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PimaCountyCommunityCollegeDistrict

District Service Center Annex

Office of Assistant Vice Chancellor
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February 1, 1993

Mr. Eli Segal
Assistant to the President
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Dear Eli:

Congratulations on your new job! It's terrific that we have a President with some compassion and understanding of the real issues confronting our country. Your particular assignment is one that is very important to those of us involved in community college education because of our commitment to open access for all and the financial needs that our students have.

Our school, the 7th largest of its kind in the USA, has a community service program which I want to share with you. We already have in place a major program which connects performing services in the community to one's educational activities.

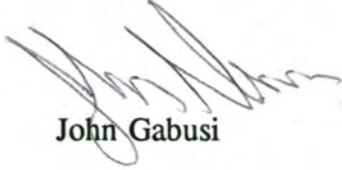
I believe that it can serve as one model for these kinds of activities. You're probably inundated with ideas and this makes one more for the pile! However, the other message is: we (the college) want very much to help you. We're strategically located, have a large minority population and are highly-regarded in the community college world as one of the best in the country. If you plan to have hearings; need an exemplary school to highlight, or need someone to serve on an advisory group, whatever, we'd like to help.

Our Chancellor, Jeff Hockaday, was formerly the Chancellor of the State of Virginia's entire system and was a Baliles appointee. He is very supportive of the efforts President Clinton is undertaking and you can be sure of our total commitment to help.

A couple of personal notes: Maggie Williams used to work in Congressman Udall's office while I was there-please give her my best and hopefully I'll have a chance to say hello one more time.

It was during the McGovern campaign when Rick Stearns asked me to do some trouble-shooting in West that I first met President Clinton- I still remember how we were facing disaster and trying to convince everyone else it was still a possibility. In any event, I'd appreciate a picture of the President to hang in my office-if it could include a note with reference to 72', that would be even better. In any event, whatever you might do would be most appreciated. I hope that some of this is helpful and that we might get together one day soon.

With Best Regards,

A handwritten signature in dark ink, appearing to read 'John Gabusi', with a stylized, flowing script.

John Gabusi

"When effectively structured, facilitated, related to discipline based theories and knowledge, and assessed...service based learning is the means to link the initiative to develop social responsibility with the efforts to improve undergraduate education. This evolving pedagogy of experience is key to ensuring the development of graduates who will participate in society actively, ethically and with an informed, critical habit of mind."

Tim Stanton, Stanford University/1987

The term **service learning** comes from the coupling of action and reflection. It has been adopted as a term that best describes a combination of useful service to the community and the disciplined interpretation of that service experience to increase knowledge base and understanding of one's self and one's community.

In a time when community involvement is essential from each and every individual in order to meet the needs of our global society and there is an increased emphasis on school reforms to meet those needs, service learning has emerged as a valuable tool in the educational system.

Graduate programs of education have a history of utilizing fieldwork and internships as a part of their curriculum. In the 1960's this concept was expanded to undergraduate students in the south. Its success and contributions made in developing innovations in undergraduate instruction is what has spread "service learning" concepts into a growing movement in education today.

The beginnings of what has been termed service learning originated with a strategy to change southern higher education in Oak Ridge, Tennessee. In 1964 four interns participated in a program with the Atomic Energy Commission. With growing concern at that time for relating higher education to programs of social and economic change, and added pleas from students and the public for more relevant educational experiences, the Oak Ridge Associated Universities, with the help of the Tennessee Valley Authority and related community services expanded the program to include other areas of study. By the late 60's they had further expanded and decentralized across the southern region to 15 participating states in the Southern Regional Education Board (SREB).

Since 1969, SREB's efforts have been focused on encouraging and assisting in the establishment and development of state level programs. These programs have been highly successful and have given service learning a foundation for current integration into core curriculums and community service organizations. Ongoing research is designed to evaluate programs and find more comprehensive theories of human and community development, theories of learning, epistemology and continued research in meeting the goals of the National Presidents and Governor's Goals of Education.

The current service learning movement at Pima College began in late spring of 1991 when two students from two Pima College Social Service classes (Topics in Community Involvement, and Community Organization and Development) were asked to make presentations at the national conference of the Campus Compact Center for Community Colleges. The students were asked to make a presentation regarding the hands on learning/experiential education techniques experienced by the students in these classes. A contingent of Pima students traveled to the conference with the presenters. Upon the groups return to Tucson, they decided that other Pima students should have the opportunity to experience the rewards of service learning also. With the help and advisement of several interested faculty, this small but dedicated group of students began their efforts to initiate a Service Learning Program at Pima College.

After overcoming many hurdles, the Pima College West Campus Center for Service Learning is becoming a reality. The college has decided the Center will be housed in the Office of Multi-Disciplinary Educational Services MDES, with Dr. Candido Mercado, Director of MDES at the west campus, as the Coordinator. The office for the Center for Service Learning is presently located on the first floor of the Library building (AL 122). Outside funding sources are currently being sought, and workshops will be offered to interested faculty members to help them integrate service learning into their classrooms.

Pima Community College Regional Center for Service and Learning

A B S T R A C T

The Pima Community College Mission Statement affirms that "The College is accountable to its students and the community for sound linkages, fiscal responsibility, and educational results." This statement wholeheartedly supports the idea of service oriented experiential education; learning by doing. The service learning approach is a powerful motivator for learning because it is positive, meaningful, and real. The service learning environment is success oriented rather than competitive. It offers opportunities for real life problem-solving in which feedback is uncontrived and immediate. Service oriented experiential education activities have a positive impact in real-life situations for the students. Documented outcomes of service oriented experiential learning include: an opportunity to put into practice the theories that are learned in the classroom, enhanced concern for others, ability to get things done and work with others, increased self-motivation, improved self-concept, and an awareness of responsibility to the community.

The Center for Service and Learning at Pima Community College will seek to utilize and expand the already existent alliances between the College, K - 12 school systems, community service agencies, businesses, industries, government institutions, and other institutions of higher education in southern Arizona. These linkages will provide Pima College students opportunities to perform community service in their chosen fields and receive college credit for their efforts. Independently or through courses, students will be linked with community based agencies. The Center for Service and Learning will act as liaison between the students and the agencies. Through service and learning, the students will also have the opportunity to develop skills and utilize them as consultants to the community agencies. Through the use of supervised student technical assistance, these agencies will be able to further develop their own resources. The community agencies, in turn, will also have the opportunity to utilize the partnership between the Center for Service and Learning and the public schools by exposing, educating, and involving college students and staff, K -12 school students, parents, and school personnel in relevant community issues. This will enable southern Arizona colleges and public schools to establish an accurate focus in curriculum development areas that best fulfill the needs of the communities served. In addition, the Pima Community College Regional Center for Service and Learning will provide faculty/staff training and development, and offer technical assistance to schools and colleges in southern Arizona.

The Center for Service and Learning will benefit many groups. It will benefit the College by promoting student retention, enhancing the curriculum by helping students to develop multiple competencies, and by strengthening ties in the community. Benefits to the faculty will include: a new avenue for creative teaching; the opportunity to see students actively using the theories that are taught in the classroom; and the opportunity to help students develop initiative, independent reasoning, and independent learning skills. Thus, the students will become an integral part of the community. The benefits to the community include an increase of students' civic responsibility upon graduation, availability of educational resources for problem-solving, and a link to Pima College by involving the community in the students' learning process.

EXAMPLES OF SERVICE LEARNING ACTIVITIES

WITHIN THE LAST TWO YEARS

AT PIMA COMMUNITY COLLEGE

(compiled Spring 1992)

EAST CAMPUS:

- LANGUAGE DEPT.**
- Students tutor other Pima students, exchanging language skills, for example english speaking with japanese speaking.
 - Each year the Spanish Club collects donations of food, clothing and gifts for a small town across the border in Mexico.
 - Language Department students raise money each year for scholarships for students to study abroad.
- PSYCHOLOGY**
- Students volunteer with Parents Anonymous in two areas, teaching parenting skills to parents or working with the children. Students are trained by Parents Anonymous, and receive school credit for their work.
- PROJECT AMIGOS**
- Students volunteer in conjunction with Big Brothers/Big Sisters of Tucson in this outreach program.
- ASTRONOMY**
- Science on Saturdays is a program in which astronomy students hold Saturday seminars to help children learn basic astronomy.

WEST CAMPUS:

- ARCHEOLOGY**
- Students collaborate with local architects, developers, and engineering and planning firms to provide archeological services. Over 100 projects have been completed, with students receiving credit for their work.
- DRAFTING & DESIGN**
- Students team up with businesses, contractors, and local government to build a home on vacant land in a developed neighborhood that is then sold at a greatly reduced price to a selected family who may otherwise be unable to purchase a home. Students in the Build-A-Home project produce working drawings and contribute labor to this project. Two homes have been built, with a third on the way.

WEST CAMPUS (continued)

EARLY CHILDHOOD EDUCATION

- Students routinely provide extra support at area day care centers, and gain valuable experience in return.

FASHION DESIGN

- Armed with donated fabric, sewing machines, skill, and enthusiasm these students go to Head Start centers teach the parents how to make clothes for their children, helping the families to meet their clothing needs. Students and parents gain new skills; the children get new clothes...and much more.

MEDIA ARTS

- Students assist community groups with video and audio productions. In addition, more experienced students work in the media lab to provide direction and support to other students who are developing media projects.

PSYCHOLOGY & SOCIOLOGY

- The Peer Mentoring Program provides mentors representing many cultures, such as Native American, Hispanic American, and Asian American, to assist all students in their pursuit of academic success. Students receive credit for their work and training as a mentor.

SIGN LANGUAGE & INTERPRETER TRAINING

- These students are involved in many community service activities such as providing one on one teaching, serving as guest speakers, working with the Adult Loss of Hearing Association (ALPHA), and volunteer interpreting in various settings, on and off campus. The philosophy of the Sign Language Interpreting Training Program is that service oriented learning benefits the student, the program, and the community by providing opportunities which bridge knowledge and communication gaps between deaf and hearing people of all cultures.

SOCIAL SERVICES

- Students participate in a wide array of community service activities as an important facet of their education. These students commonly spend time volunteering in community agencies. In addition, students have an opportunity to participate

WEST CAMPUS (continued):

SOCIAL SERVICE

(cont'd)

- in a special course: Topics In Community Involvement. Students in this course work on selected projects aimed at benefiting the community. Examples include developing a Peer Wellness center with special attention to AIDS, a support group for parents of children with a mental illness, creating a community education program on the dangers of shaking infants, and conducting needs assessments and grassroots organizing in low income neighborhoods. In the past two years students have participated in more than fifteen projects.

DRAMA

- Students can earn credit by voluntarily performing with local small theater groups, throughout the year.

MULTI-DISCIPLINARY EDUCATIONAL SERVICES:

PROJECT F.U.E.L - Students are volunteer tutors with elementary school children, stressing literacy and self-esteem. This program operates in a partnership with the Boy and Girl Scouts of America, and allows the students to gain credit in psychology, sociology, and early childhood education.

In addition, many students are also involved in a variety of community service activities through their participation in Cooperative Education classes, college wide.

THE PIMA COUNTY COMMUNITY COLLEGE CENTER FOR SERVICE AND LEARNING

Introduction:

Service and learning fulfills the Pima County Community College Mission Statement and strengthens the college's commitment to be "accountable to its students and the community for sound linkages, fiscal responsibility, and educational results."

S.L.I.C., Service Learning In College, is an organization founded by students to promote and support service and learning at Pima County Community College. The students have gathered and gained the support of interested community and college investors to plan the establishment of a center for service and learning.

Opportunities:

Through community service and learning, many of the concerns that exist in southern Arizona can be addressed: homelessness, gangs, illiteracy, school drop-out, substance abuse, teenage pregnancy, poverty, the elderly, AIDS, etc.

Community service and learning will provide a link for expanding alliances between the college and public schools, community based agencies, businesses, and institutions in southern Arizona.

Two current external funding opportunities for the center exist; a major donor to the college, and a national community service grant.

The activities of the Center for Service and Learning will increase eligibility and opportunities of grants and other funding for the college.

Students will have the opportunity to receive college credit for service and learning while being introduced to the benefits of community service as a part of community college education.

Course development in service and learning will facilitate articulation with K-12 schools and universities.

College faculty have a new avenue for creative teaching. Integrating service into the learning process positively impacts teaching styles and responds to student learning styles; teachers become facilitators and consultants of learning.

Center Description:

The center will serve as an information and coordination site for community service and learning opportunities. This includes identifying existing opportunities in the K-12 schools and community based agencies, and recruiting new agencies willing to participate in service and learning experiences.

The center will coordinate the academic requirements between the student, agency or school system, and college. The faculty, students, and community agencies will be provided with guidelines to assure understanding of duties, responsibilities, and liability protection of participants. Feedback from the participating groups will be encouraged to strengthen and improve the program.

The center will assist the students in obtaining appropriate assignments with school system or community agencies. This includes maintaining mutually beneficial relations between the community and the college. A file of community agencies and K-12 schools and their needs will be prepared and regularly updated.

The center will assist faculty to develop service and learning courses and internships. Sample materials for course development, application, and evaluation will be developed and distributed. Faculty will be encouraged to assist in the development of service and learning within their disciplines.

The center will provide technical assistance to community agencies and K-12 schools, and encourage them to become involved as resources to the community. Through consultation with faculty, staff, and students the agencies or schools will enrich their own skills and resources. The schools or agencies will have opportunities to participate in campus activities that promote volunteerism and enhance community awareness of critical issues.

The center will share its experience with other educational institutions so that community service and learning becomes an essential component of education at all levels. Including participation in national, state, and local conferences and meetings promoting the service learning concept.

What Is Service Learning?

- ➡ A method by which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and the community.
- ➡ Service learning can occur through service programs that are integrated into the students' academic curriculum or through structured time for a student to reflect or write about what the student did or saw during the actual service activity.
- ➡ Service learning programs provide students with opportunities to use newly acquired skills (such as those taught in the classroom), and knowledge in real-life situations in their own communities.
- ➡ Service learning opportunities enhance what is taught in the schools by extending student learning beyond the classroom and into the community.
- ➡ Service learning activities will help to foster the development of a sense of caring for others.

PIMA COMMUNITY COLLEGE SERVICE LEARNING GAZETTE

PUBLISHED BY THE STUDENT ORGANIZATION FOR SERVICE LEARNING (S.O.S.L.), FORMERLY S.L.I.C



EXTRA! EXTRA!

READ ALL ABOUT IT !

Center For Service Learning to open office at last

Pima College Center for Service Learning will open its door beginning with the Spring Semester of 1993. The Center will be sharing an office with Project F.U.E.L., a literacy/mentoring program. The space, although temporary due to renovation, is a tremendous show of support by the College. The location of the office is on the first floor of the West Campus library building (AL 122). Office hours are to be posted.

Center for Service Learning finds a home

The Center for Service Learning was informed earlier this semester that it would be housed under the office of Multi-disciplinary Educational Services. Other programs in this area include bilingual education, the Honors Program, and Project F.U.E.L. This office is at the West

Campus, in the office of the Dean of Instruction. The phone number is 884-6573.

Dr. Candido Mercado named Coordinator

Dr. Candido Mercado has been assigned as the coordinator for the Center for Service Learning. Dr. Mercado is the Director of Multi-disciplinary Education at the West Campus. He has been with Pima College for many years, and will be a great asset to our efforts. Dan Gregory is working as Candidos' assistant.

Faculty surveyed

Students have spent the last semester surveying faculty to assess interest in Service Learning, and to discuss ways of integrating Service Learning into their teaching. Plans are in the works to hold faculty workshops to help interested faculty with this integration. The college has made funds available for faculty stipends for those attending the workshops.

Memorandum

TO: All faculty interested in Service Learning
FROM: Candido Mercado, Coordinator
DATE: January 15, 1993
SUBJECT: Service Learning

The Center for Service Learning is encouraging faculty from a variety of disciplines to generate service-learning modules within their courses.

These modules will in no way detract from existing course material or programs, but will offer additional opportunities for students to become involved in community service.

The rationale for granting credit for community service is based on the value of experiential learning and of introducing students to the benefits of community service as part of a community college education. More importantly we hope to instill in students a responsibility of citizen advocacy in a democratic society. An underlying philosophy of the Center is that service learning builds communities.

This is a national trend spreading from the most prestigious colleges in the United States (Stanford, Brown, Harvard, Georgetown, De Pauw, to name a few) and becoming increasingly common as a circular option in many institutions.

The Center for Service Learning will be your resource center, to help you create and integrate service learning modules into your classroom, as well as be the link between the college and the community service agencies.

Please call the Center at 884-6269 if you need any additional information. We appreciate your support.

Students design computer system for building projects

The construction department's building projects are providing hands-on experience to students in computer science as well as those in construction-related disciplines. This spring, students in CSC-281, Systems Design, will design a communication system based on the recommendations of last semester's CSC-280 class.

The fall 1992 class focused on the communications issues for the multiple projects PCC is involved in -- Build-A-Home, Habitat for Humanity, Esperanza en Escalante and Desert Home. They recommended, in a 150-page proposal, enhancements to FWIS, a Fieldwork Information System designed by PCC students a year ago. A group of four student volunteers coded FWIS over the summer. The same group worked through the recent winter break to code enhancements to the system.

The 20 students in this fall's Systems Analysis class, taught by adjunct faculty member Kyrin Alves, recommended a fully-automated, PC-based telecommunication network to facilitate data management for building projects and student records, scheduling, trouble-shooting and communication between students, contractors, agencies and instructors.

Says John Jarchow, construction department chair, "When we started our building activities, we wanted to touch on as many different curriculums as possible. That's been a real nice aspect."

Alves read a story on Build-A-Home,

and called Jarchow to praise the project. "Afterward, I started thinking -- we could work on this too...I really believe in the project. It's just exactly the same kind of thing I like to do with my classes." Alves' CSC-280 and 281 classes in 1987-88 designed a case tracking system now in use for the Pima County Public Defender's Office.

For student Jean Swentor, problem-solving to meet a real need made the class more attractive: "I knew we would be working on real-world applications. You need to get the job done...This is something that's going to be utilized." Swentor is one of the volunteers coding FWIS; she will be on the design team in CSC-281 this spring. She said the project is evolving, so there are already changes from last semester's analysis: "Things will come together in the design phase."

"That always happens in design -- the possibility of finding new things," said project co-leader Lee Perin. "Anything could change. Until it's really up and running, anything could happen."

The construction department's cooperative education projects will provide work experience for Alves' students for several semesters. She has been learning the workings and needs of the building projects first-hand; she works once a week as a volunteer at Desert Home. "It's my first time working construction. Usually I'm a desk person." She sees possibilities for involvement for students in accounting, construction management and public relations, too.

Computer science students first got involved in the building projects in 1991, when Build-A-Home was the only project. Now, many more students are working on multiple projects, and keeping track of everything has become more complex. A system of interlinked databases will be able to track student records, schedules, materials and communications. It will be more efficient and cost-effective than the manual recordkeeping which is becoming overwhelming.

"I liked the group interaction, and actually accomplishing something that would be useful."
Barbara Encinas

Students researched all phases of the fieldwork, from student registration and orientation to daily communication between contractors and PCC instructors. One of their recommendations last year is now a standard part of fieldwork projects -- a memorandum of understanding between the college and agencies involved in the building projects.

"I've been really impressed with the quality of the work," said Jarchow. "A big part of design, whether designing buildings or information systems, is analyzing information and putting it together."

"Doing analysis was really new to me," said Perin. He has worked before on the layout and programming of computer systems, and has worked with computers as a manager for 15 years. He said one of the most important aspects of the project was learning to problem-solve in a group: "It showed you how important working in groups is, how important it is to coordinate...It had to be a team effort instead of an individual effort...You learn how to work around situations you can't control. It's the real world."

"We developed such close relationships," said Barbara Encinas, project recorder and an administrative secretary at PCC. "We really had to pull together."

Perin liked working on a real-world problem: "It makes you proud that you're working on a real situation. You see a result. It's not just an exercise. A real-world situation does make it harder, but you see the results. It's tangible."

Said Encinas, "It was real rewarding to think we helped a program that helps the community." She said working on a real-world problem was frustrating at times: "You're learning as you go...The end was really hectic." As project recorder, she put in more than 100 hours editing the proposal. "Everybody had to pitch in. We had the same kinds of problems as you would have in a work situation...I learned the thinking-out process. You can use those same kinds of steps for problem-solving in just about anything."

This article is taken from the January 12, 1993 issue of the **Pima College Bulletin**.

This article shows an excellent example of service learning activities.

Please notice the highlighted areas.



United Way of Greater Tucson

December 29, 1992

Responses to
Survey for Pima Community College
Student Service Learning Program

The following agencies are interested in developing Student Service Learning Placements with PCC students.

Arizona Conservation Corps
Amity FireHouse
Boy Scouts, Catalina Council
Boys and Girls Clubs of Tucson
Camp Fire Boys and Girls, So. AZ Council
Cerebral Palsy Foundation
CODAC Behavioral Project
Community Food Bank
Disability Resource Center of Tucson (DIRECT)
Gateway, Inc
La Frontera Center
Pima County Adult Education
Pima County Community Services Dept
Pima County Health Department, Prenatal Initiative
Pio Decimo Center
Travelers Aid
St. Elizabeth of Hungary Clinic

Non United Way agencies that are interested:

Casa de Esperanza
Tucson Urban League
Handmaker Jewish Geriatric Services
La Hacienda (Child Protective Services)
Pima County Coalition Against Child Abuse
Carondelet Holy Family
Mobile Meals of Tucson
Casa De Los Niños
Pima County Public Fiduciary
Our Town Family Services
Victim Witness Program
Wright Flight
Tucson Girls Chorus
Tucson Psychiatric Institute
Literacy Volunteers of Pima County

PIMA COMMUNITY COLLEGE

CAPABILITY STATEMENT

