone's skin. Sarcastically mimicking a person's native language. Pretending that a person of color doesn't even exist.

“I've been aware of racist situations but I just never said anything,” the 19-year-old said.

Not anymore.

“Now I speak up and I'm more empathetic to others who are placed in racist situations,” said the Tigard resident, who is pursuing a nursing degree.

The change of heart comes from the Illumination Project, the college's innovative student leadership and education program designed to foster a climate of equality, compassion, justice and respect for all people in the community.

The project, started in 2001, uses interactive social justice theater as a venue for student educators and audience members to join together to rehearse ways of solving problems. The plays are staged across the college district and students also have traveled to Seattle, Eugene and Salem to perform. Nearly 8,000 people have seen the plays and many said the performances prepared them to take action during difficult situations and to create a more inclusive academic community.

It's been so successful that last year the Ford Foundation awarded the project a $100,000 grant to promote constructive dialogue at the college. Of the 680 applicants, PCC was one of 27 higher education institutions and only one of three community colleges to win the highly coveted grant from the New York-based organization whose mission, among other things, is to promote international cooperation and to advance human achievement.

“The Ford grant allowed us to strengthen the program and now we work with staff and faculty and student development leaders,” said Jeannie LaFrance, Illumination Project coordinator. “There are schools who have peer education, and ‘Theatre of the Oppressed’ is used all over the world but I don't know of any other programs that have this breadth and depth. The PCC program is unique.”

In fact, LaFrance and her colleagues are writing a handbook and creating a DVD to help replicate the program at other learning institutions.

Interactive theater, with its capacity to engage diverse learning styles and members of a community, is an ideal way to challenge racism, sexism and other forms of oppression. In performances, audience members enter a scene and dynamically change its outcome. In this way, the Illumination Project challenges the viewpoints of both the audience and the student educators in a performance.

“We're talking about controversial issues and the fact that it's from our own experiences and that the audience is right in front of you makes for a very intense performance,” said Noeun, a first-generation American whose parents were born in Cambodia.

Elizabeth Davidson, a former student now studying at Portland State University, compares the program to a thought-provoking movie that leaves you silent, “but thinking, ‘oh wow, that was great.’ That's what the Illumination Project tries to do. We want the audience to think it through and have that feeling when they leave. Some
When the project launched nearly seven years ago the first group of students tackled anti-Muslim sentiments in the aftermath of the terrorist attacks of Sept. 11, 2001. This winter the plays focus on racism and during the spring term the issue will be domestic and sexual violence.

LaFrance said the timing is right to focus on issues of diversity, because Oregon's demographics are changing rapidly and religious and racial diversity in the Portland metropolitan area has increased significantly. Between 1990 and 2000, the area's ethnic minority population increased 119 percent, more than four times the rate of increase in the overall population during the same time, LaFrance said. An estimated 20 percent of the Portland area population is now minority and more than 80 percent of immigrants who arrive in Oregon each year come to Portland.

The project is managed by the Sylvania Women's Resource Center and finds additional support from the Sylvania Campus President's Office, Multicultural Center, Sociology and Theater departments. Students learn about the program through classroom presentations, bulletin boards, e-mails and word of mouth. A maximum of 20 students are recruited each year. By the end of the nearly yearlong program the students become a tight knit group, having spent hundreds of hours together writing and rehearsing plays.

“Students have said this program is what helped them stay in school,” LaFrance added.

Continued on page 78
Continued from page 74

Giving Back...
Continued from page 74

heading the creation and certification of PCC’s gerontology program, Abushakrah is empowering people in a different way. The college is at the forefront of preparing students for emerging careers that work with older adults and supporting older workers who want to remain in the workforce. In addition, it helps businesses retain an older workforce while aiding businesses to develop flexible employment options and succession plans to mitigate the impact of boomers retiring.

“PCC realizes the profound impact the aging population is having and how community colleges can play a critical role in that,” she said.

Abushakrah, who lives with her family on the former family berry farm in Gresham where she grew up, helped the college develop courses in gerontology in the late 1990s. When the courses were approved, she took a lead role in getting the gerontology program approved by the state of Oregon. PCC now offers an associate of applied science in gerontology, a one-year certificate, and several short-term, job-linked certificates of completion. Once the program started to offer classes online, Abushakrah said enrollment tripled.

In addition to sociology and gerontology courses, she’s taught sociology, cooperative education and peace and conflict studies at PCC. After the terrorist attacks of Sept. 11, 2001, she developed a seminar that focused on Islam to educate the community on the religion and the people who follow it.

“At the community college our work is really about empowerment,” Abushakrah said. “Students come to PCC from different social or economic circumstances. They are often on their second or third attempt at education or training for a better job. We help them find their own human potential. That is the most satisfying work at PCC.”

For a schedule of performances, visit www.pcc.edu/resources/illumination.
Twenty years ago Diana Harestad made good on a promise to herself to travel to France. She knew not one word of French, but that didn’t stop her as she packed her suitcases and stuffed a pocket-size French phrasebook into her purse.

A colleague and fellow traveling partner – Jim Rainey, who taught French at Beaverton High School – was amazed that she made it through the entire weeklong vacation speaking no more than 20 phrases. After the trip, he pulled her aside and told her that if she was serious about frequently traveling to France she should enroll in language classes. Perhaps through Portland Community College, he suggested.

She took his advice and ran with it. For the last two decades, Harestad has been diligently taking night classes through PCC’s Community Education, rarely missing a term and spending hours practicing grammar and nailing down her accent. She’s taken courses from just about every French instructor on the roster and often meets with other students before class to study and speak in French.

“I guess you could call me a French groupie,” joked Harestad, who’s now a middle school teacher in Beaverton. “I’m just enamored with the language. Plus, I’m a huge proponent of education.”

And now, in a strange twist, Harestad finds herself seated in a different part of the PCC classroom. Last fall, at the request of a PCC Community Education manager, she began teaching several classes of beginning French to adult students.

“I’m just enamored with the language. Plus, I’m a huge proponent of education.”

“It still amazes me that I’m teaching but it’s pretty exciting,” said Harestad, whose classes during the winter term are at the Capital Center and the Rock Creek Campus.

She’s not sure when she caught the French bug but growing up in the small town of Soda Springs, Idaho, she was disappointed to learn that French classes were not offered at her high school. She attended Western Oregon University and Oregon State University and, while she wanted to take French, she earned a bachelor’s degree and later a master’s degree in literature and language. She also was busy raising children and running a household.

Since that very first visit to France, Harestad has been to the country eight times and during many of her vacations she’s stayed for at least three weeks. Her favorite stop: the south of France, particularly the town of Eze, a small village in Provence that overlooks the Mediterranean Sea. Her favorite food: a tie between baguettes and crème brûlée.

Harestad’s husband, Greg Harestad, also loves France and enjoys traveling the country shooting photographs, which adorn their Beaverton home. He also sells his photos at local community events. He relies on Harestad to provide the English translations because he knows only a few French phrases.

“It’s just so wonderful to be there,” Harestad said. “And there is such excitement when I can communicate in another language.”

For more information about French classes offered through Community Education, turn to page 36 or visit www.pcc.edu/communityed.
Make YOU the project!

If you can dream it, Community Education's hundreds of classes can help you achieve it. Go online to pcc.edu/communityed and get started on your own Project:YOU this Winter.