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An American Mosaic: Service Learning Stories

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An American Mosaic

Service Learning Stories



An American Mosaic

Service Learning Stories

Edited by

Carole Lester and Gail Robinson

The American Association of Community Colleges (AACC) is the primary advocacy organization for the nation's community colleges. The association represents 1,200 two-year, associate degree-granting institutions and 12 million students. AACC promotes community colleges through five strategic action areas: recognition and advocacy for community colleges; student access, learning, and success; community college leadership development; economic and workforce development; and global and intercultural education. Information about AACC and community colleges may be found at www.aacc.nche.edu.

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ABOUT THE COVER



The quilted and embroidered artwork on the cover is a traditional Hmong paj ntaub or pa ndau. Made by the grandmother of a Western Technical College student in La Crosse, Wisconsin, this paj ntaub is typical of Hmong work. Many of these textiles were made by women in Hmong refugee camps during the evacuation from their native Laos in the 1970s. Artists illustrated their family and community stories, culture, and experiences through this type of needlework, which is sometimes called a storycloth or flower cloth. Many Hmong continued to produce paj ntaub after resettlement in the United States.

INTRODUCTION

The goals of *Community Colleges Broadening Horizons through Service Learning*, supported by the Learn and Serve America program of the Corporation for National and Community Service and administered by the American Association of Community Colleges, are to build on established foundations to integrate service learning into the institutional climate of community colleges and to increase the number, quality, and sustainability of service learning programs in colleges nationwide.

Service learning combines community service with classroom instruction, focusing on critical, reflective thinking as well as personal and civic responsibility. Service learning programs involve students in activities that address local needs while developing their academic skills and commitment to their communities. The *Horizons* project promotes the value of service learning not only to students and faculty, but also to college administrators and community members.

The 2003-2006 *Horizons* project featured eight colleges selected in a national grant competition to become *Horizons* mentee colleges. They represent rural, suburban, and urban areas; include tribal and Hispanic-serving institutions; and have student populations as small as 200 and as large as 25,000. Working in the areas of education, public safety, human needs, and the environment, the *Horizons* mentee colleges developed service learning programs that serve as models to be replicated at other institutions.

Each college worked with a service learning advisory committee comprising students, faculty, administrators, staff, and partners from community-based organizations. Experienced practitioners from four other colleges served as a mentor team, providing hands-on assistance and advice through faculty, staff, and partner training workshops and one-on-one consulting.

The *Horizons* service learning programs involved more than 5,000 students in 160 different courses and disciplines and reached 250,000 community members ranging from pre-school children to senior citizens.

To comply with Learn and Serve America grant requirements, the eight mentee colleges focused on the history of their communities. Seven focused on the history of immigration; one, a tribal college, focused on the tribal members' own history.

The following pages tell the story of the *Horizons* colleges' projects, their students' experiences while exploring community history, and the impact of their work. Each mentee college worked with a primary community partner to create the history projects to meet identified needs. Integrating service learning into the curriculum helped to meet each college's mission of service to the community.

While each college's projects were unique to their courses and their communities, the lessons learned are applicable to other colleges around the country.

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Service learning was a new initiative at Chattahoochee Technical College in 2003. It became a way to strengthen the connection between the college and its community. The three-year *Horizons* grant encouraged the college to institutionalize service learning and to work toward achieving its five initial objectives.

Intended Outcomes

- Recruit faculty to participate in service learning
- Provide community partnership development opportunities
- Disseminate information about service learning within Georgia
- Charter a local chapter of Phi Theta Kappa to help foster civic responsibility in students
- Host faculty development workshops

Accomplishments

- The initial program expanded to include service learning opportunities in multiple disciplines.
- Instructors reported that students were able to make the connection between the service activity and the course objectives as a result of reflection activities.
- Instructors used a variety of reflection techniques, ranging from written journals and papers to group “debriefings” and art projects.

History Project

“The Tapestry of Immigration” was an extended service learning project spanning seven quarters, beginning in the spring quarter of 2004 and ending in the fall quarter of 2005. The purpose of this project was two-fold: first, to provide the participants’ families a glimpse into the history of immigration in Cobb County and to document immigrant family histories. Second, through the collection and analysis of oral histories, the project allowed students to engage in real-life writing and research rather than a traditional library research project.

Initial conversations with the director of the West Cobb Senior Center indicated that many senior citizens were reluctant to write their histories because they lacked confidence in their writing abilities. This project

provided a means to overcome this reluctance. Each quarter, students completed service hours either directly with the clients or indirectly through research and analysis or writing narratives. A total of 24 personal interviews were completed and the audio files were transcribed by a professional transcription service. Each senior received a compact disc containing an audio recording of the interview, a copy of the transcript, and a copy of the narrative.

Participating students were enrolled in Composition and Rhetoric I and II courses. They developed interview questions and related forms, conducted interviews, and then compiled immigration narratives based upon the completed interviews. During the three quarters in which interviews were conducted, students received two hours of interview technique training and practice. The taped interviews were digitized, copied to a computer, and transformed into audio files. Narrative copies were presented to Cobb Senior Services and members of the college administration and board. A copy was also presented to the Chattahoochee Technical College library.

Two English courses provided the optimal learning objectives for this project: English 191 focused on the composition of essays based on the various modes of composition and English 193 focused on the interpretation of literature and research techniques. Students in English 191 were introduced to immigration stories through their reading requirement for the term, and were asked to interview their families and write a narrative based on the results. English 193 students also focused on literature (poetry, drama, short fiction, and novels) that dealt with immigration. Students immersed themselves in immigration stories the entire quarter and

conducted research that contributed to real outcomes.

Clients from Cobb Senior Services agreed to allow CTC students to interview them and preserve their stories. The director of the West Cobb Senior Center provided considerable assistance to the project through advertising, identifying potential interviewees, scheduling appointments, and assisting with the creation of the interview questions.



English students take an oral history at Sunrise Assisted Living.

History Project Outcomes

Ninety students contributed to the project, providing more than 450 hours of direct and indirect service. Direct service hours consisted of students collecting the oral histories, and indirect service hours consisted of research and writing activities.

While the project as a whole was successful, a few administrative problems did arise in its implementation. First, even though the English 193 students received instruction and practice with interviewing, several of the interviews did not provide the anticipated rich, vivid description. Second, a few students and some seniors elected not to participate at the last minute, resulting in the need to reschedule interview appointments or develop alternative assignments. Finally,

although the English Composition students practiced writing narratives and had exposure to sample immigration stories, not all of their writing met project standards.

The benefits for both students and senior citizens involved in this project, however, far outweighed the administrative problems. The students learned the value and challenges of conducting and using primary research in their writing. They also learned a great deal about world and U.S. history. In fact, many students commented that they felt they learned more from this project than they could have learned from more traditional means (i.e., from a lecture or a book). Many students became more civically engaged as a result of the project. Some students developed lasting relationships with the seniors; others continue to volunteer at the senior centers and other sites; most are now aware of issues important to both seniors and immigrants.



Sociology students unload canned goods for the Center for Family Resources annual food drive.

Narrative Excerpts

From the story of Penny Bowman

Sometimes immigration is made out of necessity, moving to get away from oppression, death, or war. A move can also be made out of love, and out of a sense of hope for a better life. Penny Bowman left

behind a life of oppression and war-torn horror. As a Hungarian Jew, she was forced into concentration camps and ended up losing much of her family. Some of the things that Penny and her family went through at Auschwitz were terrible, such as witnessing countless deaths, tortures, and the horrible realization that one of the only ways to leave Auschwitz was to die. They survived six months in a camp that was infamous for quick deaths. - *Ashley Nicholson, CTC student*

From the story of Goldie Kempner

No child in America would ever think about having their families tortured. Few of them would have to cope with their fathers suddenly being taken away to serve in the Army. No child would dream of paying people to hide in ships, to walk them across thin frozen rivers, or to find them safe havens in a neighboring country so that they would not be harmed by pillaging soldiers. Goldie's early years are but a cloudy memory, but she recalls easily time spent with family. Friday nights were festive occasions. The family would have dinner and then spend the evening at a bath house run by her aunt. These years, though pockmarked with cruel memories such as her mother being imprisoned for selling sugar in the marketplace, were as happy and joyful as any child's. - *Kayla Robbins, CTC student*

From the story of Sylvia Davis

In 1970, a time when drug usage and political unrest was raging in Jamaica, 36-year-old Sylvia Davis immigrated to the United States. She came to America by plane with her children and her sister. Later, her cousin and her brother-in-law also immigrated to the United States. Ms. Davis was a single woman who was terrified of the plane trip. It was her first time on a plane and she admits that she was scared. With a slight

quaver still lingering in her voice, she says, “The plane was rocking here and there.” Ms. Davis’s decision to come to America was inspired by her “want for a better life and for her children to attend school.” Her experiences have met her expectations for America because she “achieved something, what she expected.” - *Michele Moore, CTC student*

Reflections

“Interviewing is an act of great learning. I learned things that I would not necessarily ever learn from just reading.” - *Nada Roufaail, English student*

“Initially, I had mixed feelings about conducting the interview, but I ended up getting a lot out of it. I learned that the elderly have a lot to offer youth like me, a lot of wisdom to share.” - *Christi Bussey, English student*

“The interview was a success in my eyes. She was my next door neighbor, so I gained a new friend.” - *Nick Diehl, English student*

“One lesson keeps repeating itself in my head: As a person who was born in this country to privilege, I find that I take a lot for granted.” - *Julia Allison, English student*

“Service learning has added a positive, enriching process to my classes. Students have responded with a 100 percent participation rate. Service learning has added to engagement not only in the curriculum but also in their sense of civic responsibility. I remain committed to service learning more now than ever before in my teaching career.” - *Jodie Vangrov, Sociology instructor*

“Perhaps my strongest feeling about service learning—as an instructor—is that now I’ve

opened a new door and taken a step through it. Stepping into service learning, for me, marks the beginning of something else—something new and unfamiliar, and exciting and uncomfortable. And to quote a student in her reflection paper about service learning, ‘sometimes you need to be uncomfortable.’ I call service learning an instructional success.” - *Marcy Smith, Early Childhood Education instructor*

“Developing good working relationships with key staff at the college was very important. Recruiting a few enthusiastic and committed professors willing to step out of their comfort zone and try something new is essential.” - *Carolyn Bridges, Center for Family Resources*

Service Learning Across the Curriculum

Service learning has been integrated into the following disciplines at Chattahoochee Technical College: Accounting, Business and Office Technology, Computer Information Systems, Culinary Arts, Early Childhood Education, English, Math, Medical Assisting, Nursing, Physics, Psychology, Sociology, Speech, and TV Production.



A Physics student demonstrates electrical circuitry to fourth graders.

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Service learning at Hudson Valley Community College provided students the opportunity to work with disadvantaged youth and to reflect on their experience in a well-supervised environment while encouraging their own commitment to education.

Intended Outcomes

- Create a full-time service learning position
- Establish a center for service learning and civic engagement
- Develop long-term partnerships with local K-12 schools

Accomplishments

- The initial 19 students and six faculty involved in service learning expanded to include more than 100 students and 12 faculty.

- The service learning initiative worked with Doyle Middle School to bring seventh and eighth graders to campus during Career Exploration Day.
- Students at Carroll Hill Elementary School completed an ABC quilt project for HIV/AIDS-infected children.

History Project

Students involved in the service learning history project worked closely with the Rensselaer County Historical Society. The director assisted HVCC students with creating age-appropriate activities and provided access to the vast array of archives and research material at the Historical Society.

History Project Outcomes

Elementary school students, working with the support of Hudson Valley Community College students and the Rensselaer County Historical Society, researched their families' history and cultures. They were asked to identify traditions around family holidays and important life events like births, coming-of-age ceremonies, marriages, and deaths. This project allowed participants to learn more about different groups in the United States today and their history as well.

Hudson Valley Community College students worked with students from Carroll Hill Elementary School to research their family histories and cultures. The project began with

a cultural mapping exercise in which the elementary school children learned about their community. They took field trips around Troy and photographed important buildings and landmarks, while their HVCC mentors conducted more formal research.



College students and their young partners meet at Carroll Hill Elementary School's cultural celebration.

After learning about many of the parks, institutions, and geographic boundaries in their community, the students created maps of their community and placed Carroll Hill Elementary School and other institutions on their maps. They were then given historical maps and worked with their mentors to contrast what was there in the past and what was there in the present. The students also discussed famous people, events, and institutions that were important to their community and to the city of Troy.

Carroll Hill held a cultural celebration acknowledging cultural groups and organizations from the surrounding community. Foods, dances, and musical presentations were held around the school as the many children and their families in the community visited there.

Students enrolled in the course The African-American Experience learned about African-American history in the New York Capital

District over the past 60 years from local historians, elected officials, clergy, and community residents. In partnership with the St. John's Community Center, HVCC students and African-American seniors shared photographs and documents along with their memories. The History class instructor worked with the Albany Public Library, the Albany mayor's office, and the New York State Museum to create a display produced by service learning students, "Going Up Yonder: The Great Migration and the Role of Families in the Formation of Faith-Based Institutions in the Capital Region."

Each year the college organized activities for National Youth Service Day, including book drives and campus clean-ups. Students, partners, and community leaders were recognized for their service to the community at celebratory events.



Carroll Hill students perform traditional dances at their cultural celebration.

Reflections

"This experience was very rewarding and I'm glad I decided to do it. I think other college students should do similar work in areas that interest them so that they can have on-the-job learning like I did. Not only is it educational, but they can make personal

connections with people in their prospective fields who potentially could help in their future endeavors.” - *Sarah Cumming, HVCC student*

“My experience with service learning is that those students have had very positive experiences with it. In addition, the fit between history and service learning is ideal.” - *Alan Joseph, HVCC faculty*

“My students have really enjoyed working in the community, because many of them were able to work in their chosen field of study. Their experiences, in almost every case, served to reaffirm for them that a career in history was worth pursuing.” - *Matthew Zembo, HVCC faculty*

“I liked participating in this project. It feels good to help build fluency and competency in children to improve their reading and writing skills. I feel that by doing this we as tutors have helped young students get the education that their ancestors worked and fought so hard for them to have today.” - *Shaquana, African-American Experience student*

“I have read countless articles regarding diversity in America, and the many cultures represented in our great nation. However, I had never really understood or had taken in this idea as my own belief until my service learning experience at the New York State

Museum. I would especially recommend the service learning option. I feel it should be required of all students as it teaches many things that cannot be learned in a classroom.” - *Steve, Sociology student*

Service Learning Across the Curriculum

Service learning has been integrated into the following disciplines at Hudson Valley Community College: African-American Experience, Dental Hygiene, English, History, Political Science, Psychology, and Sociology.



College faculty, staff, and families join students for a campus clean-up day.

Kingwood College

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Kingwood College's service learning program reflected the college mission statement, which urges students to seek out community needs, share their talents with the community, and be integrally involved in the development of the community.

Intended Outcomes

- Ensure long-term institutionalization of service learning at the college
- Help students gain a greater commitment to civic responsibility
- Allow students to experience collaborative learning activities
- Increase student success and retention

Accomplishments

- The Bordersville History Project gave students a first-hand look into the realities of a segregated America that

lasted from before the Civil War to the modern civil rights movement.

- Students in Allied Health classes provided assistance to evacuees of hurricanes Katrina and Rita, resulting in the establishment of service learning in all Allied Health disciplines.
- Graphic Design students held 24-hour "Design-a-thon" marathons, creating logos, graphics, and publications for local nonprofit organizations.

History Project

U.S. History classes investigated a historically segregated African-American community near Kingwood called Bordersville. The motivation for the project came from the alarming rate of destruction of many historically segregated communities, including their cemeteries and infrastructures. Many African Americans who lived through the segregated era are reaching the end of their lives and with their passing will go their vital links with the past.

Much of the success of the Bordersville project depended on the goodwill of those senior citizens as they shared stories of their segregated past. Most people of the Humble, Texas, community knew of the existence of the Bordersville area, but had no idea of its deep historical roots in East Texas. Visits to the Humble Museum and preliminary research with community leaders

indicated that the Bordersville community deserved the efforts of student researchers that would uncover an important part of Humble's past. The project's goal was cultural preservation. To accomplish this goal, the U.S. History class was divided into teams of students who conducted interviews with older members of the community. In addition, students restored two historical cemeteries and recorded historical facts about the Bordersville community. Hours of research with U.S. Census data revealed vital information about this "invisible" community and its forgotten past.



History students clear brush in the Bordersville cemetery.

History Project Outcomes

Students from U.S. History II classes had the opportunity to examine some of the myths and realities of the "American Dream." This project led to the practical application of historical studies. The class read and discussed the life of Booker T. Washington and his vision for the post-Civil War freedmen. Students from the class could literally march to Bordersville, a historically segregated community that still expects to share that American Dream. The Bordersville settlement dates back to the 1920s but was long neglected by the greater Houston community, receiving some city services—such as running water—only since 1980.

Students were surprised that the American Dream often did not extend outside of their communities. To preserve the Bordersville story, Kingwood College students recorded personal interviews and researched community census records to glean important demographic statistics about the area. In addition to the community preservation efforts, the History professor also helped create a summer reading program for school-age children called the Bordersville Culture Club.

"The Team" is the self-given term for the 75 students and concerned community members who did the hard work cutting grass, pruning trees, clearing and burning brush, and restoring grave sites as they reclaimed two historic cemeteries in Humble. In addition to clearing the sites, they recorded, mapped, and described them as part of the Texas Historical Commission marker process.

Students Zed Holloway and Sarah Eulert were part of the first team to interview African-American citizens of the Bordersville community. The conversations during the car ride back to Kingwood were peppered with shock, amazement, disbelief, and some anger as the service learners relived chapters from a racist past. As Zed and Sarah recorded the lives of the "founding mothers and fathers" of Bordersville—the segregated schools, waiting areas, hospitals, restrooms, and the social etiquette shared by blacks and whites—there came some shared questions and observations: "What would we have done?" "How could they live like that?" "I didn't know it was that bad." "Was that legal?" In somber tones, Zed Holloway remarked, "We've come a long way, but there's a long way to go!"

One student's interviews found another fascinating side of Bordersville. Resident Thomas

Philips revealed a community that was far more autonomous than once believed. As he talked to Karen McClain, she found out that “he was the man who named all the streets!” Behind his home was a boxing ring for Friday night fights. Bordersville had its own baseball team that played in the old Negro Leagues. Asked how well they played, Philips remarked that “they had ball players in Bordersville talented enough to play in the major leagues, but nobody knew it.” Mr. Philips’s oral history reads as “a forgotten community life ready for a spotlight.”



A Kingwood student helps with the Bordersville cemetery cleanup project.

Reflections

“I did not even know they [the African-American residents buried in the cemetery] were divided this way.” - *Kingwood student*

“I was shocked how little people in the area know about Bordersville. We are saving the history of this place.”
- *Kingwood student*

“It is amazing what we have achieved in Bordersville with my History students. My students researched the need to restore,

beautify, and maintain the Praetor-Stewart Cemetery near Kingwood College. The cemetery contains many former slaves from the Humble area including Bordersville. Graves were cleaned, trees trimmed, markers recorded, and the caretaker was interviewed for vital information about the cemetery. We are planning a project that will apply for and receive a historical marker for Bordersville from the Texas Historical Commission. My students have learned a lot about black history and about cultural awareness from this project.”

- *Dean Wolfe, History faculty*

Service Learning Across the Curriculum

Service learning has been integrated into the following disciplines at Kingwood College: American Sign Language, Art, Biology, Business, Communication, Cosmetology, Dental Technology, English, English as a Second Language, Government, Graphic Arts, History, Honors, Kinesiology, Math, Nursing, Occupational Therapy, Performing Arts, Respiratory Care, Sociology, and Theater.



Students young and old conduct biology experiments together as part of other service learning projects.

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Northern New Mexico College's primary goal was to develop, implement, and integrate the service learning pedagogy into the college's professional development bank of teaching methodologies. A second goal was to embed civic responsibility and engagement as guiding principles in the college's mission to serve a rural community that includes eight Native American pueblos within a predominantly Hispanic community.

Intended Outcomes

- Expand the number of courses offering service learning
- Incorporate the work of an AmeriCorps VISTA member to direct the continuation of the service learning program
- Help students develop a greater sense of civic responsibility

Accomplishments

- Active citizenship was included in the college's new vision and guiding principles developed at annual strategic planning sessions.
- All full-time faculty participated in professional development workshops and activities.

History Project

The history project focused on obtaining oral histories of local elders who experienced the influx of ethnically diverse groups and the changes that occurred in the environment, landscape, and lifestyles of northern New Mexico and its peoples.

Faculty created an opportunity for sophomore history students, through the Chicano Experience History 262 course, to examine the Española Valley's cultural evolution as a result of the influx of Anglo migration into northern New Mexico. The Española Valley in recent years experienced an additional influx of Spanish speakers from Mexico and Central America.

History Project Outcomes

The oral history project came to life as students decided that it was important to ask what native *Nuevomexicanos* thought about immigrants moving into northern New Mexico and what they felt about

immigration in general. Some of the students were also able to interview immigrants regarding their attitudes. The students as a whole compiled the questions that they wished to ask of the community members who were interviewed. Students expressed great satisfaction in learning about the views of their elders. Interviews revealed a variety of opinions—from reluctance to acceptance of new immigrants.

The histories were transcribed on paper and archived on compact discs. The completed histories can be accessed through the college library and are open to the public.

Speech Project

Public speaking students at Northern New Mexico College were paired with eighth-grade students at a local middle school. Working in individual tutoring sessions, Northern students helped the middle school students prepare and deliver personal narrative speeches on the importance of going to college. This experience proved to be very rewarding. It enhanced the academic learning for the Northern students, contributed to their growth in leadership and self-confidence, and provided a service to the community.

Reflections

“I was a little nervous and skeptical to tutor a middle school student because I assumed that the student was going to be stubborn and uncooperative, but the experience turned out to be a positive and excellent one.” - *NNMC Speech student*

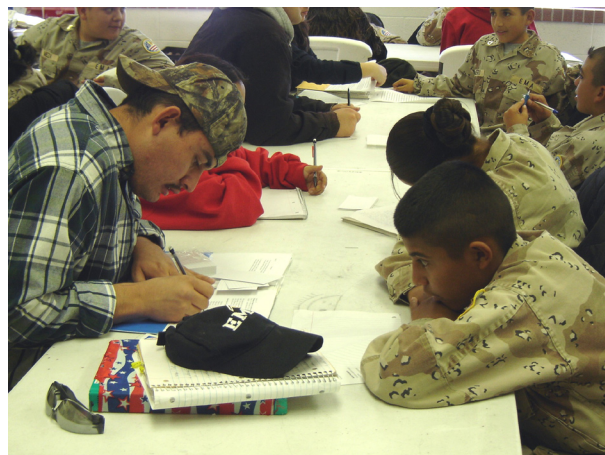
“When you are in the instructor’s shoes, you have the responsibility to know the material

that you are going to be teaching. Knowing that I was going to be tutoring a student, I did research on how to prepare and deliver the speech.” - *NNMC Speech student*

“I participated in the field recording of various residents from Northern New Mexico communities that the students interviewed. To me, the interaction of the immigrants with residents was very interesting and telling. As we viewed the interactions with the dominant society, we learned that members of this group did not recognize any differences between native *Nuevomexicanos* and the immigrants. As the interviews revealed, these cultural differences were apparent by listening to the recorded oral history narratives.” - *NNMC instructor*

Service Learning Across the Curriculum

Service learning has been integrated into the following disciplines at Northern New Mexico College: Criminal Law, English, Family Systems, History, Philosophy, Psychology, Speech, and Web Design.



Speech students help Española Military Academy students write and give oral presentations.

Northwest Indian College

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The Center for Service Learning at Northwest Indian College was established in 2003 to facilitate and support service learning, build retention, and meet the needs of the Indian community. The center was designed to support faculty in curriculum development as well as student civic engagement and retention through active learning. NWIC incorporated service learning into its curriculum as a productive and culturally relevant way to support learning objectives.

Intended Outcomes

- Create culturally appropriate service activities in a tribal college setting
- Provide service learning opportunities for all students
- Focus on native plant and stream restoration
- Provide multi-generational service opportunities

Accomplishments

- Northwest Indian College hosted a Summit on Indigenous Service Learning that drew community and tribal college faculty and staff from 10 states and included place-based learning experiences for all participants.
- Nearly all faculty and staff received training in service learning and civic engagement.

History Project

Northwest Indian College's project focused on history from an indigenous perspective. Service learning was incorporated into courses to focus on the impact of colonization on Native American cultures. Service learning activities took place primarily in the Lummi Indian Nation where the college is located. Instructors chose to use changes in health and wellness to help students see how tribal communities have been affected.

The Center for Service Learning incorporated into its plans the themes of wellness, social issues, native plants, and traditional foods. A large group project that exemplified all of these themes was the creation of a community garden at the Lummi Elders Center. The garden project was a multi-generational effort including local college students, pre-school children, and elders.

Other successful NWIC initiatives included a habitat restoration project with an emphasis on salmon recovery; a science day for the tribal pre-school; oral history projects with tribal members; leadership training; sobriety awareness; mural projects with local schools; and native plant education projects.



Faculty and students plant native species on the grounds of the Little Bear Creek Elders Center.

Each of these projects was designed with community partner involvement to meet community needs, reinforce curriculum, and provide experiential, place-based, and culturally relevant educational opportunities. Service learning faculty and staff emphasized empowering students to make systematic change in their community.

History Project Outcomes

Students in an Environmental Science course worked with the Little Bear Creek Elders Center to create the Lummi Elders garden. The elders recognized the need for fresh vegetables in their diet, particularly after budget cuts impeded their opportunity to purchase fresh produce regularly. By researching native plant species and reintroducing them to the campus, students learned how plants adapt to their surroundings while they grew healthy fruits and vegetables to supplement the elders' diets.

Students, staff, and faculty planted more than 100 camas bulbs around the NWIC campus. Camas is a native member of the lily family with onion-like bulbs and blue-violet flowers. It is a native traditional species that was widely used, eaten, and traded among many tribes in the Pacific Northwest in the past, but is rarely planted now.

As part of an ongoing campus educational and beautification project, NWIC students, faculty, staff, and community members will continue to place native plants throughout the campus. Students will prepare an environmental education identification guide that highlights traditional uses for the native plants at Northwest Indian College.

A student from a Native American Studies course participated in service learning by partnering with a nearby middle school art teacher to teach Northwest Coastal Art and tribal art appreciation. She worked with the teacher to develop lessons of cross-cultural understanding and diversity awareness through art.



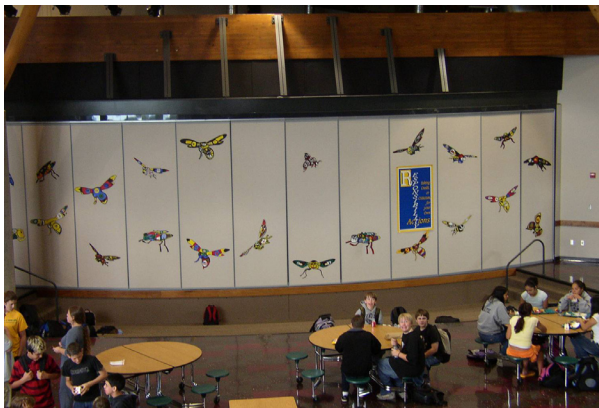
Service learning students work in the campus garden.

The middle school students painted their school mascot, a hornet, in the Northwest Coastal design. Inside the design, the students placed significant family crests and meaningful identity symbols, such as a

basketball or a religious symbol. These lessons helped students see that art within the tribal community holds symbolic meaning. The most important service this project offered was to begin building a bridge of understanding between the local non-tribal school and the Lummi community.

In a related service learning activity, staff from the Nooksack Salmon Enhancement Association trained students on salmon habitat restoration. A land-based initiative included stenciling “no dumping” notices near Bellingham storm drains.

Northwest Indian College students also partnered with children at Lummi Head Start to plant trees and restore wildlife habitat in the Schell Creek riparian zone. Service learners held a “science day,” conducting basic science experiments for 90 Head Start students.



Middle school students helped design a Northwest Coastal Art mural for their school.

Reflections

“Working in the garden at Little Bear Creek Elders Center was more than a task; I found peace in planting for the future of the elders. The elders had expressed a desire for fruits and vegetables that were not part of their regular diet and I was part of the group that made it happen for them. Doing the garden work served to strengthen us as a community. It is difficult to say with new words the real feelings that I carry to this day.” - *Jessica, Environmental Studies student*

“The Lummi Elders garden represents to me a model of transformation, connection, control, and energy; transformation in terms of definite positive changes in human and wellness dynamics; connection in terms of revitalized relationships between people, plants, and generations; control in terms of the focused, directed actions towards the realization of a positive future; and energy in terms of the contributions of people, community, and the earth that have come together in this experience.” - *NWIC instructor*

Service Learning Across the Curriculum

Service learning has been integrated into the following disciplines at Northwest Indian College: Art, Biology, Education, Environmental Science, and Native American Studies.

Prince George's Community College

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In 2001 a “futures issues group” consisting of faculty and staff was charged with investigating the feasibility of implementing service learning at Prince George’s Community College. The committee developed a comprehensive plan that established the foundation for the service learning program and *Horizons* grant.

Intended Outcomes

- Develop partnerships with public schools
- Provide faculty development and training
- Establish a service learning office

Accomplishments

- Accounting students provided help to low-income residents through the Volunteer Income Tax Assistance Program (VITA).

- Health and Nursing students provided health screenings and information to nursing home residents and community groups.
- A civic engagement leadership institute was created.

History Project

The Veterans Oral History Project was a highlight of the college’s service learning program. The project was a collaborative effort between the Library of Congress, Prince George’s Community College’s Book Bridge Project, and the service learning office. A better understanding and appreciation of those in the community who served in various wars, as well as a closer connection to U.S. history, was a primary goal. This project supported building a lasting legacy of recorded interviews, memoirs, and other documents chronicling the veterans’ wartime experiences, and how those experiences affected their lives.

The Veterans Oral History Project at Prince George’s Community College was part of a broad effort that encompassed colleges, universities, community organizations, and other participating groups throughout the country. The interviews and artifacts collected will be maintained by the Library of Congress as a permanent part of the nation’s record, capturing the reflections and experiences of veterans of wars in which the United States was a participant.

Prior to interviewing World War II veterans, an orientation and training workshop was held for faculty interested in incorporating the Veterans Oral History Project as a service learning option for students in their classes and for students interested in participating. Students were given several options for participation in the history project.



Students and faculty listen to veterans' reflections.

The history project overlapped with a college-wide initiative, the Book Bridge Project, in which a book was selected for reading by the entire campus. The featured book, *Easier Said: The Autobiography of LeRoy A. Battle*, highlighted the journey of the author as a boy in Harlem during the Harlem Renaissance to a young man in World War II, as a Tuskegee Airman, and finally as an educator in the Prince George's County public school system. The campus and community kicked off the year-long celebration with a community forum featuring six Tuskegee Airmen, including Mr. Battle, who told of their patriotic experiences in a segregated army.

History Project Outcomes

Prince George's Community College developed a partnership with Forestville High School to encourage both college and high school students to become engaged in the process of oral history and to develop an

appreciation of those who served their country.

After participating in the oral history training, faculty and students from Prince George's Community College joined with students from Forestville High School and participated in a day of reflection and celebration as they interviewed local veterans. Approximately 50 veterans came to the campus, where they were hosted and interviewed by more than 50 students and faculty.

Civic Engagement Leadership Institute

After participating in a training institute for LeadershipPlenty®, a leadership development curriculum sponsored by the Pew Partnership for Civic Change, the project team at PGCC designed a civic engagement leadership institute. This institute enabled a small group of students—who were not otherwise serving in leadership positions on campus—to meet monthly throughout the year to discuss local community issues, problems, and solutions. These students became more engaged in their children's schools, with the county council, and in neighborhood associations, and organized a community service fair for local organizations to recruit more volunteers.



A student examines historical photographs with a World War II veteran.

Reflections

“It is one thing to teach students history, but another to expose them firsthand to people who experienced life-altering historical events—it often inspires students to do more with their lives—an oral history project like the Veterans History Project at the Library of Congress does this.”

- *Mary Brown, Book Bridge Project director*

“At first I thought participating in the Veterans History program would be a waste of my time, but I learned a lot of history and am happy I participated. I left there with respect and gratitude for the veterans of the United States military.” - *PGCC student*

“Service learning has really made my focus crystal clear now. Before, I cared, but that won’t get the job done. I didn’t know how to respond. Now I know my role isn’t to carry people, but to get people on their feet.”

- *PGCC Civic Engagement Leadership Institute participant*

Service Learning Across the Curriculum

Service learning has been integrated into the following disciplines at Prince George’s Community College: Accounting, Business Management, Computer Information Services, Engineering, English, Health/Wellness, History, Human Performance, International Studies, Math, Nursing, Psychology, Sociology, and Speech.



Students in the Civic Engagement Leadership Institute gather after a meeting.

Sinclair Community College

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Service learning, although individually defined and structured by faculty, had been part of other experiential education offerings at Sinclair Community College for many years. The *Horizons* grant provided the opportunity and resources to develop a campus-wide standard and centralize processes for faculty training, partnership development, and service learning tracking and evaluation.

Intended Outcomes

- Establish a quality service learning program to include a standard definition, training, common tracking and evaluation processes, and resources for faculty, students, and community partners
- Integrate service learning into all academic departments to enhance learning and promote student commitment to community and civic responsibility

Accomplishments

- A service learning coordinator was hired to train and assist faculty and act as a liaison with community- and faith-based organizations.
- The college created an online database that allows students and faculty to search for appropriate service learning placements and enables partner organizations to enter and update their specific needs and projects.
- The college sponsored several annual campus-wide, multidisciplinary service events for students, faculty, staff, administrators, and community residents, including Make a Difference Day, Habitat for Humanity builds, and a march honoring Dr. Martin Luther King, Jr.
- Sinclair established an annual service learning recognition program for students, faculty, and partners.

History Project

Sinclair Community College students set out to explore the local current immigration experience and compare it to that of immigrants 100 years ago.

Students and faculty from Art, Communication, and Sociology worked together using their skills and knowledge to tell the story of local immigration and the resulting cultural

richness to the Dayton area. This was accomplished over a year-and-a-half by taking photographs of the faces of local residents at many community events and interviewing and logging their stories of immigration. The resulting project was titled “The Many Faces of Dayton Photo Mural and Stories Project.”



The project debuts at Dayton’s City Folk Festival.

History Project Outcomes

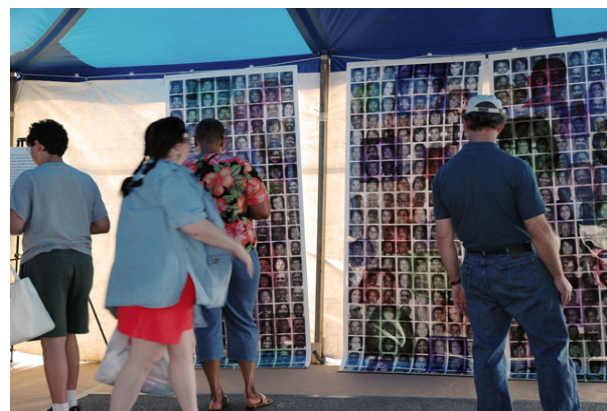
The design, process, and participants changed slightly from the project team’s original plan. Initially instructors from Art, Sociology, and History had their students working on separate immigration-themed projects. The Art students were taking photos of local citizens at community events; History students planned to examine local data on immigration trends; and Sociology students planned to work with nearby agencies to identify unmet needs of local immigrants.

A lack of related data and need by the agencies resulted in a revised plan that included a new dimension: the stories of local immigrants. An Interpersonal Communication instructor was invited to join the service learning project team. The Communication and Sociology students then conducted personal interviews of local immigrants.

On July 1, 2005, “The Many Faces of Dayton Photo Mural and Stories Project” had its “opening” as part of the annual regional City Folk Festival. The campus and local community were invited to enjoy the displays while trying to locate pictures and stories of themselves, their friends, and other Dayton residents.

The “Many Faces of Dayton” project consisted of approximately four thousand faces of people living and working in the greater Dayton area. These digitally produced photographs reflected the multicultural nature of the Miami Valley and were grouped on a series of 24 three-foot-by-seven-foot canvases with mylar overlays. Fourteen story panels, telling the stories of how people came to Dayton, accompanied the display.

Dayton Visual Arts Center partnered with Sinclair to provide materials related to the production of the photo panels. During the 2005 opening at the regional City Folk Festival, the mayor of Dayton expressed interest in having parts of the exhibit displayed in City Hall.



Visitors look for familiar faces in the display.

Festival attendees were also invited to have their photos taken and to tell their families’ stories of immigration to Dayton.

Thousands of people attended the City Folk Festival resulting in more than 500 additional photos and many stories being added to the “Many Faces of Dayton” project.

The completed project is now housed at Sinclair Community College with the opportunity for displaying at community events and other locations.



Residents' personal stories capture festival-goers' attention.

Reflections

“I think the Stories project developed for the Principles of Interviewing class is a great example of a service learning activity that is tied closely to curriculum and engages students in interesting and exciting ways.”
- David Bodary, *Communications instructor*

“The photomural, though it was a lot of work, also was a lot of fun and showed me that I can be a part of something big. I’ve visited Dayton. I know my way around. But never before had I ever gotten to meet Dayton. I got to see the heart of the city through the faces of its people.” - *Shanna, SCC student*

“I got to observe firsthand the diversity of Dayton, meeting people of all ages, backgrounds, and races. Dayton typifies our country with this diversity, and to witness this firsthand is something few are privileged enough to experience. Thanks!” - *Amber, SCC student*

“The strong relationship developed with Sinclair [for the *Horizons* grant] has opened doors for other projects and partnerships.”
- *Deborah Ferguson, Community Action Partnership of the Greater Dayton Area*

Service Learning Across the Curriculum

Service learning has been integrated into the following disciplines at Sinclair Community College: Appalachian Studies, Architectural Technology, Art, Business, Chemistry, Communication, Computer Information Systems, Deaf Services, Dental Hygiene, Dietetics, Education, Engineering, English, Health, Heating/Ventilation/Air Conditioning, History, Journalism, Nursing, Physical Education, Sociology, and Spanish.



Students work with Dayton Habitat for Humanity to rebuild homes in Louisiana after Hurricane Katrina.

Western Technical College

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The major goal at Western Technical College was to expand the service learning program into areas of cultural diversity and community involvement. The college planned to achieve this by focusing on three initiatives: student participation, developing and strengthening community partnerships, and faculty development.

Intended Outcomes

- Incorporate principles of civic engagement and cultural diversity into classroom teaching
- Provide faculty development activities to help instructors design well-defined reflection activities
- Ensure students make the connection between what they learn in the classroom and what they experience at their service learning sites

Accomplishments

- More than 500 students completed over 8,000 hours of service at 93 community agencies.
- The project director developed and distributed a monthly service learning newsletter to faculty, administrators, staff, and partners.
- The service learning initiative received local and regional media coverage.
- After a small start with three classes implementing service learning, the program expanded to include classes in many disciplines taught by more than 30 faculty.

History Project

During the Vietnam War, the United States Central Intelligence Agency recruited Hmong men to fight against the Communist armies of North Vietnam. The Hmong assisted by maintaining radio towers along the Ho Chi Minh trail and by rescuing downed American pilots in Laos. In exchange, many Hmong were offered refugee status in the United States.

In the 1970s, a large number of Hmong refugees relocated to the city of La Crosse, Wisconsin. This agrarian population from southeast Asia was met with mixed reaction when relocating to the midwest. The communities they moved to were not educated about who the Hmong were or why they were there. Over the years, among the many

struggles the Hmong have had to face has been overcoming prejudice and confusion about their resettlement in the U.S.

Western Technical College established a collaborative partnership with the Hmong Mutual Assistance Association and the college's Instructional Support Services office, which provides assistance to English for Speakers of Other Languages (ESOL) students. The service learning initiative provided tutorial services, conversation partners to non-native speakers, and school mentoring for immigrant clients.

Western's service learning office worked with the agency directors to place college students in the agencies to work with new immigrants and refugees, and provide American cultural experiences and educational activities for agency immigrant clients. Early projects were difficult to arrange due to the influx of new refugees to the La Crosse area as well as employee turnover at the local mutual assistance agency. Western Technical College students and staff made adjustments by including additional agencies within the partnership and expanding the services students addressed in their projects.

History Project Outcomes

Written Communications classes investigated issues concerning immigration and citizenship by working with Hmong refugees. Students served as conversation partners for refugees in the ESOL classes.

Some students gathered oral histories about the refugees' experiences when making the difficult journey to America.

The Western team's goal was to document the struggles and sacrifices made by local refugees; in doing so, they hoped to expand

understanding and tolerance within the community and help preserve the rich culture of the Hmong.



Members of La Crosse's Hmong community often gather at a local blacksmith's shop.

Narrative Excerpts

From the story of Ge Cha

While we were fleeing, we were very poor and poverty-stricken. At times we had no food and had to eat anything that was available, including snakes, insects, banana leaves, and plant roots. We tried desperately to stay alive and were constantly afraid of getting caught.

A family that fled with us poisoned one of their children with opium because the baby girl would not stop crying and the Vietnamese soldiers were nearby.

Perhaps the most frustrating issue in my life is not being able to read, write, or understand English. If there is one thing I could change, it would be for me to be young again so that I can go to school and get an education. The language barrier has prevented me from doing so many things I've wanted to do. Everything in public involves at least speaking English, and I feel sad that I'm not able to change the past.

Because we are in the United States, our children are assimilating to the mainstream

culture and will eventually forget about our Hmong culture.

From the story of Samuel Ning Thao

When I was younger than 10 years old, my family and the others in my village had to leave home and move frequently to keep ahead of the Communist aggression. We had to pack all of our possessions and walk to a new home. With the frequent moves, my family often left the least important possessions behind. The most cherished and valuable items were the family's cooking utensils—a few pots and pans. There often was not time to process the animals or collect other important items, as the Communists were sometimes moving quickly and endangering the lives of the villagers.

From the story of Lee Her Lee

At school, I did not go out for recess because I knew all the bullying and teasing I would get. I sat in the bathroom until I heard the recess bell ring and the students come in; then I would go back to class. On this day—like any other day in the bathroom—I sat and wrote all the English words I knew. Sometimes I would even number the list to see how many new words I had written down from the day before. Sadly, after a year in the U.S., I found that my vocabulary consisted of only 150 words. I decided I would try to add as many words as I could. Then they could see that I am not stupid.

When I got to fourth grade, my teacher told my mom how unbelievably fast my vocabulary had grown in just one year. I thought to myself, “At last, my daily routine of sitting in the bathroom to read and write proved itself to be effective in helping me with my learning abilities!” I realized that once [the other children] saw that what they say and do no longer bothered me, they eventually

stopped. I convinced myself that someday I would be smarter than all of the mean bullies, so I could prove to them that I could be just like them—maybe even better.

I wanted to prove to the world that “a little dumb refugee Hmong girl” could be just as successful as anyone else who was born in the United States and is American. I graduated in the top six percent of my class with a 3.9 cumulative GPA. Whatever I do, I will always remember these words: “What others say only makes you stronger.”

Reflections

“I have learned how spiritual and naturalistic the Hmong are. They are very non-materialistic and put their spirit and family ahead of themselves. I think that they are truly genuine people with high aspirations. Before I did any research, I didn't think much of the Hmong. I didn't really like or dislike them. I have found a new respect for their culture and for being such strong-willed, strong-minded, and very intellectual people.”
- Greg Aspensen, *Communications student*

“The most profound thing to happen to me while doing this research project is the fact that I now see representations of the discrimination that the Hmong have faced. Their culture isn't valued by those of us in the West. Even when typing on the computer, ‘Hmong’ doesn't register as a word. It's as if they don't exist. After what they did for us in the Vietnam War, they deserve to be here in the United States. Certainly, they deserve to be in the dictionary at least. I consider this to be a metaphor for the difficulties they face among members of their own culture. As the younger Hmong assimilate into American culture, the older Hmong have mourned the loss of their own culture. It is sad that the children and parents can't

communicate because of the language and cultural barriers. The children are adjusting to America, while the adults want them to carry on the Hmong traditions. Meanwhile, Americans still have no idea who the Hmong are and why they are here.” - *Amber Sherburn, Communications student*

“Although I am not outspoken about other ‘races,’ and even though I try not to pre-judge people or be biased, to an extent, I am. That is embarrassing to admit. I stress to my children that everyone is the same, and I do believe that, but when I actually sat down and thought about things, I was thinking differently than I was teaching.” - *Jean, Communications student*

“The goal of service learning is to have students develop, enhance, and use their skills and knowledge by actively participating in the community. This active process has helped me grow from a ‘traditional’ teacher to a facilitator of learning by creating a learning-centered environment where students are empowered to grow and to develop self-confidence in their accumulated talents, abilities, and gifts. I’ve always loved teaching, but now instead of ‘getting to teach’ I get to learn, work, and grow with my students.” - *Sandra Schultz, Interior Design instructor*

“For some, it’s easy to get lost in the black and white of speaking and writing—words on paper, read silently or out loud. As one who loves words and language, I see the ‘color’ of speaking and writing—a well-crafted phrase, an eloquently delivered message. There’s something even more special, however, when those phrases and messages are used to recruit bell ringers for the Salvation Army or to help others understand the

incredible challenges faced by immigrants struggling to learn both a new language and a new culture. Service learning brings the high-definition picture and the surround sound, for my students and for me, to the process of speaking and writing.” - *Dan Rooney, Communications instructor*

Service Learning Across the Curriculum

Service learning has been integrated into the following disciplines at Western Technical College: Community Developmental Disabilities, Computer Information Systems, Dental Education, Early Childhood Education, Finance, Interior Design, Marketing, Medical Assistant, Nursing, Occupational Therapy, Physical Therapy, Radiography, Speech, Supervisory Management, Therapeutic Massage, Video Production, and Written Communications.



Dental Hygiene students teach children good health practices.

HORIZONS MENTOR TEAM

A team of four experienced service learning practitioners mentored the eight *Horizons* mentee colleges throughout the three years of the 2003-2006 grant. Mentors hosted *Horizons* project directors on their own campuses and visited their mentee colleges each year, leading professional development workshops and providing hands-on technical assistance and advice to help the mentees develop sustainable service learning programs.



Orange Coast College Horticulture and Education students work with children to plant a campus garden for low-income families.

Each mentor college offers service learning across the disciplines and provides models that other colleges can learn from. For example, Anne Arundel Community College Architecture students collaborate with an emergency feeding program in Maryland to design models of real structures using canned goods. The students learn not only construction design and engineering techniques, they must also match the types of cans used to the actual nutritional needs of the community residents who will receive the food. The annual Canstruction® event

occurs around the Thanksgiving holiday in a busy shopping mall, after which all “building materials” are donated to local food banks.



Parents and children experience hands-on learning at Orange Coast College's science night.

Orange Coast College in southern California organizes two Community Science Nights each year, when service learning faculty and students open the college's science and technology labs to neighborhood families for the evening. Service learners from several of OCC's science classes prepare experiments to demonstrate different scientific theories and methods. Elementary school children and their families get a firsthand look at science and at the possibilities of a college education. Local families also benefit from a garden that is part of the campus childcare center. Students from Education and Horticulture courses work with young children to plant, tend, and harvest fruits and vegetables.

At Richland College, the service learning program encourages students to become more involved in their Dallas-area communities. The Youth Achievement Foundation

has become a major placement site for Richland students who mentor elementary and middle school children. Richland service learners work mainly with fourth-, fifth-, and sixth-grade students, as well as in a special program that was created to help third graders meet state testing requirements. The program focuses on encouraging the often forgotten “average” students who are struggling, but capable of performing well. Mentoring for the Youth Achievement Foundation not only gives service learning students a way to extend their educational experience, but it also highlights the importance of continuing service beyond the requirements of a semester-long class.

On the New England coast, Southern Maine Community College contributes to local homeland security efforts. As part of the Fire Science Technology program, students hold day-long events on campus that include public education about firefighting, fire safety, and fire risk. The college partners with the local fire department to provide opportunities for Fire Science students to live in volunteer fire stations and go on calls with trained firefighters, expanding the community’s response to emergencies and enhancing student learning. SMCC’s Law Enforcement Technology program created a “safety village,” where service learning students teach preschool children age-appropriate public safety skills.

Like *Horizons* mentors before them, the 2003-2006 mentor team discovered that they gained as much from their mentees as

they gave through their advice and training. According to mentor Jay Yett, “The most meaningful aspect of the *Horizons* project was the interaction between all of the people involved. Each person was committed to improving the academic life of their students and changing their communities for the better. Many of the participants were creative in their approach to the projects and their ideas were inspiring to me and others.”



Anne Arundel Community College Architecture students design and build structures from canned goods that are later donated to local food banks.



Architecture students put the finishing touches on their Construction® building project.

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REFLECTIONS ON THE HORIZONS PROJECT

At the close of the *Horizons* grant in 2006, participants were asked to reflect on their service learning programs. Following are some promising practices they identified that other community colleges can use to strengthen their own programs.

Most Innovative Funding Source or Activity

- Inviting the college president to hear students' reflections
- Holding periodic meetings with the chief academic officer
- Accessing college foundation funds
- Getting a budget line item through the student government
- Using Federal Work-Study students or AmeriCorps VISTA members to staff and lead the program
- Participating in the *Horizons* project

Best Community Partner Development Effort

- Community partner orientations
- Breakfasts or luncheons for faculty and partners
- Community-wide trainings held at agencies
- Agency "wish list" of needs and projects for students
- Agency focus groups
- Community engagement fairs
- One-on-one meetings
- Partner presentations in classes

Most Rewarding Institutional Initiative

- Commitment from president and upper-level administrators
- Vice presidential support for service learning line item in budget
- Strong service learning advisory committee
- National Youth Service Day
- Presentations at faculty and board meetings
- Tying service learning to accreditation standards
- Combining service learning with a freshman experience learning community
- Integrating service/social consciousness into common learning goals
- Establishing a center with full-time staff

Most Effective Program Management Strategy

- Growing faculty champions and cheerleaders
- Distributing tasks among faculty, staff, students, and partners
- Using Federal Work-Study students as service learning ambassadors or assistants
- Organizing an advisory committee
- Developing an interactive Web site
- Linking service learning to college-wide competencies

- Getting an AmeriCorps VISTA member
- Listening to your heart and conscience
- Having a full-time coordinator or director
- Inviting administrators to reflection activities
- Talking to other chief academic officers about service learning
- Publicizing service learning stories in local media

Best Activity, Initiative, or Resource to Support Service Learning Coordinator's Work

- Moving from student services to academic affairs
- Providing course reduction or release time
- Finding permanent funding for staff
- Having an AmeriCorps VISTA member
- Giving faculty ownership of the program
- Networking with other colleges
- Creating a campus-wide advisory committee
- Providing regular opportunities for faculty to share experiences with service learning
- Promoting student enthusiasm

Most Effective Activity to Enhance Administrators' Support for Service Learning

- Speaking to trustees or regents
- Including multiple administrators on service learning advisory committee
- Meeting with and providing routine reports to president, department deans, and college leadership team
- Collecting data and listing accomplishments and evaluation results
- Producing annual reports with student reflections
- Holding end-of-year appreciation or celebration event

Most Effective Faculty Development Activity or Initiative

- Training workshops
- Experienced service learning faculty mentoring new faculty
- Service learning fellows program
- Half-day institute with student and agency panels
- Informal brown-bag lunch sessions to share strategies
- Including service learning discussion in convocation
- Pairing up faculty and partners at workshops
- Sending faculty to local, regional, or national conferences
- Incorporating a service activity in faculty workshops

Most Valued Student Recognition Activity

- Student representation on advisory committee
- Service learning scholarships
- Phi Theta Kappa ceremonies
- End-of-year celebration, awards banquet, or recognition event
- Certificates of appreciation and completion
- Student presentations to campus community
- Small-group reflections
- Inclusion in conference panel presentations
- Acknowledgment of students in the classroom

SERVICE LEARNING RESOURCES

For more information on service learning in community colleges, or to obtain additional copies of this publication, please contact:

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Other service learning resources may be found at:

Campus Compact
www.compact.org

Center for Information and Research on Civic Learning and Engagement
www.civicyouth.org

Community College National Center for Community Engagement
www.mc.maricopa.edu/engagement

Community-Campus Partnerships for Health
www.ccpb.info

Corporation for National and Community Service
www.nationalservice.gov

Learn and Serve America
www.learnandserve.gov

National Service Inclusion Project
www.serviceandinclusion.org

National Service-Learning Clearinghouse
www.servicelearning.org

Points of Light Foundation
www.pointsoflight.org

ABOUT THE EDITORS

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