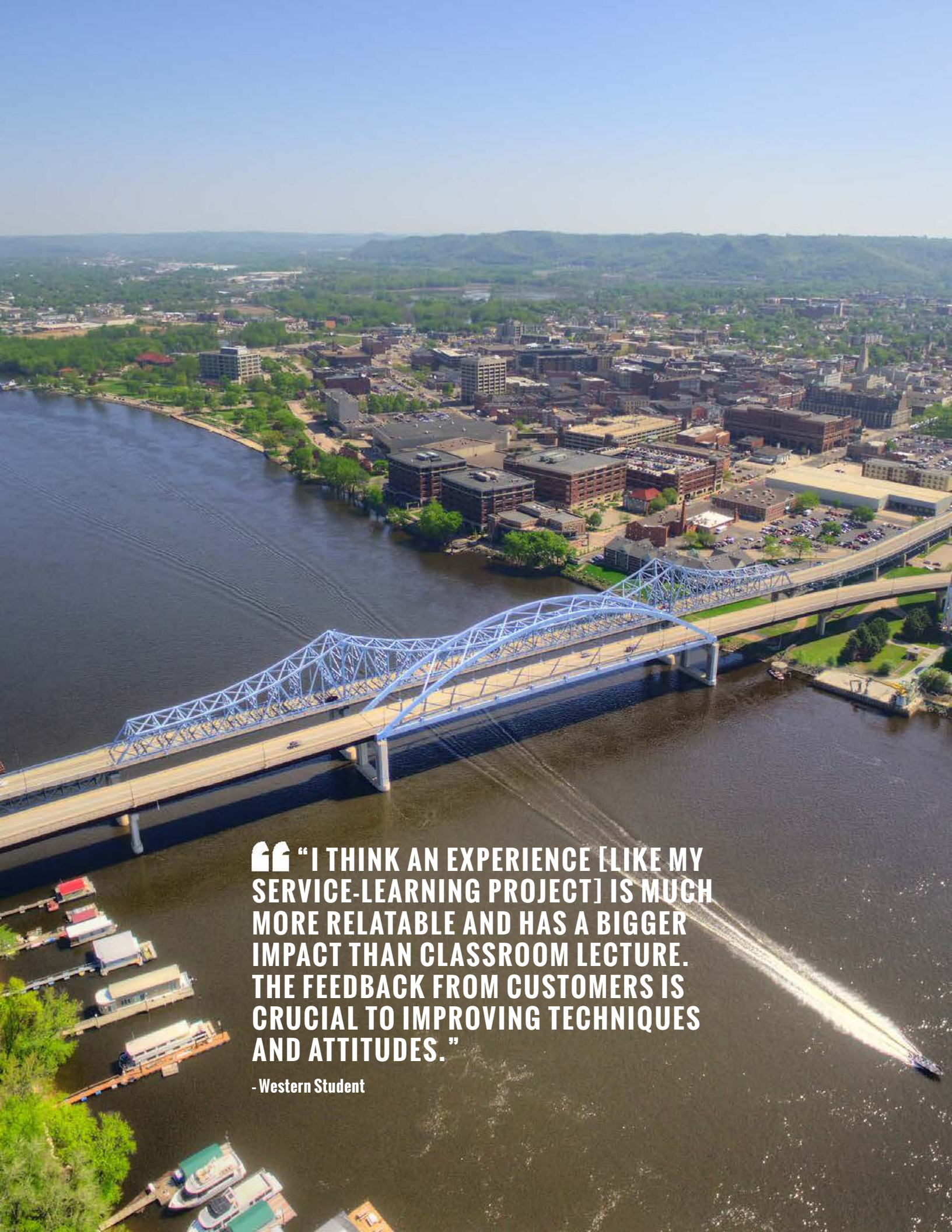




# WESTERN ENGAGED

WESTERN ENGAGED ANNUAL REPORT | 2018





**“I THINK AN EXPERIENCE [LIKE MY SERVICE-LEARNING PROJECT] IS MUCH MORE RELATABLE AND HAS A BIGGER IMPACT THAN CLASSROOM LECTURE. THE FEEDBACK FROM CUSTOMERS IS CRUCIAL TO IMPROVING TECHNIQUES AND ATTITUDES.”**

**- Western Student**

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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. This year the department was co-located with Western’s Career Services Department. We are excited about the direction we are moving as we look for new ways to strengthen student learning across all kinds of experiential learning opportunities—service-learning, community service, volunteering, internships, and more. Today, students have the profound opportunity to engage in their education while making a difference in the community and the lives of others! This work aligns faithfully to our 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 data in this annual report reflects activities completed in the summer, fall, and spring terms during the 2017-2018 academic year. The information was gathered through online tracking tools and partnerships with the department.

In service,



Kari Reyburn  
Community Engagement Coordinator



# AWARDS AND RECOGNITION



*Cindy Prindle*  
INFORMATION TECHNOLOGY  
COMPUTER SUPPORT SPECIALIST INSTRUCTOR

## 3RD ANNUAL FACULTY AWARD FOR DISTINGUISHED SERVICE-LEARNING

Cindy Prindle, Information Technology Computer Support Specialist instructor, was this year's recipient. Cindy's passion for community engagement is undeniable. Cindy started at Western in August of 2014 and instantly started utilizing service-learning in her courses. Within the IT CSS program, there are five service-learning courses that also incorporate principles and opportunities for students to demonstrate servant leadership. Because of the way Cindy intertwines service-learning and servant leadership, students often share comments like, "The six hours I spent working the

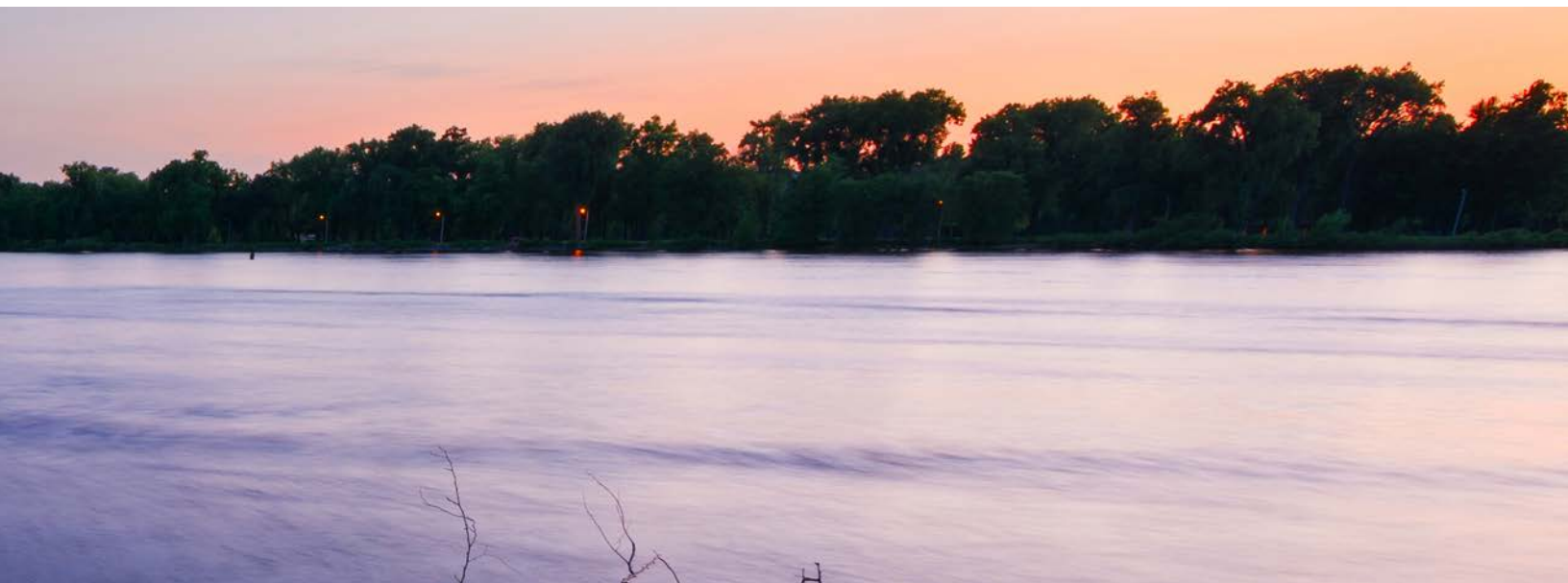


**“THIS WAS A WONDERFUL, CHALLENGING AND REWARDING EXPERIENCE.”**

**- Western Student**

student-run help desk was a fun way to get back into the groove of working in a servant leadership role.” Cindy recognizes that service-learning allows her students to develop leadership skills starting in the first term of the program!

Students in the program during the 2017-2018 academic year completed over 700 hours of service through five different courses.



**Marcellese Powell**  
HUMAN SERVICES ASSOCIATE  
PROGRAM: CLASS OF AUGUST 2018

### 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.

"Marcellese Powell, a second-year student at Western Technical College, is a social justice warrior, active in addressing issues of equity and inclusion. For the last three years, she has worked closely with our Multicultural Center and Club helping students at Western and youth in the community find leaders and role models they can look up to. She is currently interning in the center and will be working to develop interventions to address low retention rates of multicultural students at Western. As a Human Services Associate student, Marcellese is inspired to create community-change by helping our community become more diverse and inclusive for all." – President Roger Stanford

### 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 and received the recognition in 2018.

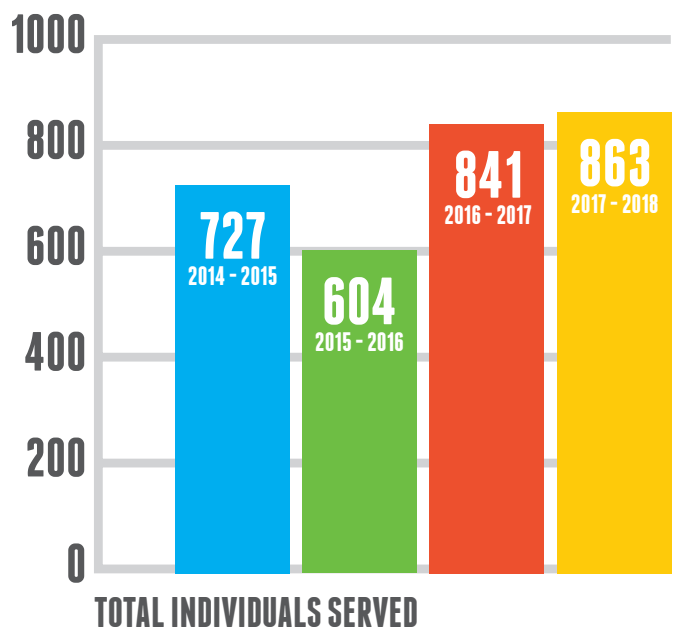
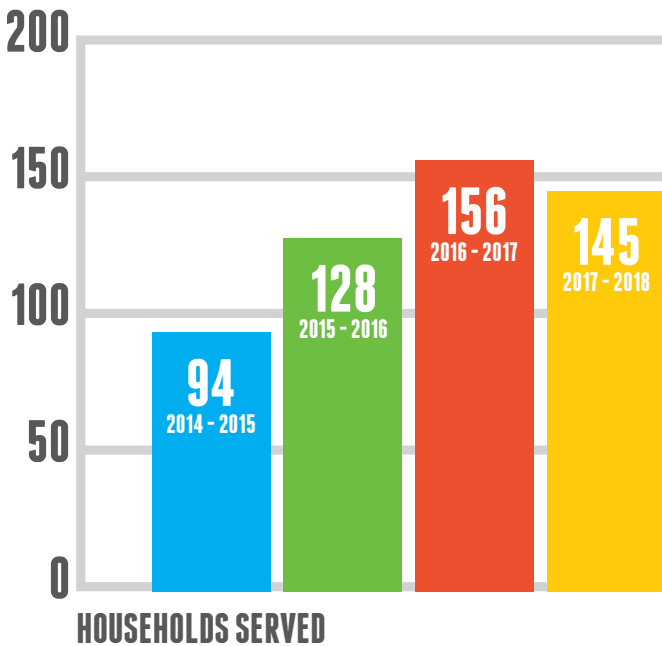
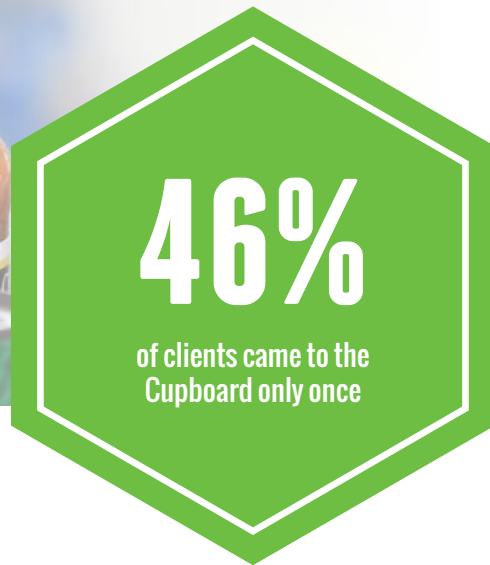
- *Raymond Stevens, IT CSS and IT Web & Software Development, 195 HOURS*
- *Joseph Jacobchick, Digital Media Production program, 139 SERVICE HOURS*
- *Hugh Hofmann, Digital Media Production program, 122 SERVICE HOURS*
- *Chong Xong, Administrative Professional program, 113 SERVICE HOURS*
- *Brittany Schick, Administrative Professional program, 112 HOURS*
- *Lucky Donovan, Digital Media Production program, 111 SERVICE HOURS*
- *Emily Hop, Administrative Professional program, 102 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 serve as the primary volunteers in operating the Cupboard.





## EMPLOYEE COMMUNITY ENGAGEMENT

In 2016, Western Technical College added a Volunteer Service Leave Time Off (VLTO) benefit for all benefit-eligible employees to use up to eight hours of paid leave to serve their communities. The Department of Community Engagement coordinates a few activities for easy involvement, while many other employees find their own experience! Last year, 69 employees used VLTO for a total of 252 hours of service.

### BELL RINGING DAY FOR SALVATION ARMY

**\$3,129.23**

was raised through the kettles Western staffed on November 17.

### GREAT RIVERS UNITED WAY CAMPAIGN

**\$12,180.24**

was raised through 99 pledges; this was a dollar amount increase of 36% from last year and participation increase of 91%.

### IFEED

Western sponsored two teams of students and employees to participate in La Crosse's largest community food drive and packaging event.

### LUNCHTIME MEAL DELIVERY

11 employees took shifts to help deliver lunchtime meals to senior households, helping them remain independent.



# FACING HOMELESSNESS LA CROSSE

## A TRI-CAMPUS AND COMMUNITY COLLABORATIVE SERVICE-LEARNING PROJECT

Like so many others, Western Technical College Human Services student Morgan Pederson believed she knew what homelessness looked like in her community.

"I assumed I would know if people were homeless or not," Pederson said.

Those assumptions were put to the test when Pederson's Human Services class learned how to conduct interviews. With help from the La Crosse Collaborative to End Homelessness, Pederson and her class painstakingly interviewed community members who are, or have been, homeless. It was part of the Facing Project, a national storytelling project formed to raise awareness about social issues in local communities.



Locally, it's a three-part collaboration between Western, UW-La Crosse, and Viterbo University. It aims to tell people's stories of homelessness in the La Crosse area.

"(Human Services) students must acknowledge and overcome their own biases to find empathy," said Ann Lichliter, the instructor for the program. "The best way of doing this is by building relationships with the people they want to help."

"The experience was very powerful," said Pederson.

The experience has been beneficial, she explained, not only in improving interview skills, but in understanding the lives of the homeless in the area.

"The person I interviewed held three jobs and attended college while homeless," Pederson said. "That opened my eyes. Don't just focus on the streets, it could be anybody who is suffering homelessness."

"Students learned that the stereotypes of individuals who experience homelessness were not accurate," said Lichliter. "Each had unique stories that led them to homelessness. These individuals share the same values, desires, and goals as the students, and these individuals are good people."

"A goal of technical colleges is to prepare students for careers that contribute to society," added Lichliter. "It is critical for Human Services students to be involved in service-minded projects, to understand community strengths and needs, and to realize they can bring about change."



For Pederson, the class has been an eye-opening experience.

"It brought a whole new understanding and perspective of what it is like to be homeless in the community and what some of the reasons may be for finding yourself in such a tough situation," stated Pederson.

The three-part project continued past Western's fall term. A UW-La Crosse social stratification course used the transcribed interviews to write first-person stories which are published online at [endhomelessnesslacrosse.org](http://endhomelessnesslacrosse.org). Viterbo University theatre students created a piece inspired by the storytellers, and it was performed at the Weber Center for the Performing Arts to great acclaim. The Facing Homelessness production was free and open to the community.

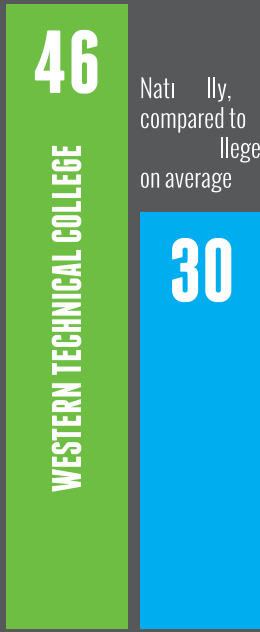
# MAKING A COMMUNITY IMPACT

# \$2,64

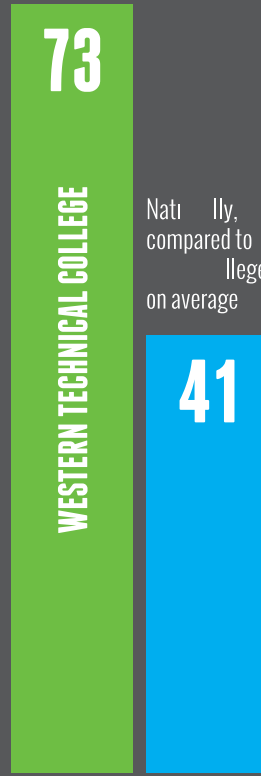
ECONOMIC VALUE



FACULTY TEACHING COMMUNITY ENGAGED COURSES



COMMUNITY ENGAGED COURSES



**HEALTH AND PUBLIC SAFETY DIVISION**

10 PROGRAMS

13 INSTRUCTORS

**GENERAL STUDIES DIVISION**

3 COURSES

3 INSTRUCTORS

# 11,787

## TOTAL HOURS OF STUDENTS' SERVICE HOURS SINCE 2013

2017-2018

27,805 HOURS

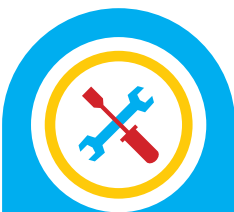
1,189 STUDENT



**BUSINESS  
EDUCATION  
DIVISION**

**12 PROGRAMS**

**21 INSTRUCTORS**



**INTEGRATED  
TECHNOLOGY  
DIVISION**

**8 PROGRAMS**

**9 INSTRUCTORS**



After reviewing data from the IT Computer Support Specialist program, it was discovered that service-learning contributed to the...

- **8.2% INCREASE IN "C" OR BETTER COURSE COMPLETION SINCE 2015**
- **21% INCREASE IN STUDENT RETENTION SINCE 2014**



## COMMUNITY EDUCATION EVENTS AND SERVICES

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

### BISTRO

Location: La Crosse  
 Restaurant Operations (Spring): Deb Klug  
*663 Customers*

### CAR CARE CLINIC

2 Events  
 Locations: Viroqua, Independence  
 Auto Skills USA

### CAR-FIT EVENT

2 Events  
 Locations: Prairie du Chien, Viroqua  
 Geriatric Practice (Fall), and  
 Community Practice (Spring): Christine Krueger  
*41 Community Members Served*

### COMMUNITY COMPUTER WORKSHOPS

17 workshops  
 Locations: Black River Falls, La Crosse, Tomah, Viroqua  
 Training Development (Fall): Cindy Prindle  
*98 Community Members Served*

### COULEE REGION TAX ASSISTANCE

3 Events  
 Location: La Crosse  
 Professional Development  
 in Accounting (Spring): Jenny Parker  
*111 Community Members Served*

### FACING HOMELESSNESS IN LA CROSSE: THEATRE PRODUCTION

2 Events  
 Location: La Crosse  
 Interviewing and Record Keeping (Fall): Ann Lichliter  
*597 Community Members Attended*  
 Ann's students conducted the interviews for this tri-campus project. Stories of our community members can be found at [endhomelessnesslacrosse.org](http://endhomelessnesslacrosse.org).

### HUNGER SIMULATION

Location: La Crosse  
*15 Community Members Attended*

### IT HELP DESK

Location: La Crosse  
 IT Computer Support Specialist (Spring), Help Desk  
 Management (Spring): Cindy Prindle  
*81 Community Members Served*  
 This year included an e-waste recycling component with Dynamic Recycling where 7,101 pounds were diverted from the landfill. Additionally, they were able to refurbish and donate seven desktops to Hylandal Church School.



### **MAKE CHANGE FILM SERIES**

6 Events

Location: La Crosse

**175 Community Members Attended**

### **SUITS FOR SUCCESS CLOTHING DISTRIBUTION**

Location: La Crosse

Professional Profile

Development (Spring): Shannon Corcoran

**100 Community Members Served**

### **WELDING BASICS - COMMUNITY WORKSHOP**

Location: La Crosse

Welding Fabrication 3 (Spring): Art Karbowski

**40 Community Members Served**



## **PROGRAMS**

Accounting Assistant

Administrative Professional

Architectural Technology

Biomedical

Business Management

Culinary Management

Dental Assistant

Digital Media Production

Early Childhood Education

EMS Programs

Foundations of Teacher Education

Graphic Design

Hospitality Management

Human Services Associate

IT Computer Support Specialist

IT Web and Software Developer

Landscape Horticulture

Law Enforcement Academy

Leadership Development

Marketing Management

Medical Assistant

Nursing

Occupational Therapy Assistant

Paralegal

Physical Therapist Assistant

Sales Management

Welding & Fabrication

Wood Tech

## 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. \* Course taught 100% online

### COMMUNITY DEVELOPMENT

#### **Architectural Drafting-Residential:** *Pete Zirbel*

Students collaborated with Habitat for Humanity La Crosse Area to design a home to meet the needs of the average family and fit potential building sites. Students created cost effective, sustainable home designs and got feedback from Habitat staff. They developed construction documents including floor plans, elevations, sections, and framing plans. At the end of the course, Habitat selected one of the designs to construct for a family in need.

#### **Children, Families, and Groups:** *Ann Lichliter*

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

#### **Framing Technician 2, Residential Cabinet Making, Interior Trim 2, Exterior Trim:** *David Hahm*

Students built homes for the City of La Crosse's housing rehab program.

#### **Sales Management Program:** *Ray Slattery*

Students served as thankathon callers for the Western Technical College Foundation. This activity helped them practice their phone and customer service skills. The thankathon is an important part of the donor cycle.

#### **Speech:** *Kathy Sims*

Students prepared and delivered three speeches about the value of civic engagement. Their informative speech was about a nonprofit, their persuasive speech was on the value of civic engagement, and their tribute speech recognized a community leader.

#### **Team Building and Problem Solving:**

*Brad Dobbs / Gretchen Heilman \**

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

### ECONOMIC DEVELOPMENT

#### **Advanced Video Production:** *Jake Griggs*

Student teams worked with a local organization in need of a video. Throughout the term they worked with this client to film, interview, and produce a high-quality video that met the client's needs.

#### **Biomedical Codes/Standards/PM/QA:** *Lily Kosir*

While working at the Health Science Center, students checked, maintained, and repaired classroom medical equipment for programs at Western Technical College and UW-La Crosse.

#### **Business Procedures:** *Kim Walsh-Betthausen*

Each student completed 10 hours of service.

#### **Career Development:** *Sheila Allard*

Students explored career and personal interests by volunteering 5-10 hours and writing a reflection paper.

#### **Catering Practicum:** *Deb Klug*

Students spent time either in preparation or service for catering events at various locations in the community, including Western's Lunda Center.

#### **IT Computer Support Specialist Capstone:** *Cindy Prindle*

After completing four service-learning courses in this program, students are given the option to do a service-learning project for their final Capstone. Students typically choose to create a database or provide PC support to an area organization.

#### **Cost Accounting:** *James Murray / Kristi Ellwanger*

Students develop fictitious businesses by applying cost accounting principles learned in class. They manufacture and sell a product, donating the proceeds to local nonprofits.

#### **Design Fundamentals:** *Barb Fischer*

Students completed logo designs for many local organizations.

**Designing with Type:** *Barb Fischer*

Students designed brochures and learned about different community organizations while practicing proofing techniques.

**Developmental Psychology:** *Joan Fischer*

Each student selected a life span to research. They completed a service activity with an organization of their choice and conducted an interview with a professional. Students reflected on their research by creating an e-portfolio to showcase their knowledge.

**Graphic Design-Advertising:** *Ken Hey*

Students created advertising materials for community partners.

**Industrial Electronic Technician Occupational Skills:**

*Kevin Hoeltzle*

Several students opted to complete the one-credit course by serving 72 hours during a two-week rotation at the Dahl Family YMCA. Students performed preventive maintenance activities, completed a budget, and utilized the jobsite task management system.

**Introduction to Information Technology:**

*Brandee Ortery / Tim Cramer*

Through Western's High School Academy program, area high school students each completed five hours of service.

**Introduction to Information Technology:**

*Cindy Prindle / Kari Knower*

Each Western student completed five hours of service.

**Information Technology Project Analysis:** *Ann Brice*

Students worked in teams with a community organization and created or revamped their website specific to the clients' needs.

**Joint Apprenticeship Committee-Construction Electrician**

**Apprentices:** *Carl Newman*

Students volunteered to install interconnected smoke detectors, provide GFCI protection, and updated wiring to code at a parsonage.

**Landscape Construction:** *David Lein*

Students provided free assistance to the City of Onalaska and replaced the deteriorated timber planter at the Onalaska Sunfish.

**Law Enforcement Academy:** *Melissa Elliott*

Students completed many service hours. For the second year in a row, the academy was the winner of the 2018 Law Enforcement-Department of Corrections Polar Plunge Challenge, having raised an impressive \$3,800 for the Special Olympics.

**Media Production-Field Study:** *Jake Griggs*

Students created short message-specific PSA-like videos for The Parenting Place.

**Medical Assistant Clinical Procedures 1:** *Amy Kleiber*

Each student completed four hours of service.

**Paralegal Internship and Field Study:** *Wendie Witzke*

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

**Paramedic Technician:** *Deb Slaby*

Each student completed 16 hours of service during the program.

**Professional Profile Development:** *Mike McArdle \**

Students completed a 16-hour service-learning project that combined volunteer service, networking, and job search skills.

**Project Management Principles:** *Shelly Wetzsteon*

Students carried out project management skills by helping a local organization coordinate an event.

**Residential Cabinetmaking:** *Scott Erdman*

Students designed and constructed custom-made cabinets for a local church/elementary school kitchen.

**Welding Fabrication 1:** *Arthur Karbowski*

Students fabricated and installed Christmas light poles for the Rotary Lights display in La Crosse.

## ENVIRONMENT

### **Comprehensive Design and Troubleshooting:** *Craig Kunce*

Students continued their focused work on sustainability by researching and creating 2' x 3' infographic posters showcasing how sustainability fits into our everyday lives. Students also redesigned their mixed recycling signs from the fall term and made them into social media graphics and graphics for Western's TV displays around campus.

### **Customer Service Management:** *Roxanne Smothers \**

Students developed a strategic marketing plan that addressed a local business's current sustainability efforts. After developing the plan, students were encouraged to share the plan with the business.

### **Graphic Design and Marketing:** *Craig Kunce*

Students researched, designed, critiqued, presented, and prepared print files for Western's new mixed recycling signage while learning about sustainability.

## HUNGER

### **Community Resources and Services:** *Ann Lichliter*

Using the Plan Change Model, students implemented a project for a community partner.

### **Introduction to Human Services:** *Ann Lichliter*

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

### **Professional Practice in Human Services:** *Keith Lease*

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

## MENTORING & YOUTH DEVELOPMENT

### **Children, Families, and Groups:** *Keith Lease*

Students received training about mandated reporting for children in danger of abuse. Then, the students handed out an evening snack to the children at the La Crosse YMCA and ran an activity group specifically developed for the kids.

### **Early Childhood Education: Family and Community Relations:** *Tracy Craker*

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

### **Education: Guiding and Managing Behavior:** *Shelly Bauer*

Students attended elementary classrooms once a week to assist teachers and students in classroom activities. Students worked with small groups or in one-on-one situations to help with academic and behavioral goals.

### **Education: Techniques for Reading and Language Art:** *Shelly Bauer*

Students provided classroom reading instruction assistance to teachers and students.

## PREVENTIVE HEALTH CARE

### **Community Practice:** *Christine Krueger*

Students facilitated activity groups in conjunction with Recreational Therapy/Life Enrichment Departments at Bethany St. Joseph, Bethany Riverside, Pine View Terrace, and Clare Bridge.



### **Dental Assistant Clinical-**

#### **Advanced:** *Lisa Mikkelson*

Students provided oral health education covering brushing, flossing, and appropriate foods to preschool and elementary school children. This activity required students to apply the skills they learned in the classroom.

### **Medical Assistant Clinical Procedures 2:** *Jody Howell*

Students organized and conducted a wellness fair for Housing Authority residents. Residents learned preventive health care practices such as chair yoga and healthy eating habits. More than 40 residents attended.





**Nursing: Advanced Clinical Practice:** *Charlene Hopkins and Stacy Rice*

Five students completed an immersion experience on Pine Ridge Indian Reservation in South Dakota through Gundersen Global Partners. Students performed health physicals to populations throughout the Reservation.

**Physical Therapist Assistant Principles of Neuromuscular Rehabilitation:** *Shari Berry*

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

## **SOCIAL JUSTICE AND EQUITY**

**Interviewing Principles and Recordkeeping:** *Ann Lichliter*

Facing Homelessness La Crosse, a collective project between Western Technical College, University of Wisconsin-La Crosse, and Viterbo University, occurred during the 2017-18 academic year. Western students' part of the extensive undertaking consisted of holding interviews with community members who had experienced homelessness. The interview transcripts, along with the video and audio files, were then sent to UW-L students for the next phase—writing their stories.

**Interviewing Principles and Recordkeeping:** *Ann Lichliter*

Students learned and practiced the art of interviewing throughout the term. They then put together an interactive presentation on the topic for Viroqua High School students. After presenting, Western students assisted the Viroqua students in developing a plan and a strategy for a Rotary Interact project of their own.

**Intro to Gerontology:** *Ann Lichliter / Keith Lease*

Before conducting extensive interviews at Hillview Health Care Center, the gerontology class discussed stereotypes and biases associated with the elderly. After the interviews and much reflection, students created a personal project for each resident (e.g., paintings, scrapbooks, journals, shadowboxes) and presented it to them in a large group.



## 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. Members use their talents and skills from their programs of study to better the community!

**TOGETHER, THE FOLLOWING CLUBS COMPLETED 802 SERVICE HOURS IN OUR COMMUNITIES!**

- All 'Bout Children (ABC) Club
- Automotive Skills USA
- Fire Club
- Respiratory Therapy Club
- Student Nurses Association
- Tobacco Free Support Group

## COMMUNITY PARTNERS

Western collaborates with numerous community organizations each year. This year we formed more than **111 different partnerships**. Some of our most valued partners include...

- Bethany on Cass, La Crosse
- Bethany Riverside, La Crosse
- Bethany St. Joe's, La Crosse
- Brookdale Living - Clare Bridge, La Crosse
- Catholic Charities, La Crosse
- City of La Crosse Housing Rehab Program
- City of Onalaska
- Consumer Credit Counseling Services, La Crosse
- Crossing Rivers Health, Prairie du Chien
- Dahl Family YMCA, La Crosse
- Easter Seals Respite Camp, Wisconsin Dells
- Family Law Information Center, La Crosse
- Great Rivers United Way, La Crosse
- Habitat for Humanity, La Crosse
- Hamilton Early Learning Center, La Crosse
- Hillview Health Care Center, La Crosse
- Hillview Urban Agriculture Center, La Crosse
- Hixon House, La Crosse
- Housing Authority, La Crosse
- iFeed - Rotary Interact, La Crosse
- La Crosse County Health Dept
- La Crosse Public Library
- Mayo Clinic Health System - Franciscan Health Care, La Crosse
- Monroe County Health Department
- Pine View Terrace, Black River Falls
- Remembering Jesse Parker, Tomah
- Rotary After Hours, La Crosse
- Rotary Lights, La Crosse
- Southside Neighborhood Center, La Crosse
- Strong Seniors Program, La Crosse
- The Hunger Task Force, La Crosse
- The Parenting Place, La Crosse
- The Salvation Army, La Crosse
- University of Wisconsin-La Crosse
- Vernon Memorial Healthcare, Viroqua
- Viroqua High School
- Viterbo University, La Crosse
- WAFER, La Crosse



“ THIS EXPERIENCE CREATES A MEANINGFUL HANDS-ON EXPERIENCE THAT STUDENTS CAN RELATE TO AND FEEL THE IMPORTANCE OF WORKING WITH CHILDREN. ”

- Instructor


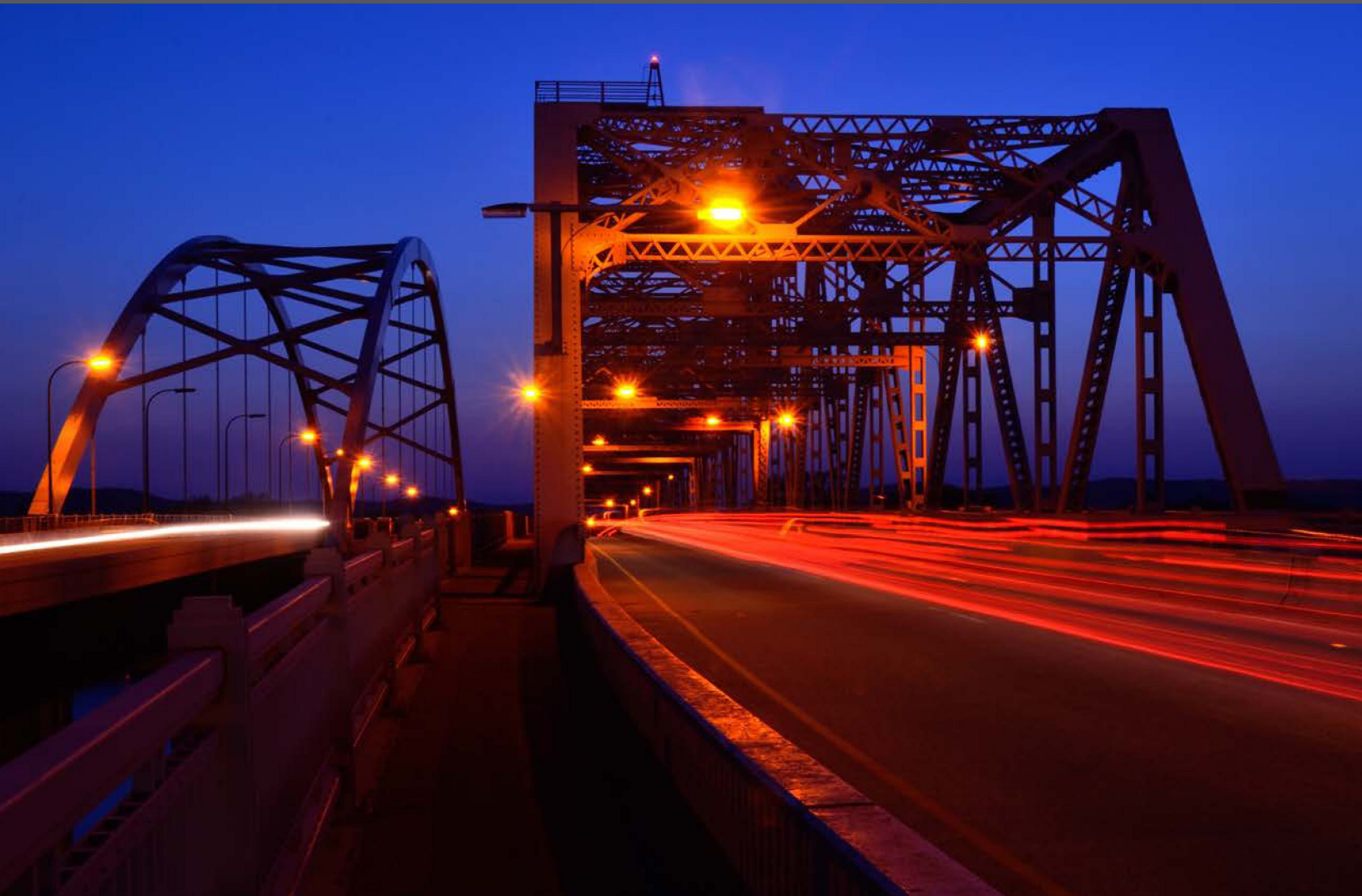
## TERMS AND DEFINITIONS

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

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.

*Service-learning* is a specific method of teaching where students participate in an organized service activity that meets a particular and identified community need that is connected to course competencies. The rigorous reflection that follows each service activity is an essential piece of service-learning.

*Community-based Learning* is a structured learning experience where students apply and practice their skills with a community partner while engaging in critical-thinking (reflection) to connect the learning with the experience and the course content. Partners might include governmental, educational and international organizations, nonprofits, and small businesses. Similar terminology includes service-learning, community engagement, civic engagement, community outreach, and volunteering.

Two vertical decorative bars, one black and one red, are positioned to the left of the contact information.

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