

# Service-Learning Annual Report

Wichita State University

2019-2020

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## ENGAGING SALUD FOR ALL: A PATIENT-CENTERED PERSPECTIVE OF A MONOLINGUAL HEALTH SERVICE



**Service-learning Showcase, Wichita State University, 2020**

Alissa Bey, Department of Psychology  
Karelyn Feliz, Department of Modern and Classical Languages and Literatures (MCLL)  
Silvia Duque de San Juan, Department of Modern and Classical Languages and Literatures

Overall Service-Learning Showcase Winner

Poster from Service-Learning Virtual Showcase 2020

Prepared by: Rhonda Lewis, Ph.D., MPH  
and Chelsea Redger-Marquardt, Ed.D.

Table of Contents

Definition, Outcomes and Team .....3  
 Service-Learning Team .....3  
 A Year in Review and Highlights .....4  
 Service-Learning Faculty Scholars for 2019-2020 .....5  
 Service-Learning Standards for Quality Practice .....6  
 Next Steps and Recommendations .....9  
 Appendix A..... 10



**Mindfulness in Gifted**  
 Mrs. Jenny Farha and Mrs. Jenny VonFeldt



Community Partner

Wichita Public Schools prepares all students to achieve college, career and life readiness through an innovative and rigorous educational experience.



903 S. Edgemoor  
 Wichita, KS 67218

Original target population:  
 600+ Identified Gifted Students



Community Impact Winner

## **Definition, Outcomes and Team**

### **Definition**

Service-Learning (S-L) at Wichita State University is an experiential learning method that integrates community service with instruction and reflection to increase student civic mindedness and build community capacity.

### **Outcomes**

- Applied Learning
- Engage Diversity
- Critical Thinking
- Reflection
- Community Impact
- Student Experience

### **Service-Learning Team**



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## **A Year in Review and Highlights**

- Selected as a NASPA's Lead Initiative on Civic Learning and Democratic Engagement (Lead Initiative) for a fifth year.



- Adopted the New Academic Service-Learning Standards for Quality Practice (See later section)
- Welcomed our service-learning faculty scholars formally in Fall 2019
- Renewed IRB application in order to survey Faculty, Students and Community Organizations.
- Held a Virtual Service-Learning Showcase with 10 posters Community Partners from local non-profits served as judges (a total of 3 judges). First time with prize money.
- Help faculty integrate service-learning into first year seminar courses and made frequent classroom presentations throughout the fall and spring semester.
- Developed a Proposal for the Faculty Senate to consider a Service-Learning Certificate
- Met with Gina Crabtree to explore options for how to designate classes as service-learning at the level of CRN.
- Continue to provide ongoing technical assistance to faculty members seeking to integrate service-learning for the first time into their classes.
- A Service-Learning Workshop was held for the College of Applied Studies faculty, over 35 in attendance.
- Continued to strengthen the use of VolunteerICT to help support service-learning course integration.

Service-Learning Faculty Scholars for 2019-2020



Amy Kalb, DSW, LMSW Assistant Professor and BSW Program Director in the School of Social Work  
School of Social Work



Perlekar Tamtam, Ph.D.  
Associate Teaching Professor, College of Engineering Electrical Engineering and Computer Science



Breanna Boppre, Ph.D.  
Assistant Professor, School of Criminal Justice



Dasha Shamrova, Ph.D. MSW.MPA  
Assistant Professor, School of Social Work



Mythilli Menon, Ph.D.  
Assistant Professor of English and Linguistics



Laila Cure, Ph.D.  
Assistant Professor, Industrial, Systems and Manufacturing Engineering

## Service-Learning Standards for Quality Practice

This tool has been developed from the Standards and Indicators for Effective Service-Learning Practice (2008) to assist you with infusing academic service-learning into your course. Each of these indicators will hopefully be of assistance as you proceed with developing or re-developing your course.

### **Meaningful Service**

*Service-Learning actively engages participants in meaningful and personally relevant service activities.*

Academic Service-Learning indicator:

- experiences are appropriate to participants' ages and developmental abilities.
- addresses issues that are personally relevant to the participants.
- provides participants with interesting and engaging service activities.
- encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
- leads to attainable and visible outcomes that are valued by those being served.

### **Link to Curriculum**

*Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.*

Academic Service-Learning indicator:

- has clearly articulated learning goals.
- is aligned with the academic and/or programmatic curriculum.
- helps participants learn how to transfer knowledge and skills from one setting to another.

### **Reflection**

*Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.*

Academic Service-Learning reflection indicator:

- includes a variety of verbal, written, artistic, and non-verbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
- occurs before, during, and after the service experience.
- prompts participants to think deeply about complex community problems and alternative solutions.
- encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
- encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

### **Diversity**

*Service-learning promotes understanding of diversity and mutual respect among all participants.*

Academic Service-Learning indicator:

- helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
- helps participants develop interpersonal skills in conflict resolution and group decision-making.

- helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
- encourages participants to recognize and overcome stereotypes.

### **Student Voice**

*Service-learning provides students with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from the instructor and community partner.*

Academic Service-Learning indicator:

- engages students in generating ideas during the planning, implementation, and evaluation process.
- involves students in the decision-making process throughout the service-learning experiences.
- involves students, instructors, and community partners in creating an environment that supports trust and open expression of ideas.
- promotes acquisition of knowledge and skills to enhance student leadership and decision-making.
- involves students in evaluation the quality and effectiveness of the service-learning experience.

### **Partnership**

*Service-learning partnerships are collaborative, mutually beneficial, and address community needs.*

Academic Service-Learning indicator:

- involves a variety of partners, including students, educators, community members, community-based organizations, and/or businesses.
- partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
- partners collaborate to establish a shared vision and set common goals to address community needs.
- partners collaboratively develop and implement action plans to meet specified goals.
- partners share knowledge and understanding of school and community assets and needs and view each other as valued resources.

### **Progress Monitoring**

*Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improving and sustainability.*

Academic Service-Learning participants indicator:

- collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
- collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
- use evidence to improve service-learning experiences.
- communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

### **Duration and Intensity**

*Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.*

Academic Service-Learning indicator:

- experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.
- is conducted during concentrated blocks of time across a period of several weeks or months.
- experiences provide enough time to address identified community needs and achieve learning outcomes.

Standards and Indicators for Effective Service-Learning Practice (2008).

[http://www.servicelearning.org/instant\\_info/fact\\_sheets/k-12\\_facts/standards/](http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/standards/)



## Next Steps and Recommendations

### Next Steps

- Re-apply for NASPA Lead certification.
- Select next cohort of Service-Learning Faculty Scholars 2020-2021.
- Establish Service-Learning distinction for courses.
- Work with Faculty Senate Executive Committee to establish a Service-Learning Certificate.
- Create more Faculty trainings online. Ensure a community partner presence at trainings.

### Recommendations

- Continue the Faculty Scholars program and on-board new faculty as they are identified.
- Continue to contract and integrate a VolunteerICT service tracking hour software to help gather data
- Establishment of a cross-disciplinary Service-Learning Certificate with a focus on experiential and applied learning aligning with the University Strategic Plan. Specifically, work to identify courses with a Service-Learning component and attribute course through the registrar.
- Continue to explore partnerships with other programs that could be a natural fit for including a service-learning component in their classes or travel based coursework.



*Picture of Dr. Rhonda K. Lewis and Dr. Chelsea Redger-Marquardt*

## Appendix A

# Service-Learning Highlights

2019-2020

## Service-Learning

- Service-Learning at Wichita is an experiential learning method that integrates community service with instruction and reflection to increase student civic-mindedness and build community capacity

## Service-Learning Faculty Scholars

- Dr. Brenna Boppre
- Dr. Dasha Shamrova
- Dr. Amy Kalb
- Dr. Perlekar Tamtam
- Dr. Mythili Menon
- Dr. Laila Cure

Community Judges  
Mark Stump- United Way  
Becky Springer-United Way  
Dr. Jane Eby-Rainbow United

## Service-Learning Showcase featured 10 Posters

For the first time ever the Service-Learning Team held a virtual Service-Learning Showcase. There were 10 poster entries and four winners. Several classes participated.

A variety of projects were featured. Winners including: Engaging Salud for All, Mindfulness in Gifted, Exploring Service Learning at Exploration Place and LGBT+ with Wichita Health Coalition