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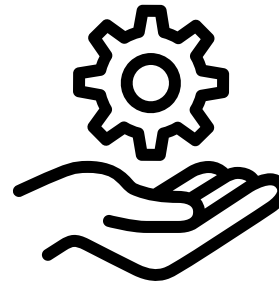
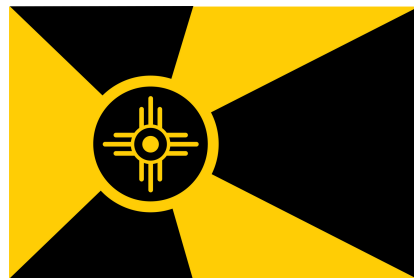
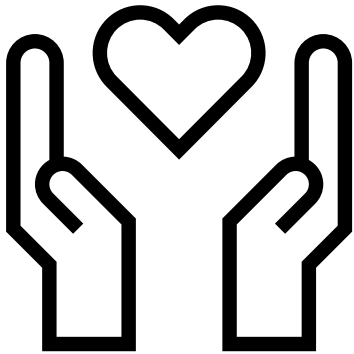
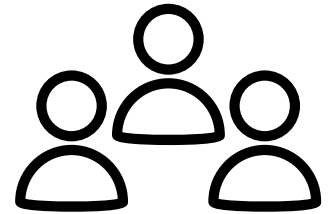
THIS IS PRESENTED TO

Rhonda K. Lewis
Rhonda K. Lewis, Ph.D., MPH
Service-Learning Faculty Fellow
Chelsea Redger-Marquardt
Chelsea Redger-Marquardt, EdD
Service-Learning Faculty Fellow

for successful completion of the Student
Service-Learning Course.



WICHITA STATE
UNIVERSITY



SCAN ME



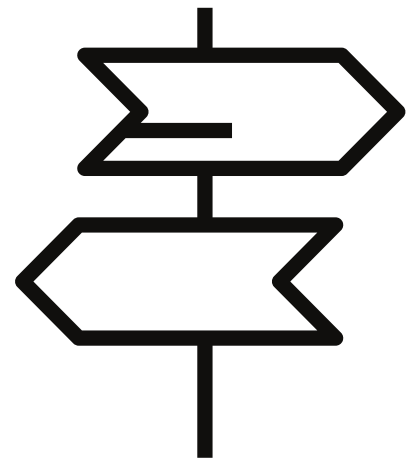
SERVICE-LEARNING ANNUAL REPORT

PREPARED BY

Rhonda K. Lewis, Ph.D., MPH
Chelsea Redger-Marquardt Ed.D.

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

MODES OF SERVICE-LEARNING

- **Direct Service-Learning:** individual to individual/ face to face/ human to human projects in which students work directly with individuals and organizations to address a community need or issue. (Direct contact, usually visible)
- **Indirect Service-Learning:** Students address a community need with a specific community partner without engaging directly with a client/ individual population. (no direct contact/ not always visible/ behind the scenes)
- **Research-Based Service-Learning:** Conducting research to address community needs or issues such as implementing qualitative or quantitative studies aimed at collecting, analyzing and reporting information that is needed for a community partner to serve others.
- **Advocacy- Based Service-Learning:** Creating awareness initiatives, programs or events aimed at educating individuals or clients on issues of public interest.

OUR TEAM

SERVICE-LEARNING FACULTY FELLOWS



RHONDA K. LEWIS, PH.D., M.P.H.
PROFESSOR AND CHAIR OF PSYCHOLOGY
RHONDA.LEWIS@WICHITA.EDU



CHELSEA REDGER-MARQUARDT, ED.D.
ASSISTANT TEACHING PROFESSOR,
COLLEGE OF APPLIED STUDIES | COHEN HONORS COLLEGE
DIRECTOR, HONORS SERVICE-LEARNING & LEADERSHIP
CHELSEA.REDGER@WICHITA.EDU

SERVICE-LEARNING SCHOLARS



Rachel Showstack, Ph.D.
Spanish Division Director &
Associate Professor of
Spanish
Fairmount College of
Liberal Arts & Sciences
Modern and Classical
Languages and Literatures



Lori Santos
Associate Professor of
Art Education
College of Fine Arts
Art, Design and Creative
Industries



Samantha Gregus, Ph.D.
Assistant Professor of
Psychology
Fairmount College of
Liberal Arts & Sciences
Clinical-Community
Psychology Program



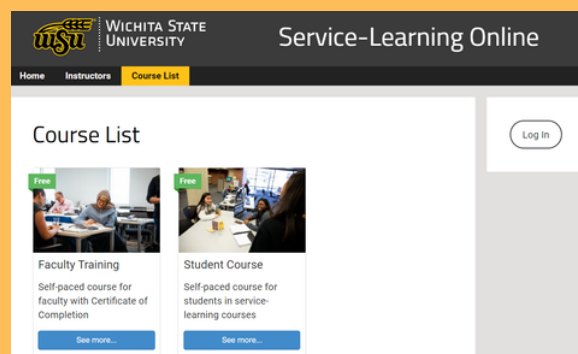
Cindi Mason, Ph.D.
Assistant Teaching
Professor &
Undergraduate
Coordinator
College of Engineering
Industrial, Systems, and
Manufacturing
Engineering

A YEAR IN REVIEW- HIGHLIGHTS

- Welcomed our new service-learning scholars and held monthly meetings and professional development sessions with this year's cohort.
- Renewed our IRB application to continue to support service-learning research.
- Held Listening Sessions with current and past Service-Learning Scholars.
- Established the Service-Learning Course Attribute through CIM.
 - Gained the endorsement of Faculty Senate Executive Committee, Academic Affairs Committee, and Full Faculty Senate.
 - Collaborated with the Registrar's office to establish a process for new and existing courses.
- Held a Service-Learning Professional Development session for the College of Applied Studies.
- Presented at the Fairmount College of Liberal Arts & Sciences Faculty Assembly.
- Selected as a NASPA Lead Initiative on Civic Learning and Democratic Engagement for sixth year.
- Featured on CAS Podcast focused on Undergraduate Research and Service-Learning.

ONLINE MODULES

One of our major highlights of this year was realized in the creation of the Service-Learning Online Training Modules. Modules were developed and designed for faculty focused on best practices, pedagogy, reflection, community partnerships, and course design. The student module is designed for faculty to use as a class enhancement that introduces students to service-learning, how to connect with a community partner, the importance of social justice in service-learning, and how to engage in meaningful reflection. Both modules are online, self-paced, single sign-on modules that result in participants receiving a personalized certification upon completion. The modules also quiz participants for knowledge attainment and will allow for increased data collection for academic service-learning.



SHOWCASE

The Service-Learning Showcase is a unique opportunity for students who participate in service-learning through applied learning opportunities to showcase their experience through a research or reflective poster about the application of their course work to current community issues. This year the showcase was held in a digital format and judged by a team of community partner leaders.

Outstanding Overall Service-Learning Project- \$150 scholarship to winning entry

- Title: Pen Pals Project
- Community Partner: Spaght Science & Communications Magnet Elementary School
- Student(s): Yajaira Barraza, Autumn Judd, Eva Esparza, David Baird
- Faculty: Dr. Samantha Gregus

Innovation and Creativity in Service-Learning- \$100 scholarship to winning entry

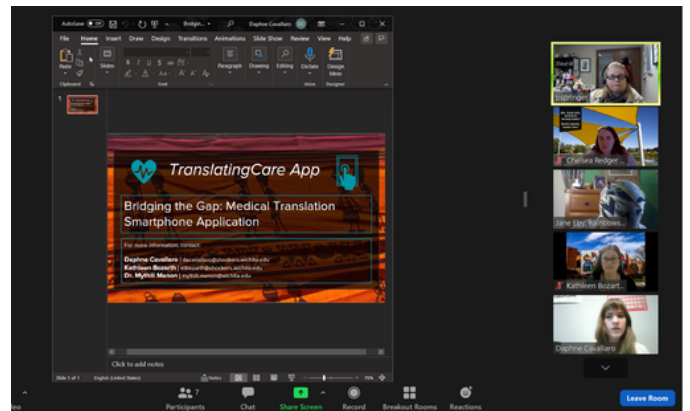
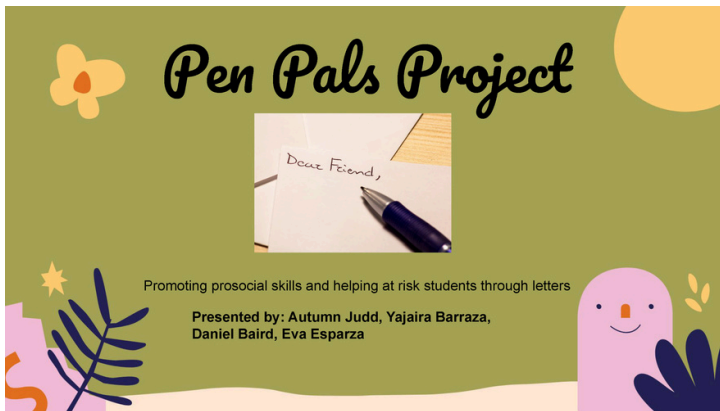
- Title: Bridging the Gap: Medical Translation Smartphone Application
- Community Partner: HealthCore Clinic
- Student(s): Daphne Cavallaro, Kathleen Bozarth, Miriam Mangaza, Dorcas Nsimire, Jonathan Lewin, Chris Lewin
- Faculty: Dr. Mythili Menon

Community Impact in Service-Learning- \$100 scholarship to winning entry

- Title: LGBTQ+ Inclusive Language and Terminology in the Healthcare System
- Community Partner: M-Care
- Student(s): Daria Moore
- Faculty: Dr. Rachel Showstack

Collaboration and Leadership in Service-Learning- \$100 scholarship to winning entry

- Title: Implementing Spanish Medical Terminology
- Community Partner: USD 443- Dodge City & USD 457- Garden City
- Student(s): Cali Keith
- Faculty: Dr. Rachel Showstack



NEXT STEPS

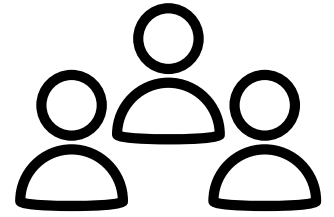
- Decide next steps in the design and implementation of the Service-Learning Showcase.
- Select the 2021-2022 Service-Learning Scholars.
- Provide an applied learning opportunity for student researcher through connected Honors course.
- Begin development of an interdisciplinary Service-Learning Certificate.
- Submit an article for publication in a Service-Learning journal.
- Increase marketing to support newly developed Online Modules and Course Attribute process.
- Present at College Assemblies (Business, Engineering, Fine Arts, and Health Profession, Innovation and Design, Honors).

RECOMMENDATIONS



- Attend the Civic Learning and Democratic Engagement annual meeting.
- Support Faculty Fellows/ Scholars attendance for presentations at national conferences.
- Seek matching dollars via the WSU Foundation for Faculty Mentors who have students win awards at annual showcase.
- Create a Community Partner Online Module.
- Create an Advancing the Practice Online Module.





APPENDIX



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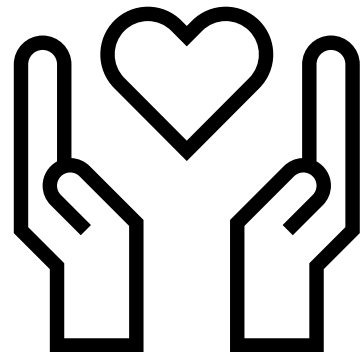
Service-Learning Faculty Fellow

Chelsea Redger-Marquardt

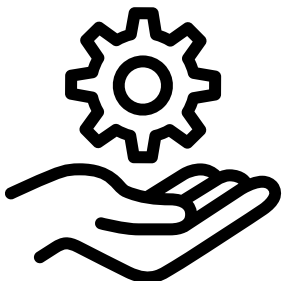
Chelsea Redger-Marquardt, EdD

Service-Learning Faculty Fellow

for successful completion of the Student
Service-Learning Course.

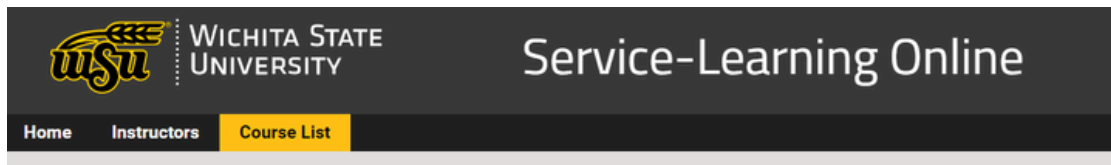


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Service-Learning Online Modules

<https://servicelearning.wichita.edu/>



Course List

 <p>Free</p> <p>Faculty Training</p> <p>Self-paced course for faculty with Certificate of Completion</p> <p>See more...</p>	 <p>Free</p> <p>Student Course</p> <p>Self-paced course for students in service-learning courses</p> <p>See more...</p>
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Faculty Module

Module to support faculty in understanding teaching pedagogy, academic service-learning best practices including building community partnerships and reflection. Certificate generated at completion for inclusion in your FAR



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Student Module

Module that faculty can assign to students to provide training and guidance for course integration of service-learning. Certificate is generated for students at completion for resume and career development.



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FOR MORE INFORMATION & RESOURCES
WICHITA.EDU/SERVICELEARNING

Existing Service-Learning Course Attribute

1. COURSE SYLLABUS

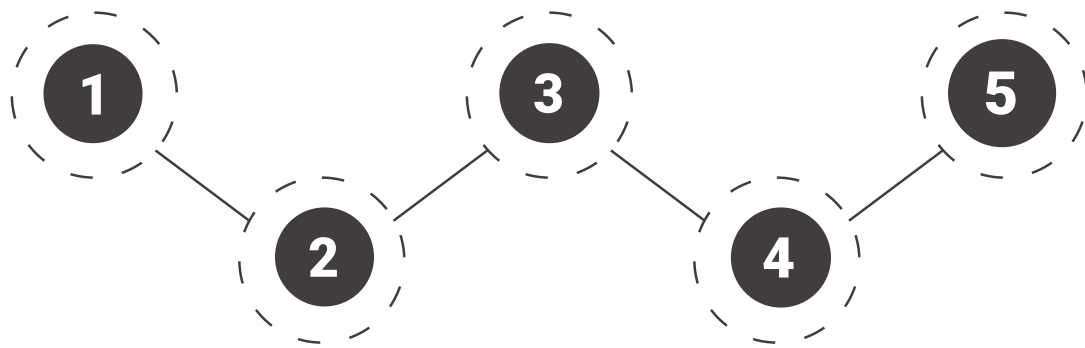
Service-learning should be identified within your course syllabus

3. RELEVANT SERVICE

the service (faculty designed or student designed) should be relevant to the course. Service can be direct or indirect

5. DATA GATHERING

for existing course, a form is available to add a course attribute [link to form](#) courses reviewed by Service-Learning Faculty Fellows



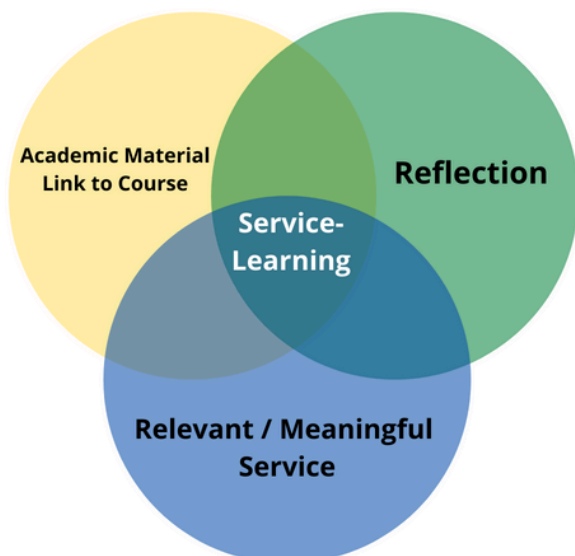
2. COURSE PRINCIPLES

the service-learning component should connect to your course principles

4. REFLECTION

clearly identified reflection assignments and/or class discussions with assigned points/grades

Academic Service-Learning



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FOR MORE INFORMATION & RESOURCES
WICHITA.EDU/SERVICELEARNING

New Service-Learning Course Attribute

1

DEVELOP COURSE | COURSE SYLLABUS

Service-Learning is an opportunity to enhance your course. Below are the key components that you must attend to when building an academic service-learning course.

2

COURSE PRINCIPLES | RELEVANT SERVICE | REFLECTION

Clearly outline the specific steps in your syllabus which connect your course principles to relevant service/ community partners and reflection. Service may be direct or indirect. Reflection assignments and points should be clearly identified.

3

SUBMIT VIA CIM (CHECK SERVICE-LEARNING COMPONENT BOX)

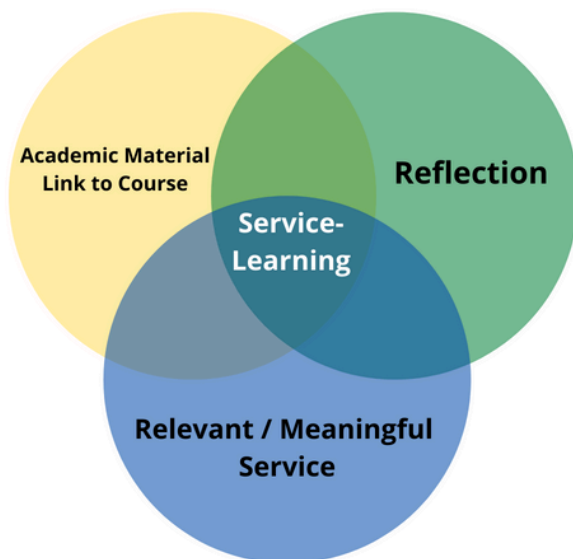
When you submit your new course through the CIM process, a service-learning checkbox will appear. Check the box and complete the prompts. We encourage you to copy this information directly from your syllabus.

4

REVIEW OF NEW COURSE

By checking the service-learning box in CIM, the content will be reviewed by the Service-Learning Faculty Fellows.

Academic Service-Learning



FOR MORE INFORMATION & RESOURCES
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