



Service & Learning

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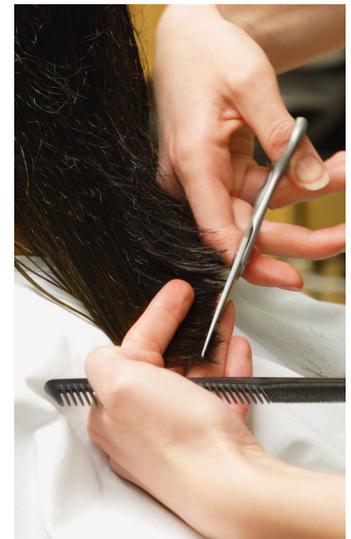
Cosmetology Service Learning Project

Many families in Racine and Kenosha Counties are facing economic hardship, which has resulted in losing their jobs and their homes. Some of these families have decided to join Advancing Family Assets (AFA) of Racine County, a non-profit organization that uses a coaching model to help families at risk of being in poverty become stable in the areas of income, education, and health.

At a holiday event on November 16, 2011, 37 AFA members joined each other to celebrate the upcoming holidays. Educator's Credit Union hosted the event and provided families with a budgeting workshop on how to get through the holidays without spending too much.

To help cut cost for families, Gateway's Cosmetology Department has partnered up with AFA in a service project where the Gateway Hair Salon will provide free services to all the families in the program. Families are able to go to the Fifth Floor Hair Salon at Gateway and get a haircut, hair style and pedicure for no cost.

"My AFA families said they were blessed to get a special treat from GTC and that now they would look their best for the holidays. The holiday event was a success!" stated Alicia Gollaz, one of the AFA coaches. This partnership not only helped struggling families in the community, but also gave students at Gateway a chance to serve their community and build upon the



Many families took part in getting their hair cut at the November 16th event.

skills they learned in the classroom.

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For more information go to
[www.gtc.edu/
servicelearning](http://www.gtc.edu/servicelearning)

Benefits of Service Learning: Kate Jerome

Kate Jerome, Horticulture instructor, has been implementing service learning for many years at Gateway. She had found that Service Learning "serves a need in the community, obviously, but it also reinforces what [the students] are learning and it allows them the opportunity to put

those skills to use."

"For those students who have a good experience," she says, "they tend to carry it with them for the rest of their lives. Those who do service learning in the classroom usually already do informal community service anyway."

"For the community partners we work with," she adds, "not only are they having a need met, but they are also able to witness a student in learning process—seeing them struggle and then succeed; it can be very inspiring."



The Service Learning Center is located on both the Kenosha and Racine Campuses

20% of the students involved in this class were either offered a position at their site, or invited to apply for a permanent position.

Pheng and Madeline in Fall 2011



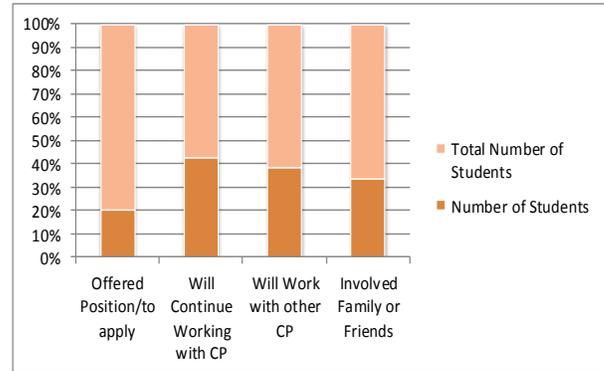
Serving to Learn Locally: A Success

The fall semester of 2011 marked the beginning of the Serving to Learn Locally class opened to all students. Jerry Fox, a Radiography instructor, taught the class. Eight students signed up for the class and were dispersed among five different community partners. Projects varied from blood pressure screening and health surveys to advocacy and advertising.

The graph provided illustrates the percentage of students

who were either offered a job because of their experience, whether they will continue

working with their partner or other partner, or whether they involved family or friends.



Service Learning Defined

The fundamental difference between volunteering or community service and Service Learning is a reflection component in Service Learning that ensures awareness and learning. Students who engage in Service Learning need to reflect upon what they are doing, why it matters, and what it will matter a year from now to them-

selves and to those they are helping.

Students who take the Serving to Learn Locally class are required to complete pre- and post-service evaluations on themselves to create an open awareness of their personal values, thoughts, and biases about the

community they will be entering. By completing this autoethnography, students are able to pinpoint why they may be uncomfortable in a situation. This self-awareness also leads to more open discussion in groups, heightened sense of purpose in their projects, and a strengthened learning experience overall.

AmeriCorps*VISTAs at Gateway

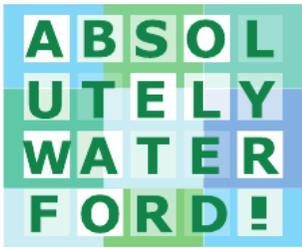
For 2011-2012, Gateway plays host to two AmeriCorps*VISTAs with the task of developing and progressing the Service Learning Center and growing community ties between Gateway and Kenosha, Racine, and Walworth Coun-

ties. The two VISTAs serve half of their time on either the Racine or Kenosha campus and the other half of their time assisting local non-profits in building capacity to better serve their clients.

Madeline Carrera, 25, is the VISTA working on the Kenosha Campus. In Kenosha

County, she is partnered with United Way of Kenosha County, The Sharing Center, and ELCA Urban Outreach. Pheng Xiong, 25, is hosted on the Racine Campus and works with United Way of Racine County, Advancing Family Assets, HALO, and Racine Literacy.

Faculty Support of Service Learning



One of many logo designs created by Pham's students in the fall of 2011 tions, the Racine Public Library, and the Birds of a Feather Organization. I believe these projects are invaluable in providing learning experiences for our students, as well as services for our important community organizations."

Peter Pham, a Graphic Communications instructor, has included some kind of a service learning project in his classes for several years. "In the past, we have worked with a Hospice group in Kenosha, the Gateway Foundation, one of the Dog Paws organiza-

In the fall semester of 2011, his students worked with Absolutely Waterford. "Even if every situation you participate in does not meet your high-levels of expectation as an instructor, there is learning that takes

place on the part of the students that has meaning and relevance. Sometimes part of the learning experience is those 'life lessons' we take for granted; we understand how a professional environment operates and this is something totally new to a segment of our students."

Pham plans on continuing service learning projects in his course because "often times it comes to matching the right class situation with the right project-- with deadlines and lead times being one of the biggest variables in our area. When [everything] lines up, it provides a mutually beneficial outcome."

Blood Pressure Drive at ELCA Urban Outreach Center

Samantha Persson, a nursing student in her first year, participated in a service learning project in the fall semester of 2011 at ELCA Urban Outreach Center. Her project had two parts: (1) to take a health survey of the clients that use Urban Outreach Center and (2) host two blood pressure screenings and provide information to the clients about high blood pressure.

"Our goal," Persson said, referring to herself and ELCA Urban Outreach Center's Executive Director Karl Erickson, "was to provide [the clients] with the type of information to help them stay healthy." Persson's idea of holding multiple blood pressure screening was well received by the clients of Urban Outreach Center, and many of them appreciated having an

individual come to see them about their health.

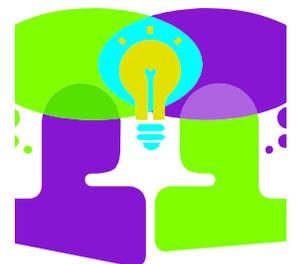
"Although many of our clients have access to BadgerCare or low-priced or reduced health care, many of them still do not actively seek it," Erickson said. The health survey will be used to more accurately provide the necessary information to clients about how to stay healthy.

Reflection Activity: Free Association Brainstorming

This reflection session takes place right after the end of the first third of the service experience. Students have 10-20 'post-it' notes or cards and write down all of the feelings they had when they first heard about their service learning requirement. Then, they write down all of the feelings they had when they experienced their first "field encounter." Finally, they write

down all of the feelings they have 'right now' about their service experience. Encourage them to write down as many different brainstormed thoughts as possible (one thought per card). Students distribute their post-its across different sheets of paper posted around the room—one with a large smiley face, one with a sad face, and the last with a bewildered or confused

face. Students will attach their words to the paper and then stand next to the one that they put the most words on. They will have to discuss why they are standing where they are and what they expect for the remainder of the experience. This exercise is non-threatening, involves both writing and speaking, and allows for both private and public reflection.



Talking about service projects helps strengthen relations



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**We are here to be as much, or as little,
help as you need.**

Service Learning Center's Mission

Service Learning at Gateway Technical College creates mutually beneficial partnerships among students, faculty, staff, and our community. Through active learning, meaningful service, and reflection, students develop deeper awareness of the diverse communities in which they live and the value of civic engagement among community members.



Wisconsin | Campus Compact

Ongoing Service Learning Projects

Mentoring Opportunities:

Mentor Kenosha Racine

—Mentor opportunity to develop an ongoing relationship with middle school students in either Kenosha or Racine. Sign up online:

<http://www.uwp.edu/departments/community.partnerships/mentorkr/>

St. John XXIII Educational Center

—Ongoing mentoring opportunities to assist students middle school through high school in any number of areas of study, computers, or mentoring. Please contact Brother Mike for more information: 262.898.7250

Ongoing Opportunities:

Shalom Center

—Opportunities for all majors in various programs, locations, and project availabilities. Please contact Dan Melyon at 262.658.1713 X110

Kenosha Human Development Services (KHDS)

—Ongoing need for clerical, psychology, and nursing students for projects ranging from updating their publication *Information Please* to crisis intervention. Please contact Dick Kauffman at rkauffman@khds.org

When calling to inquire, please state that you are looking for a Service Learning Project. This project must be related to your degree or certificate program and/or curriculum in one of your classes in order to be relevant. Please contact the Service Learning Center for assistance should you require it.

For more ongoing projects, please contact either Madeline Carrera or Pheng Xiong of the Service Learning Center.