




WESTERN ENGAGED

WESTERN ENGAGED ANNUAL REPORT | 2017





**“ I LEARNED THAT HELPING THE
COMMUNITY IS A GREAT LEARNING
EXPERIENCE FOR THE COMMUNITY
AND MYSELF. THE FEELING OF
HELPING SOMEONE IS ENOUGH TO
BRIGHTEN MY DAY AND MAKE ME FEEL
AS IF I HAVE MADE A DIFFERENCE. ”**

- Western Student

*Participant in the People of Western
“I am more than my addiction”
advocacy project. Read their stories at
<http://blog.westerntc.edu>.*

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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

The Department of Community Engagement at Western Technical College serves as a connector of college resources to community needs. We look for ways to strengthen student learning by collaborating with the community and supporting instructors who engage students in such experiences. Students then have the profound opportunity to engage in their education while making a difference in the community and in the lives of others! This work aligns faithfully to our college mission and the department's vision.

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

The department's vision: Community Engagement at Western will be essential to student success and integral to the teaching and learning experience, making Western a partner of choice for community collaboration.

The data in this annual report reflects activities completed in the summer, fall, and spring terms during the 2016-2017 academic year. The information was gathered through online tracking tools and partnerships with the department.

Serving to make a difference,



Kari Reyburn

Community Engagement Coordinator





AWARDS & RECOGNITION

2ND ANNUAL FACULTY AWARD FOR DISTINGUISHED SERVICE-LEARNING



Ann Lichliter, Human Services Associate instructor, was this year's recipient. Ann's passion for community engagement is undeniable. Ann started the Human Services Associate program in 2012 and started using service-learning almost immediately. With each passing term, she improves

existing projects, as well as takes on new projects. During the fall of 2016, first-year and second-year students completed four service-learning projects, three of which Ann taught herself. The Human Services Associate program has become the campus food pantry's tried and true partner, helping the pantry with special projects and weekly operation. Ann recognizes that service-learning might take more preparation time and effort but she persists each and every term because she believes it is the best way for her students to learn!

Students in the program during the 2016-2017 academic year completed 740 hours of service through seven different courses.

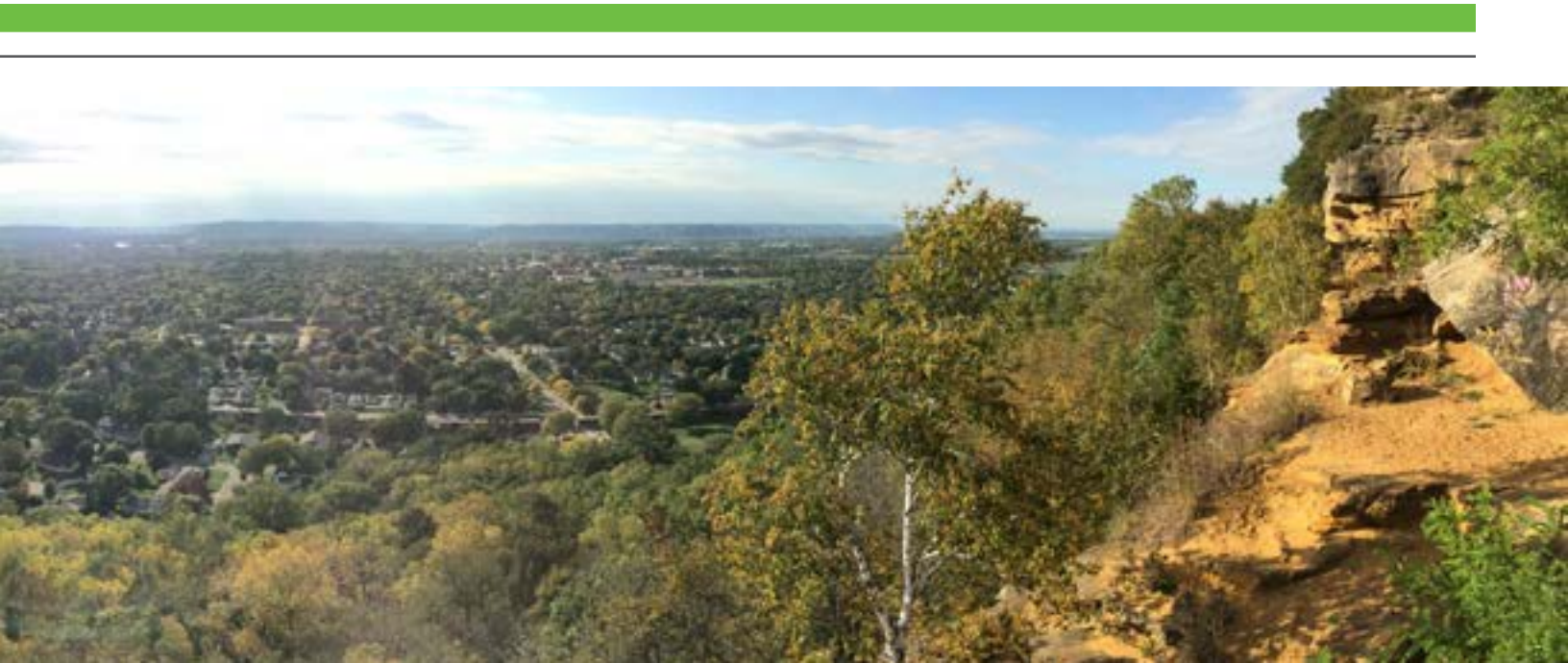
**"I LEARNED HOW IMPORTANT
IT IS TO BE A PART OF THE
COMMUNITY."**

- Western Student



STUDENT ENGAGEMENT SHOWCASE

February is National Career and Technical Education Month and on February 16, five IT-Computer Support Specialist (IT-CSS) students with their instructor, Cindy Prindle, displayed their service-learning projects at the Celebration of Student Engagement event at the Capitol in Madison. As part of their coursework, IT-CSS students conducted several community computer workshops and operated a student-run help desk open to the community.



CAMPUS COMPACT'S NEWMAN CIVIC FELLOWSHIP RECIPIENT



This program recognizes and supports community-committed students who have demonstrated an investment in finding solutions for challenges facing communities throughout the country. The fellowship provides training and resources that nurture students' assets and passions to help them achieve social change.

Raymond Stevens

IT-Computer Support Specialist and IT-Web & Software Development: Class of April 2019

"Raymond Stevens, a second-year, dual-program student at Western Technical College, is a community engaged leader active in addressing issues of food insecurity and affordable housing. During the last academic year, Ray dedicated more than 100 hours of his time to his community. He is currently serving two days a week at the Habitat for Humanity ReStore, but has future ideas of how to help college students become more resilient. Western has witnessed his dedication in the classroom and the community. He is a humble man who seeks very little recognition for the work he does. Rather, he uses every step to better himself; steps that also have a significant impact on our community." – Lee Rasch, President

USA PRESIDENT'S VOLUNTEER SERVICE AWARD

The Corporation for National and Community Service, a government agency, provides recognition for individuals who complete at least 100 hours of volunteer service in a 12-month period. In 2015, Community Engagement became an awarding body. The following Western students applied for and received the recognition in 2017.

- *Amber Pogreba, Foundations of Teacher Education student, **114 SERVICE HOURS***
- *Joshua Nelson, Foundations of Teacher Education student, **104 SERVICE HOURS***
- *Amy Xiong, Nursing student, **102 SERVICE HOURS***
- *McKayla Haldorson, Administrative Professional student, **100 SERVICE HOURS***
- *Raymond Stevens, IT-CSS and IT-Web & Software Development student, **273 SERVICE HOURS***



ABOUT THE CUPBOARD

The Cavalier Cupboard food pantry is intended to meet the immediate food needs of

Western students by providing them with access to non-perishable food items, hygiene items, school supplies, and information on local resources. The Cupboard is open to students on Tuesdays 2-4 p.m. and Wednesdays 11 a.m.-1 p.m. and is located in the Integrated Technology Center on the 2nd floor. The Human Services Associate program students serve as the primary volunteers in operating the Cupboard.



REVIEW OF THIS YEAR'S PROGRAMS

During the fall 2016 term, the Cavalier Cupboard hosted a Holiday Meal Program that provided baskets with supplies for a nice holiday dinner. With the help of The Hunger Task Force of La Crosse, 55 students and their families received baskets. In total, 216 individuals were served.

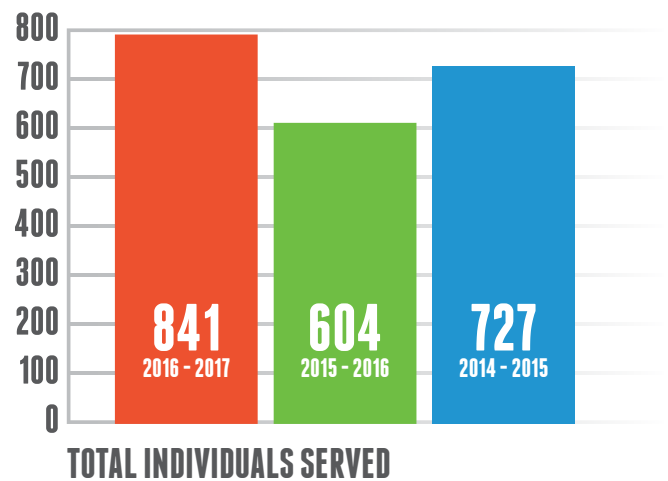
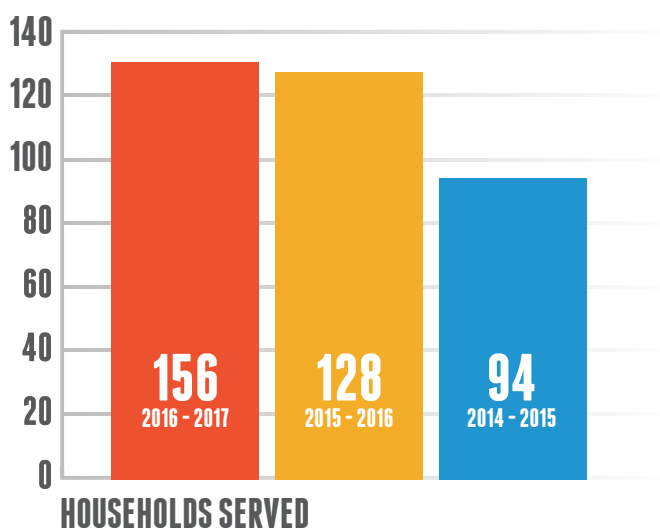
The Cavalier Cupboard also started stocking fresh bread last fall thanks to the Hunger Task Force. This has turned out to be a great addition that has helped many families in need. Bread products range from standard white bread, to wheat bread, buns, rolls, and even raisin bread!

In the spring 2017 term, new initiatives included a gift card drawing for students who utilize re-usable bags. And, through generous monetary donations, students can now put in requests 1-2 weeks in advance for fresh microgreens from the Hillview Urban Agriculture Center. This is just one more way the Cavalier Cupboard brings a healthier approach to ending student hunger at Western Technical College.



72%

of students came to the Cupboard only once

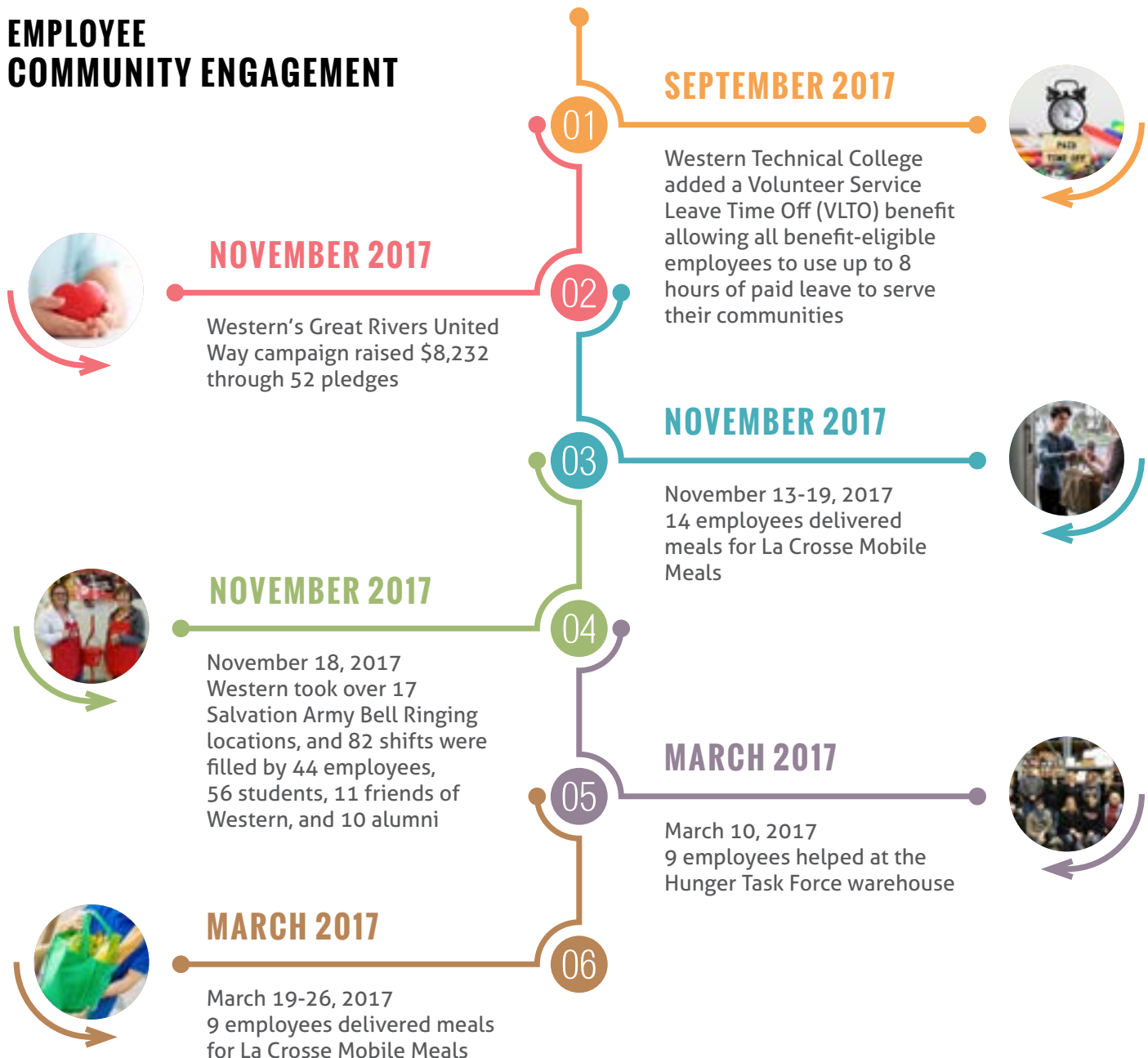




\$5,725

THE ECONOMIC VALUE OF WESTERN'S PAID TIME OFF PROGRAM FOR THE COMMUNITY.

EMPLOYEE COMMUNITY ENGAGEMENT





THROUGHOUT THE YEAR

12 additional employees used their VLTO benefit to serve their communities by arranging their own service activity.

Overall 66 employees contributed 243 hours to serving their communities through Western's new volunteer program!

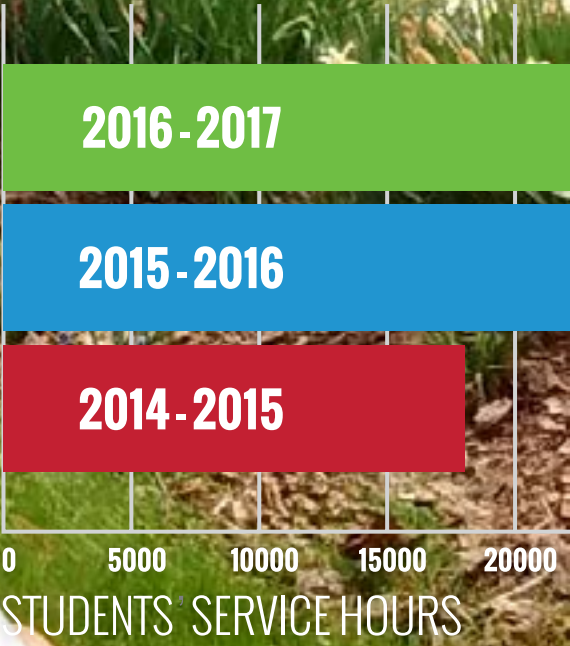
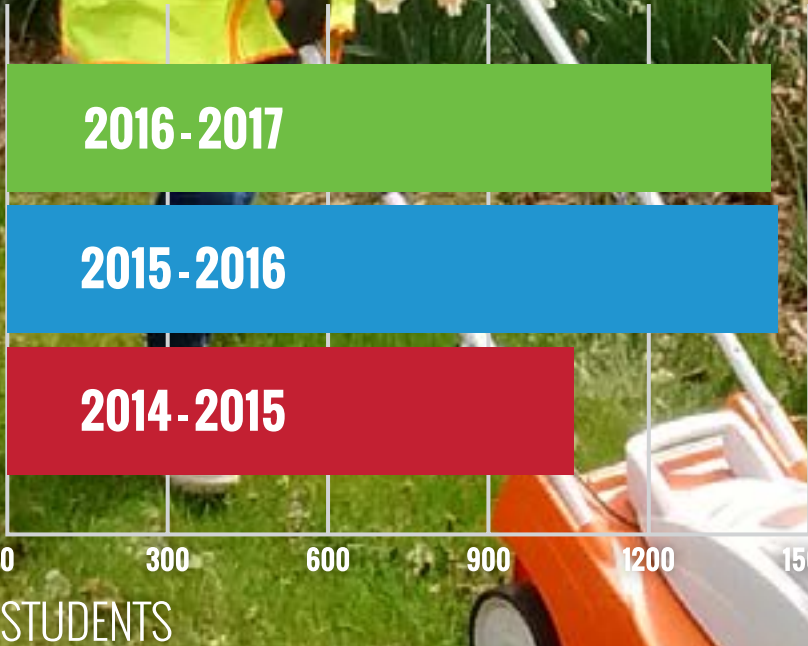
Volunteer activities were coordinated by the Department of Community Engagement. In a 2013 college survey on employee community engagement, Western employees reported being very engaged in their communities for a variety of reasons. On an average, employees reported serving six hours per month. The VLTO benefit does not work for all volunteer service activities, and many employees choose to serve their communities without using VLTO.

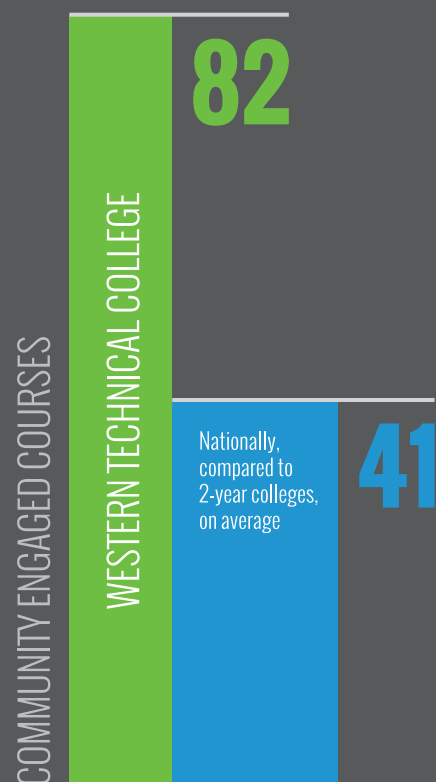
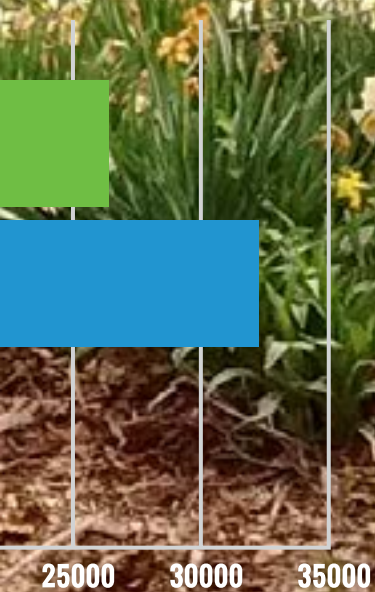


STUDENT COMMUNITY ENGAGEMENT NUMBERS

ECONOMIC VALUE OF STUDENTS'
SERVICE HOURS SINCE 2013

\$1,952,664







COMMUNITY EDUCATION EVENTS & SERVICES

Community education events and services are free and open to the public. These offerings are often provided through class projects and utilize Western volunteers.

**Indicates courses taught through true, empirical service-learning. See page 17 for the definition of service-learning.*

CAR CARE CLINIC

Location: Viroqua
Auto Skills USA (Fall): *Phil Solberg*
35 Community Members Served

CAR-FIT EVENT

3 Locations: Black River Falls, Prairie du Chien, Viroqua
Geriatric Practice* (Fall), Community Practice* (Spring):
Christine Krueger
39 Community Members Served

COMMUNITY COMPUTER WORKSHOPS

12 workshops
Location: La Crosse
Emerging Technologies* (Summer): *Ann Brice*
Training Development* (Fall): *Cindy Prindle*
109 Community Members Served

CPR SATURDAY

Location: La Crosse
Paramedic Program (Spring): *Deb Slaby*
18 Community Members Served

ENERGY FAIR

Location: Sparta
PV Design and Installation #2* (Spring): *Jon Burman*
216 Middle School Students Served

I AM NOT MY ADDICTION. UNDERSTANDING STUDENTS IN RECOVERY.

Location: La Crosse
Cultural Issues*, Interviewing and Record Keeping*
(Spring): *Ann Lichliter*
80 Community Members Served

SUITS FOR SUCCESS CLOTHING DISTRIBUTION

Location: La Crosse
Professional Profile Development* (Spring):
Mike McArdle, Shannon Corcoran
100 Community Members Served

TAX ASSISTANCE SITE (VITA)

3 Events
Location: La Crosse
92 Community Members Served



DESCRIPTION OF COMMUNITY ENGAGEMENT ACTIVITIES

Much of the community engagement that occurs at Western is through partnerships with courses where the teaching and learning is used to impact real community issues. In an effort to measure our impact, the curricular projects have been listed by community issue and impact area on the following page.

23

programs have a
community activity
embedded

PROGRAMS

Administrative Professional
Architectural Technology
Automotive Technician
Building Science & Energy Management
Business Management
Culinary Management
Dental Assistant
Digital Media Production
Early Childhood Education
Foundations of Teacher Education
Graphic Design
Human Services Associate
IT-Computer Support Specialist
IT-Web and Software Developer
Landscape Horticulture Technician
Marketing Management
Medical Assistant
Occupational Therapy Assistant
Paralegal
Paramedic Technician
Physical Therapist Assistant
Supervisory Management
Wood Tech

**Indicates courses taught through true, empirical service-learning. See page 17 for the definition of service-learning.*

COMMUNITY DEVELOPMENT 9,427 HOURS

Architectural Drafting - Residential*, Structural Drafting - Residential, Building Estimating*: Pete Zirbel

Students drafted home renderings for Habitat for Humanity.

Law Enforcement Academy*: Melissa Elliott

Throughout the academy experience, students are encouraged to engage in community activities that provide an opportunity to represent the profession and implement some of their skills. Students also engaged in critical reflection to think deeply about their responsibility to their community. Activities ranged from hosting blood drives, providing security, and participating in the Polar Plunge. The 2017 Polar Plunge team raised \$3,812!

Wood Tech. Program: David Hahm

Students in this program build homes for the City of La Crosse's housing rehab program.

ECONOMIC DEVELOPMENT 10,320 HOURS

Adobe Photoshop*: Paul Casper (4 sections)

Students used Adobe Photoshop to digitize old print photographs and artwork for two local historical societies. This involved scanning, color correcting, and colorizing photographs from as far back as the 1870s.

Advertising: Ken Hey

Students created advertising materials for area community partners.

Business Procedures*: Kim Walsh-Betthausen

Each student completed 10 hours of service and reflected on his or her service experience in relation to academic and social responsibility.

Catering Practicum: Deb Klug

Students worked various catering functions by setting the dining room, preparing the food, serving the food, clearing tables, and cleaning up.

Design Fundamentals*: Barb Fischer

Students completed a variety of projects like logos and button designs for community clients.

Designing with Type*: Barb Fischer

Students completed a variety of projects like brochures, logos, and posters for community clients.

Developmental Psychology: Joan Fischer (2 sections)

Each student selected a lifespan to conduct research where they completed a service activity with a community organization and conducted an interview with a professional. Students reflected on their research through their lifespan knowledge and created an e-portfolio.

Dining Room Management, Basic Service and Production, Restaurant Practicum: Deb Klug

Students operated a small restaurant at Western that provided an up-scale dining experience for Western's community and the general public. In spring 2017, 1,080 people were served.

Children, Families, and Groups*: Ann Lichliter

Students developed and facilitated a group event for residents at Bethany on Cass.

Foundations of Teacher Education Program: Shelly Bauer

Students complete a variety of volunteer service hours with various agencies in the community. It is encouraged that students build a portfolio and try to achieve the President's Volunteer Service Award. In 2016-2017, two program students were awarded.

Introduction to Information Technology:

Cindy Prindle (5 sections)

Each student completed five hours of service.

Marketing Communications: Shelly Wetzsteon

Students developed a news release and media kit for the City of La Crosse Mayor's Conference.

Marketing Management: *Pam Culver*

Students developed and presented a comprehensive marketing and promotion plan. The client served in spring 2017 was La Crosse Visitor Magazine.

Marketing Research: *Shelly Wetzsteon*

Students conducted marketing research (surveys, evaluations, etc.) for the City of La Crosse Mayor's Conference.

Medical Assistant Clinical Procedures 1: *Amy Kleiber*

(fall, spring) Each student completed four hours of service.

Medical Assistant Clinical Procedures 1: *Jody Howell*

Each student completed four hours of service.

Paralegal Internship & Family Law*: *Wendie Witzke*

Students provided assistance with divorce forms and financials in La Crosse County's Family Law Information Center.

Paramedic Technician Program: *Deb Slaby*

Students are asked to complete 16 hours of service during the tenure of their program.

Professional Profile Development*: *Mike McArdle* (online)

In support of the 2017 Suits for Success event, students prepared materials to be used in the informational booth area of the event. Materials consisted of handouts and activities to help participants prepare for the hiring process. Students were also asked to build their resume by completing 8-10 hours of service.

Psychology of Human Relations*: *Joan Fischer*

Each student selected a service placement for the term. The service experience was used as course text to interweave course concepts with real-life experiences.

Team Building and Problem Solving: *Brad Dobbs*

In small groups, students applied their skills in solving a problem identified by a local organization of their choice.

Team Building and Problem Solving:

Roxanne Smothers

(spring term, 2 sections, summer term)

Students developed a project proposal for a local employer to implement a sustainability initiative that will improve their workplace's triple bottom line.

Video Production - Advanced: *Jake Griggs*

In teams, students worked with a local organization in need of a video. Throughout the term they worked with this client to film on-site, interview, and produce a high-quality video suitable to the client's needs.

Web Design 2: *Paul Casper* (2 sections)

Students completed a site critique of an existing website and presented their findings to the community organization, The Parenting Place.



ENVIRONMENTAL
1,747 HOURS

Building Science and Materials, Construction Fundamentals:

Joshua VandeBerg

Students worked on Habitat for Humanity projects in La Crosse. They completed framing, siding, insulation installation, air sealing, blower door testing, and energy modeling for the project.

Landscape Horticulture Program: *Pete Bemis*

Students completed various landscape maintenance activities, such as: tree pruning, shrub pruning, weeding green roof, preparing beds for planting, etc.



GLOBAL ENGAGEMENT
168 HOURS

Building Information Modeling*: *Loren Anderson*

Students worked with Global Groundwork a local organization that is working in Citi Soliel – Port au Prince, Haiti. Global Groundwork trains the people in Citi Soliel to weld and do metal work. In conjunction with their executive director, students created interior designs for the community center, a continuation of their summer term project.

Structural Drafting Commercial*: *Loren Anderson**

Students worked with Global Groundwork, a local organization that is working in Citi Soliel–Port au Prince, Haiti. Global Groundwork trains the people in Citi Soliel to weld and do metal work. In conjunction with their executive director, the students came up with roof designs that could be built out of locally-gathered steel materials.

HUNGER 593 HOURS

Introduction to Human Services: *Ann Lichliter*

Each student served a minimum of two hours in Western's food pantry.

Community Resources and Services: *Keith Lease (fall term)*

The students approached local businesses to run a food drive on behalf of iFeed in La Crosse. The students collected all of the food and created a short video with themselves and the businesses in support of iFeed. They also participated in the collection event at Logan High School and helped sort the food at The Hunger Task Force after all of the food was gathered.

Community Resources and Services:

Keith Lease (spring term)

Students served a meal at the Place of Grace.

Professional Practice: *Keith Lease*

Each student served a minimum of two hours in Western's food pantry.

Horticulture Production: *Sara Washburn*

Students learned and experienced fruit and vegetable operation while growing plants from seed that were given to Kane Street Community Garden to transplant for summer gardening.



MENTORING & YOUTH DEVELOPMENT 702 HOURS

Foundations of Teacher Education, specifically courses:
Teamwork in School Settings*, Techniques for Reading and Math*, Guiding and Managing Behavior*: *Shelly Bauer*

Students partnered with Hamilton Early Learning Center teachers to provide much-needed classroom support. It allowed Western students to work with children in a long-term placement setting so they could build positive relationships and witness growth and learning that occurs over time. Students also took on small problem-solving projects within the school.

Family and Community Relations*: *Tracy Craker*

Students planned and facilitated family related events with diverse populations of children and families to raise awareness about the importance of early childhood education.



PREVENTIVE HEALTH CARE 1,982 HOURS

Community Practice*: *Christine Krueger*

Students completed a variety of projects in this course. Students worked in facilities serving older adults where they planned and led activities for residents; students offered one-to-one self-care, behavioral, social, and physical support for campers with special needs at Easter Seals Camp; a student provided individualized intervention activities (sensory, vocational, self care) for clients in a pre-vocational

setting; students led fitness classes for community-dwelling older adults. As a class, students planned and executed an occupational therapy promotional activity for students in the Health Science Academy.

PTA Principles of Neurologic Rehab*: *Shari Berry*

Students assisted with the UW-L Physical Therapy EXPAND program, which is an exercise program for adults with neurological disorders.

Dental Assistant Clinical*: *Barb Jerue*

Students assisted with applying dental sealants on first molars of second grade children.

Medical Assistant Clinical Procedures 2: *Jody Howell*

Students staffed a flu shot clinic.

Dental Laboratory Procedures*: *Barb Jerue*

Students provided oral health education about tooth brushing, flossing, and foods for oral health, to pre-school and elementary school children. This activity allowed students to apply the skills and information they learn in the classroom. Students also participated in an event where they took oral molds, poured up molds, and fabricated mouth guards for area youth participating in sports during a mouth guard clinic sponsored by Gundersen Health System's dental department.



SOCIAL JUSTICE & EQUITY 1,272 HOURS

Introduction to Gerontology*: *Ann Lichliter*

Students engaged in an activity prior to going to Hillview Health Care Center where they learned about interviewing older adults. The class spends time discussing stereotypes and preconceived ideas associated with the elderly. Students then interviewed an individual at Hillview for two hours. After the interview, students created a project for the person (e.g. paintings, scrapbook, journals, shadowboxes) and presented it to them in a large group.

Publication Design 1*: *Barb Fischer*

Students researched topics to increase awareness through design work and presentations.

Beginning Composition*: *Sheila Allard*

Students partnered with Western's international students to engage in conversations and to work on communication skills.

Interviewing Principles and Recordkeeping*, Cultural Issues in Human Services*: *Ann Lichliter*

In an effort to introduce students to interviewing skills, students interviewed seven Western students to capture the students' unique personal stories. These stories were shared on Western's blog site (<http://blog.westerntc.edu>), and a poster was created that displayed their faces. Students learned how to be culturally competent and the importance of addressing biases and stigmas.

Fundamentals of Speech*: *Amy Ramsay (multiple sections)*

Students researched and interviewed an organization before writing and presenting a speech designed to motivate an audience to become involved with and donate to the organization. Following the speeches, the student audience selected one organization to receive a donation made by the instructor on behalf of the class.

COMMUNITY ENGAGEMENT BY CLUBS AND ORGANIZATIONS

Numerous Western clubs and organizations contribute to the community-minded culture of the college. They provide more than just helping hands and assistance with fundraising. Western clubs and organizations use their talents and skills from their program of study to better the community!

Together, the following clubs completed 1,332 service hours in our communities! Examples of projects from this year include: Blood drives, bell ringing for the Salvation Army, fundraising for the Cavalier Cupboard, baking pies for the La Crosse Community Thanksgiving, providing daycare services at the La Crosse Tax Assistance Site, fire extinguisher training, and catering community events.

- All 'Bout Children (ABC) Club
- Firefighters Club
- Foods Club
- Foundations of Education Club
- Phi Theta Kappa
- Respiratory Therapy Club
- Automotive Skills USA
- Student Nurses Association



1,332

service hours by
club members

COMMUNITY PARTNERS

The college partners with numerous community organizations each year. This year we collaborated with more than 90 different community partners, including...

Bethany on Cass, La Crosse
 Bethany Riverside, La Crosse
 Bethany St. Joe's, La Crosse
 Black River Memorial Healthcare, Black River Falls
 Brookdale Living-Clare Bridge, La Crosse
 Catholic Charities, La Crosse
 City of La Crosse (Mayor's Conference)
 Crossing Rivers Health, Prairie du Chien
 Downtown Main Street Inc., La Crosse
 Easter Seals Respite Camp, Wisconsin Dells
 Family Law Information Center, La Crosse
 Global Groundworks, Haiti
 Great Rivers United Way, La Crosse
 Gundersen Health System, La Crosse
 Habitat for Humanity, La Crosse
 Hamilton Early Learning Center, La Crosse
 Hillview Health Care Center, La Crosse
 Hixon House, La Crosse
 Housing Authority, La Crosse
 Housing Rehab, La Crosse
 iFeed-Rotary Interact, La Crosse
 La Crosse County Health Department
 La Crosse Fire Department
 La Crosse Public Library
 La Crosse Visitor Magazine
 Mayo Clinic Health System-Franciscan Healthcare, La Crosse
 Pine View Terrace, Black River Falls
 Remembering Jesse Parker, Tomah
 Rotary After Hours, La Crosse
 Strong Seniors Program, La Crosse
 The Hunger Task Force, La Crosse
 The Parenting Place, La Crosse
 The Salvation Army, La Crosse
 Tomah Museum, Tomah
 University of Wisconsin-La Crosse
 Vernon Memorial Healthcare, Viroqua
 Viterbo University



“I LEARNED THE IMPORTANCE OF GOOD COMMUNICATION STARTS WITH BEING A GOOD LISTENER.”

- Western Student

TERMS & DEFINITIONS

Western uses the term **community engagement** to define the institution’s application of resources (i.e. credit courses) to address and solve community needs in collaboration with communities.

Western believes in community engagement because it is mission connected. Community engagement allows us to grow our communities, provide collaborative experiences and relevant coursework, and develop students to be civic-minded. One of the founding purposes of higher education in this country was—and still is—to develop students to be educated and civic-minded members of our community.

Service-learning is a specific method of teaching where students participate in an organized service activity that meets a specific, identified community need that is connected to course competencies, and includes structured reflection, which also makes implicit connection to civic learning.

Civic-Minded is “a person’s inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community.” (Steinsberg, Bringle, & Hatcher, 2011)



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