



WESTERN ENGAGED

WESTERN ENGAGED ANNUAL REPORT | 2015





 **GREAT GROUP OF STUDENTS! THE STUDENTS WERE EXTREMELY HELPFUL AND VERY PATIENT!"**

- Community Education Participant

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Western Technical College is in full compliance with state and federal equal opportunity and affirmative action laws and regulations including Title IX of the 1972 Education Amendments, Title VI and VII of the Civil Rights Acts of 1964 and 1992, Section 504 of the 1973 Rehabilitation Act, the Americans with Disabilities Act of 1991, and Section 38.23 of the Wisconsin Statutes. It is the policy of the Board of the Western Technical College District not to discriminate on the basis of race, color, national origin, creed, sex, age, disability, arrest or conviction record, political affiliation, union or non-union affiliation, marital status, sexual orientation, family or medical leave, or membership of the National Guard, state defense force or any other reserve component of the military forces of the United States or Wisconsin, in employment, education programs, admissions and activities. Services, financial aid and other benefits of this College and those originating from the Wisconsin Technical College System Board are provided on a nondiscriminatory basis. Western is committed to the elimination of sex-role stereotyping. Coordination of Title IX and Section 504 have been assigned to the Employment Benefits and EEO Manager at Western Technical College, 400 Seventh Street North, Post Office Box C-0908, La Crosse, Wisconsin 54602-0908; telephone 608.785.9274.

COMMUNITY ENGAGEMENT

Making an impact is what Western Technical College strives to do. Influencing, growing, building, educating, and helping are all ways to impact the community, and students across the college are doing that in a large way! Whether it be designing homes for Habitat for Humanity or reading to children to begin conversations about financial literacy, Western is engaged and committed to impacting our communities. Check out this year's annual Community Engagement report for data and stories about how Western is serving to make a difference! All of the information in this report was gathered through partnerships with the Community Engagement Department or through completion of the hour data form on the homepage of WIRE.



Kari Reyburn
Community Engagement Coordinator





MAKING A COMMUNITY IMPACT

SUMMER 2014 - SPRING 2015		FALL 2013 - SPRING 2014
114	COMMUNITY ORGANIZATIONS HELPED	87
1,060	STUDENTS PARTICIPATED IN COMMUNITY ENGAGEMENT ACTIVITIES	881
18,023	TOTAL HOURS GIVEN IN SERVICE TO THE COMMUNITY	12,535
\$392,540	COMMUNITY COST SAVINGS	\$221,231



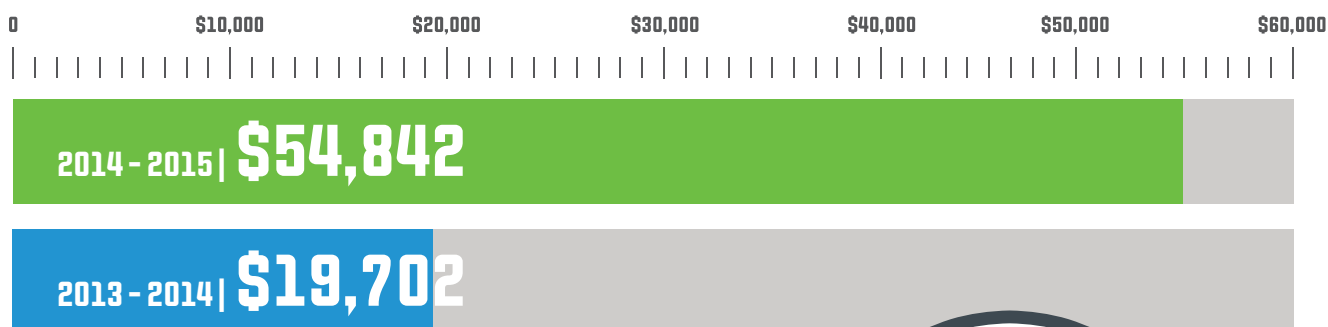
“ THIS WAS AN AWESOME VALIDATION OF TAKING STUDENT LEARNING OUTSIDE THE CLASSROOM. IT WAS A WIN-WIN FOR EVERYONE INVOLVED.”

- Instructor on Service-Learning Project

Data above and throughout this report was gathered through the Community Engagement Hour Tracking Form and through partnerships with the office. If you want your information to be included in the future, be sure to track at the completion of any student community engagement activity. Form found on the homepage of WIRE (https://wtc.co1.qualtrics.com/SE/?SID=SV_78THLY9TulXLqIf).

COMMUNITY EDUCATION

VALUE OF STUDENTS' COMMUNITY EDUCATION FACILITATION



Community Education is a series of offerings that are free and open to the public. Current Western students typically deliver these experiences using skills learned in the classroom. Research shows that students retain information better when they practice or teach. Service-learning experiences like providing community education are terrific ways to connect the Western education to hands-on service experience in our community.

OFFERINGS AND COURSE PARTNERSHIP

- CAR CARE CLINIC**
 Viroqua, WI (Fall)
 Arcadia, WI (Spring; volunteers from Arcadia High School also assisted)
 Skills USA Auto Club, Phil Solberg
- CAR-FIT EVENT**
 Whitehall, WI (Fall)
 Viroqua, WI (Spring)
 Community Practice and Geriatric Practice,
 Christine Krueger
- COMPUTER WORKSHOPS**
 Training Development, Cindy Prindle (Fall)
 Business Procedures, Kim Walsh-Betthausen (Spring)
 Community member volunteer facilitated (Spring)
 Field Experience, Joan Benson (Spring)
- COMMUNITY EDUCATION & INVOLVEMENT FAIR**
 Community Engagement office facilitated
- SMARTPHONE/TABLET HELP WORKSHOPS**
 Emerging Technologies, Ann Brice (Summer)
 Emerging Technologies, Kari Knower (Spring)



- STUDENT RUN HELP DESK**
 Help Desk Management, IT Systems Support, Computer Support Specialist Capstone, Cindy Prindle (Spring)
- SUITS FOR SUCCESS CLOTHING DISTRIBUTION**
 Professional Profile Development, Shannon Corcoran (Spring) Professional Profile, Pat Mielke (Spring)

SERVICE-LEARNING

Service-learning is a method of teaching consisting of student participation in a service activity that meets an identified community need and a connection to course content with continuous reflection.

COURSE PARTNERSHIPS

BUSINESS EDUCATION DIVISION

- **Diversity and Change Management:** *Erin Balsiger, Roxanne Smothers*
Students immerse into a population unrelated to oneself. They spend over 30 hours learning and serving the selected population.
- **Graphic Design Program:** *Ken Hey, Barb Fischer*
- **Human Resource Applications:** *Lori Olson*
Students develop HR materials for several local organizations.
- **Marketing Management:** *Pam Culver*
Students create marketing plans for JavaVino and Quality of Life Chiropractic.
- **Quality Customer Service:** *Roxanne Smothers*
Students create customer service training for Western Dairyland RSVP Program.
- **Retail Sales Management:** *Pam Culver*
Students design merchandise displays and retail layouts for several local organizations.
- **Team Building and Problem Solving:** *Brad Dobbs, Mike McArdle*
In small groups, students apply their skills in solving a problem identified by a local organization of their choice.

GENERAL STUDIES DIVISION

- **Applied Communications:** *Kathy Sims* (2 sections)
In groups, students create presentations covering some aspect of the job search process. They deliver their presentations to YWCA clients.
- **Beginning Composition:** *Kathy Sims*
Students exchange four pen pal letters with someone from Riverfront, Inc. and meet face to face at end of the term.

- **Developmental Psychology:** *Joan Fischer*
Students serve at Hillview Healthcare Center to gather experiences and build relationships that will aid in their understanding of key course concepts.
- **Introduction to Psychology:** *Joan Fischer* (4 sections)
Students deliver suicide prevention presentations at high schools throughout Western's district.
- **Introduction to Sociology:** *Joyce Altobelli*
Students read a children's story to kids at the Hamilton Boys and Girls Club to introduce a short conversation on saving money and banking.
- **Technical Reporting:** *Mary McLaughlin* (2 sections)
Students work with Downtown Mainstreet Inc. and survey employees in the downtown area to determine the behaviors and attitudes about downtown businesses.

HEALTH AND PUBLIC SAFETY DIVISION

- **Community Practice:** *Christine Krueger*
Students serve marginalized populations to instruct daily skills and conduct group activity sessions.
- **Dental Laboratory Procedures:** *Barb Jerue*
Students provide oral health presentations to preschool and kindergarten age children.
- **Family and Community Relations:** *Tracy Craker*
Students plan and carry out family related events with diverse populations of children and families to raise awareness of the importance of early childhood education.
- **Geriatric Practice:** *Christine Krueger*
Students organize and facilitate health fairs for La Crosse Housing Authority residents.
- **Introduction to Gerontology:** *Ann Lichliter* (2 sections)
Students interview senior citizens living at Bethany on Cass and depict the senior citizen's story in a visual presentation that is shared with him/her.
- **Introduction to Human Services:** *Ann Lichliter*
In small groups, students work through the plan change model and complete projects for local organizations and for Western's Cavalier Cupboard.
- **Medical Assistant Program:** *Robin Haugh*
Students assist with flu shot clinics.

- **Physical Therapy Assistant Program:** *Jeff Komay, Shari Berry*
Students assist with the UWL Physical Therapy EXPAND program, an exercise program for adults with neurological disorders.
- **Techniques for Reading and Language Arts:** *Shelly Bauer*
Students assist teachers with class preparation and reading programs at local schools.

INTEGRATED TECHNOLOGY DIVISION

- **Architectural Drafting - Residential:** *Pete Zirbel*
Students draft home renderings for Habitat for Humanity.
- **Architectural Drafting - Commercial:** *Loren Anderson*
Students create building renderings for the Main Street program in the city of Elroy, WI.
- **Field Installation and Customer Service (FICS)**
Occupational Skills: *Jon Burman*
Students assist with the robotics competition (organized by instructor and held at Western) for area high school teams.
- **Landscape Design II:** *Pete Bemis*
Students work in teams to create a landscape design for local organizations.

VOLUNTEERING

Volunteering is typically, a short-term experience when students serve the community for personal enjoyment, relevant skill development and/or soft skill growth.

COURSE PARTNERSHIPS

Business Education Division

- **IT Orientation:** *Cindy Prindle*
5 hours required with any organization
- **Business Procedures:** *Gail Fancher*
10 hours required with any organization

Health and Public Safety Division

- **Community Resources and Services:** *Ann Lichliter*
3 hours required with the Cavalier Cupboard
- **Medical Assistant Program:** *Amy Kleiber, Robin Haugh*
4 hours required with any organization
- **Physical Therapy Assistant Program:** *Jeff Komay, Shari Berry*
Volunteer hours required with any organization



“IT WAS A FUN AND REWARDING PROJECT THAT HAS HELPED ME GROW AS A PERSON.”

- Student on Service-Learning Project

VOLUNTEERING (CONTINUED)

CLUBS AND ORGANIZATIONS

The Community Engagement Department recognizes that numerous Western clubs and organizations contribute to the volunteer culture of the college. They provide more than just helping hands and assistance with fundraising. Western clubs and organizations provide students the opportunity to use their talents and skills from their programs of study to better the community! Thank you for serving our communities and promoting volunteerism!

ABC Club
Auto Skills USA Club
Emergency Medical Service Club
Foods Club
Instructional Assistant Club
Landscape Horticulture Club
Phi Theta Kappa
Respiratory Therapy Club
Student Nurses Association

Together, these clubs completed **1,960** service hours in our communities! Projects include food drives, providing fleece blankets, educating communities on health issues, and catering lunch.

MAKE A DIFFERENCE DAY

National Make a Difference Day 2014 in La Crosse was a campus collaboration with the University Wisconsin-La Crosse, Viterbo University, and Western Technical College. Students met at Weigent Park, where they divided among 16 different community agencies, including Riverfront, Inc., the Warming Center, and the La Crosse Public Library, to name a few. Volunteers spent the day helping our community partners with tasks like helping to set up for the library book sale. The event concluded back at Weigent Park where participants enjoyed food, music, and prizes. Western students donated their time on this designated day to make a difference!

NATIONAL VOLUNTEER WEEK

In appreciation of Western's volunteers and in celebration of National Volunteer Week 2015, April 13 – 17, the Community Engagement Department planned events on campus and in the community, some in partnership with other Western departments and community agencies. Events were campus cleanup, volunteer appreciation breakfast giveaway, card making for the residents at Bethany – Saint Joseph Care Center in La Crosse, and a pet food and supply drive at the Onalaska PetSmart in support of the Coulee Region Humane Society.



SERVICE IN ACTION

Service in Action is a new program organized by the Community Engagement Department, which is an opportunity for students to get involved with service outside of the classroom through activities that enhance their in-class learning and overall college experience. Three Service in Action events took place during the spring term. In February, three students shared their time with residents at Hillview Healthcare Center for Casino Day. Students led games and engaged residents in friendly conversation. In March, five Western students participated in a "Night Out" at the Children's Museum, where they spent the evening one-on-one with little guests, exploring all the wonders the museum has to offer – after hours. Then, with the arrival of warmer weather, seven Western students helped the Hunger Task Force prepare the La Crosse Community Garden for spring. Through Service in Action, students spent a combined 43 hours in our community!

A photograph of a woman with dark hair tied back, wearing a dark grey turtleneck, leaning over a table. She is looking down at a young child with blonde hair, wearing a red shirt and denim overalls. The child is holding a red rectangular object. On the table, there is a yellow container with a white lid and a green rectangular object. The background shows a wooden shelf with books and a white curtain.

**“ IT HELPED REINFORCE THE VALUES OF
PROFESSIONALISM AND TEAMWORK THAT WE
DISCUSSED IN CLASS.”**

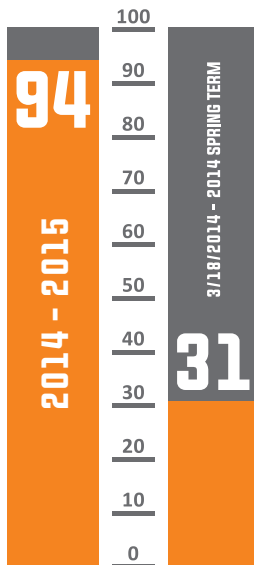
- Student on Volunteer Experience



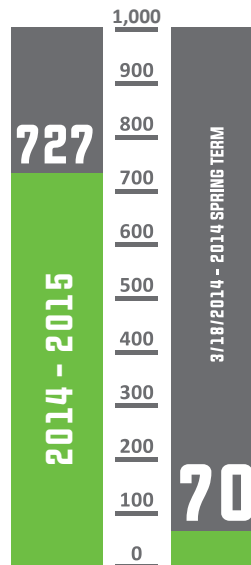
CAVALIER CUPBOARD

The Cavalier Cupboard food pantry is designed to meet the immediate food needs of Western students by providing them with access to non-perishable food items, hygiene items, and information on local resources. The pantry is open to students on Tuesdays and Fridays from 2pm – 5pm. We started the year with several food drives, completely staffed by Western student volunteers. Clubs and classes that hosted these food drives included students from Team Building and Problem Solving class, Skills USA Auto Club, Student Nurses Association, Human Services Associate program, and Foods Club. The Community Engagement Department executed a survey to all students to both promote the Cavalier Cupboard, and to provide Western students with an opportunity to help improve the services offered.

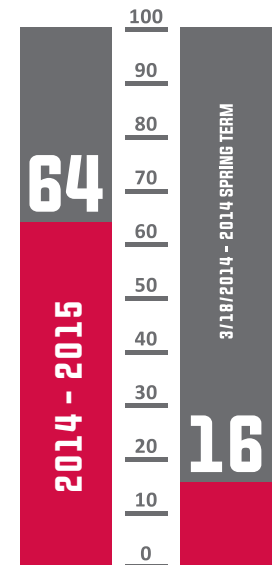
HOUSEHOLDS SERVED



PEOPLE SERVED



STUDENT VOLUNTEERS



“AS A RESULT OF THIS PROJECT, I FOUND AN ORGANIZATION THAT I COULD REALLY APPRECIATE AND THUS JOIN.”

- Student on Service-Learning Project

AWARDS

21ST ANNUAL COULEE REGION VOLUNTEER COORDINATORS VOLUNTEER RECOGNITION BREAKFAST

Western's Recognized Volunteer – Rose Levendoski

Rose Levendoski is an alumnus of Western Technical College who has been helping with the Cavalier Cupboard since June 2014. Rose is dedicated to helping with the daily functioning of the food pantry, but what really sets her apart from other volunteers is all of her behind-the-scenes work. Rose consistently makes trips to the Hunger Task Force, our neighborhood food bank that partners with the Cavalier Cupboard, to keep our shelves stocked for our clients. She genuinely cares about the people she serves and always keeps their best interests in mind. Rose has given over 100 hours of service to the cupboard.



Western's Recognized Volunteer – Adam Lenser

Adam Lenser plays a vital role in maintaining the daily function of the Cavalier Cupboard. Adam connected with the Cupboard because he likes the opportunity to be more involved on his campus. He is consistent with his involvement and generous in offering his time. We appreciate all of his hard work and especially his reliability as a volunteer. Adam has given over 100 hours of service to the cupboard.



February is National Career and Technical Education month and on February 17, two Western Occupational Therapy Assistant students with instructor, Christine Krueger, displayed their service-learning projects at the Celebration of Student Engagement event at the Capitol. As part of their coursework, OTA students held a health promotion event with the Housing Authority of La Crosse where they presented information to older adults at seven high-rise apartments. The other project they highlighted was the Car-Fit event, held in Whitehall, WI in September and Viroqua, WI in April. At Car-Fit, students supported older adults with safe driving through proper fitting and adjustments to their vehicles. OTA was chosen to attend the celebration because of their commitment and involvement to service-learning. As a program, students contribute over 970 hours each year to communities throughout Western's district.



“ THE STUDENT RUN HELP DESK IS A GREAT EXPERIENCE AND I AM GLAD TO BE A PART OF IT.”

- Student on Service-Learning Project

STUDENT VOICE

Three classes taught by Cindy Prindle in the IT Computer Support Specialist program operated the Student Run Help Desk during March 2 – April 8. This help desk served to provide technical support and software training for the Western community as well as for our local community. During their eight weeks of operation, a total of 76 tickets were logged. Many customers said, “I was thrilled with the service I received! Not only was the process seamless and professional, but they solved my problem!”

This was a popular classroom assignment. All of the students participating were pleased with their learning experience. Service-learning is so much more than just completing service for the community. It is about the student learning experience! We believe at Western that service-learning can transform the way students learn and perceive classroom learning by giving students the opportunity to experience the course content. The following are excerpts from a student’s final reflection paper. This example conveys the same message that many other students had expressed in their final reflections.

“We covered some really important topics in IT Systems Support.”

“Interacting with others is obviously a big part in the help desk field.”



"Communication and customer service are another big part of the help desk field. When dealing with customers we need to be able to communicate clear directions in a way they will understand. Some people will have no idea what they are doing and we need to let them feel that we understand how frustrating these things can be and that we are here to help them. Active listening will help them and us. We can listen close and ask questions as they explain the problem. This lets them see that we are paying attention, and by asking them questions, we may be able to narrow down the problem."

"The Student Run Help Desk is a great experience and I am glad to be a part of it. I learned how to use Spiceworks and how a help desk functions. I liked working with classmates and I liked that we were able to work without someone standing over us making sure everything was ok."

"I am confident the skills I learned in this program will help me get a good job in the near future. I would like to work for a mid-sized company as a service technician."

WE ARE HERE TO HELP

Have you thought about incorporating service-learning or volunteering into a course? Or, do you facilitate activities and you'd like some assistance? We are here to help! Community engagement teaching methods are the perfect way to bring your course to life - helping students see the connection to their field of study, while applying coursework to serve a purpose in the community. Not only can community engagement further student commitment in the classroom but students gain valuable soft skills that employers want: creativity, problem solving, communication, teamwork, leadership, and initiative.

IF STARTING FROM SCRATCH, ONE-WAY TO MAKE THIS HAPPEN.

1. Start early. Best to begin working on this project at least three months in advance.
2. Identify a competency and learning outcomes in your course that we might be able to connect with community engagement.
3. Identify which ways students may be able to interact with the community.
 - a. Provide a community education offering
 - b. Fulfill a need for a community organization – working with a client
 - c. Assist a community organization with an ongoing need (ex: fundraising, programming, assisting with a large project)
 - d. Volunteer (5-10 hours per student)
 - e. Teach children
 - f. Build awareness
4. Contact the Community Engagement Department. They will work to find a community connection and purposeful way of serving.
5. Advise the Community Engagement Department throughout this process.
6. Be open to implementing continuous student reflection.

FOR ANY EXISTING PROJECTS, we'd like to learn about the project and see where we might be able to assist, if needed. Perhaps it is with advertising, student reflection, coordinating, orientating students to service, etc. The ways we can help are endless and depends on how much advance notice we have on the project.

Our department's main purpose is to provide support – to students, faculty, employees, and the community!

COLLABORATION - IT'S NOT JUST A NOTION, IT'S AN ACTION!

"Western Technical College provides relevant, high quality education, in a collaborative and sustainable environment, that changes the lives of students and grows our communities."

Community Engagement is not just another initiative at Western! It is a way to live out the mission of the college. When students engage in service projects, they are collaborating to grow our communities. Teaching students about the importance of collaboration and how to be a good collaborating partner, is something done unsurprisingly in all community engagement projects. As a result, collaboration is not just a notion but also an action. This year, students teamed up with over a hundred different community organizations and many Western programs also worked together.

One of the many instructors the Community Engagement Department has worked with this year is Ann Lichliter in the Human Services Associate program. Her courses have assisted several community organizations, agencies like the Hunger Task Force and the Cavalier Cupboard, YMCA of the La Crosse area, Great Rivers United Way, and assisted living facilities. One service-learning project created in the fall of 2014 has led to us creating many more projects for the program. Next year, we plan to connect at least five courses with service-learning. It is exciting to work with Ann who sees the value of community engagement for her students and for the community! Our partnership is evidence that great ideas come from collaboration and frequent communication. **It starts with one.**

GIVE. ADVOCATE. VOLUNTEER.

We thank the Western community for giving to our community through the Great Rivers United Way campaign. This year, over 90 employees participated by either attending an event, giving to the cause, and/or purchasing a Live United t-shirt. A total of \$7,298 was donated to help Great Rivers United Way reach their \$2,065,000 goal.

UGETCONNECTED

Western Technical College is joining efforts with Great Rivers United Way, the University of Wisconsin-La Crosse, and Viterbo University to manage a volunteer recruitment website. This community resource will feature on-demand volunteer opportunities and a list of organizations throughout Western's district. It is a tool for all people to get connected in the simplest way. Stay tuned for more information and promotion during the 2015-2016 academic year. www.ugetconnected.org





**“ THIS IS THE TYPE OF PROJECT
WE WILL BE EXPECTED TO DO IN
THE WORKFORCE.”**

- Student on Service-Learning Project



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