



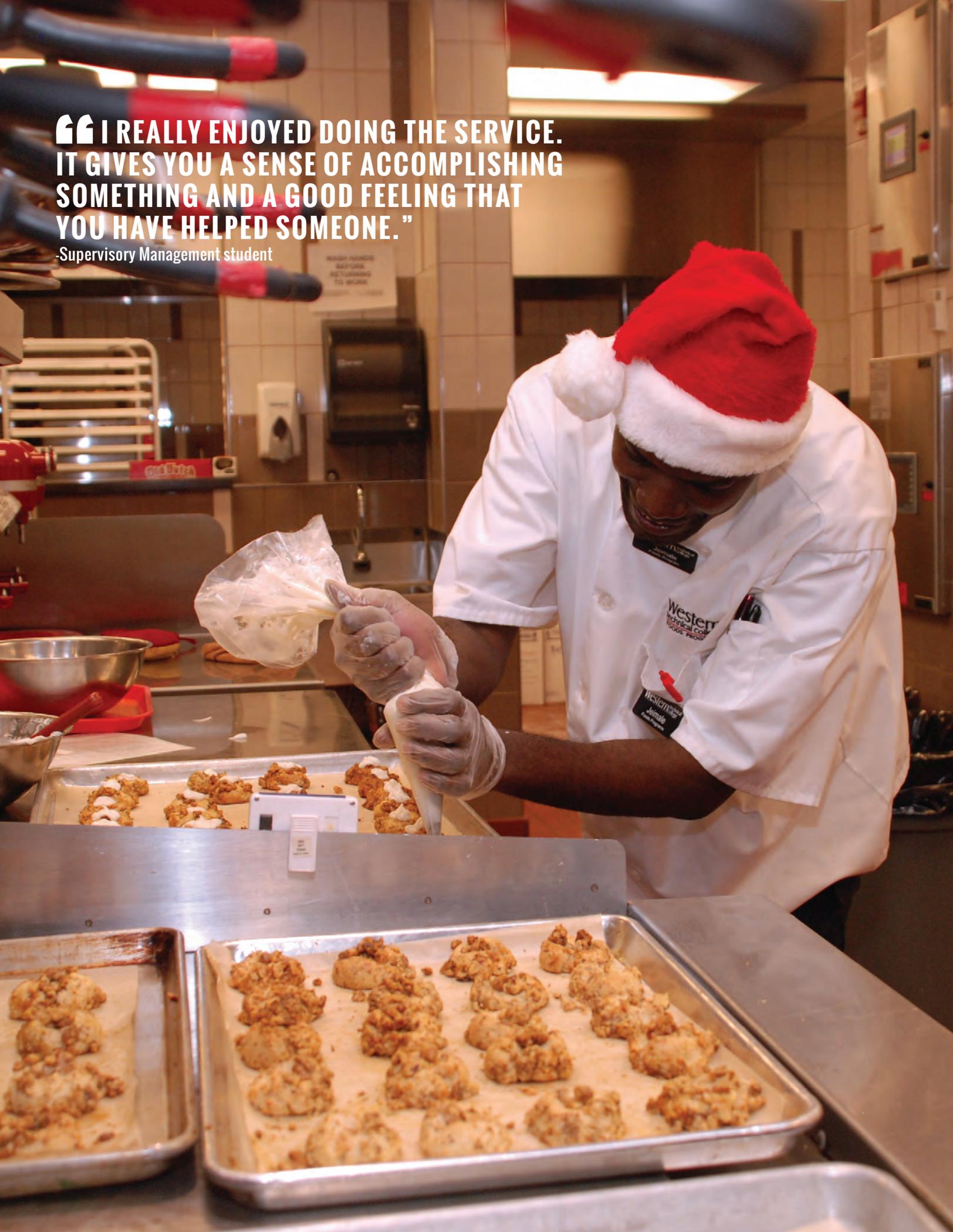
WESTERN ENGAGED

WESTERN ENGAGED ANNUAL REPORT | 2016



“ I REALLY ENJOYED DOING THE SERVICE. IT GIVES YOU A SENSE OF ACCOMPLISHING SOMETHING AND A GOOD FEELING THAT YOU HAVE HELPED SOMEONE.”

Supervisory Management 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 examines and supports the work students are doing in the community and assesses its impact on student learning and community needs. This work is defined as service-learning, community education and events, and volunteering. To maximize student learning, Western feels service to the community is the way to go; it is a win for both the student and for the community. This work also aligns with our mission, allowing the College to grow our communities. The data in this report reflects activities completed in the summer, fall, and spring terms during the 2015-2016 academic year. The information was gathered through online tracking tools and partnerships with the department. This year, we saw a significant increase in our numbers because we were able to identify and track all existing activities at the College.

Serving to make a difference,



Kari Reyburn
Community Engagement Coordinator





I LEARN BEST BY BEING HANDS-ON AND PHYSICALLY PERFORMING THE TASK. OUR COMMUNITY ENGAGEMENT WORK ALLOWS US TO HAVE HANDS-ON EXPERIENCE THAT WE CAN'T GET IN THE CLASSROOM.
 - Landscape Horticulture student

STUDENT VOICE

"I feel as though it put me out of my comfort zone, which was uncomfortable, yet good for me as an individual. I don't think that I would have done this specific project on my own, but I'm glad that I did. It gave me a new perspective on how a simple task-reading-can impact a child's life so immensely. I feel as though this project helped me develop my philosophy on how important it is for reading or literacy to be incorporated into the classroom. I feel that volunteering, as a whole, is a good way to "give back" to the community. I think that in the future, I will make time to volunteer in many areas to broaden my "horizons." I think that, as a person who struggles with being confident and communicating with others that I am unfamiliar with, volunteering would be a good way to boost those areas."

– **Early Childhood Education student**

"From this experience I got to learn so many different things in life. The first is never take life for granted; if people give you opportunities in life try them, don't be scared....Having this opportunity will later in life help me to become a nicer and kinder person."

– **Basic Composition student**

"It was a great experience and opened my eyes that even the smallest bit of kindness, empathy, and overall just a good heart can change a person's outcome on life, even if it's just for a day."

– **Medical Assistant student**

"When we first began with the idea of working with the homeless you have these automatic thoughts run through your head, at least I did anyway. Whenever I saw a homeless person on the street, I would look away and try not to engage...those thoughts were quickly replaced the first time we volunteered at the Warming Center. I now know that most of these people coming to centers, like the one here in La Crosse, never expecting to be in the position they are in. We met a woman who had two degrees and had done everything "right." She trusted the wrong people and her boss ended up stealing everything from her. She became homeless while waiting for the case to be settled in court. My opinions of the homeless community have changed drastically. I think that in the end we [my team of students] did accomplish a pretty great thing. We got to help feed and shelter so many deserving people and you could really tell they appreciated everything that was done for them. I personally am very grateful for the time spent getting to know the people that I did and it was truly a great feeling to have them thank us for coming out and giving them our time."

– **Business Management student**

AWARDS

21ST ANNUAL COULEE REGION VOLUNTEER COORDINATORS VOLUNTEER RECOGNITION BREAKFAST

Adam Lenser, Bio-medical Electronics student, received this year's College Student Volunteer of the Year at the community's Volunteer Recognition Breakfast. Adam was nominated for his 150+ hours of service to the Department of Community Engagement and the Cavalier Cupboard. The characteristic that sets Adam apart is that he is truly humble and espouses what it means to be a servant leader.



FIRST ANNUAL FACULTY AWARD FOR DISTINGUISHED SERVICE-LEARNING



Christine Krueger, Occupational Therapy Assistant instructor, was this year's recipient. Christine's passion for community engagement is undeniable. Service-learning is a cornerstone in the OTA program. In every project, students practice the theory and concepts they discuss in class. In the fall of 2014, the Car-Fit service-learning project became a larger project of the OTA program because they began to collaborate with community partners to coordinate and run a Western-partnered Car-Fit event. Christine is intentional about infusing proper reflection in all of the service-learning activities in the program. The quality of the service-learning experiences in the OTA program does not happen by accident; Christine's careful planning and dedication makes it successful!

Students in the OTA program completed 1,129 hours of service.

STUDENT ENGAGEMENT SHOWCASE

February is National Career and Technical Education month and on February 16, three Human Services Associate program students with their instructor, Ann Lichliter, displayed their service-learning projects at the Celebration of Student Engagement event at the Capital in Madison. As part of their coursework, Human Services Associate students serve as the primary volunteers for the Cavalier Cupboard. In the fall term, students coordinated a Thanksgiving Food Package distribution for students and their families in need.

As a program, students served over 497 hours of service.



USA PRESIDENT'S VOLUNTEER SERVICE AWARD

The Corporation for National and Community Service, a government agency, provides a recognition award 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 for the 2015-2016 academic year.

- *Joseph Dolzani, Business Management student, 299 service hours*
- *Taylor Servais, Medical Assistant student, 161 service hours*
- *Adam Lenser, Bio-Medical Electronics student, 156 service hours*

CAVALIER CUPBOARD

The Cavalier Cupboard food pantry is designed to meet the immediate 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 2nd floor.



Share the Bounty

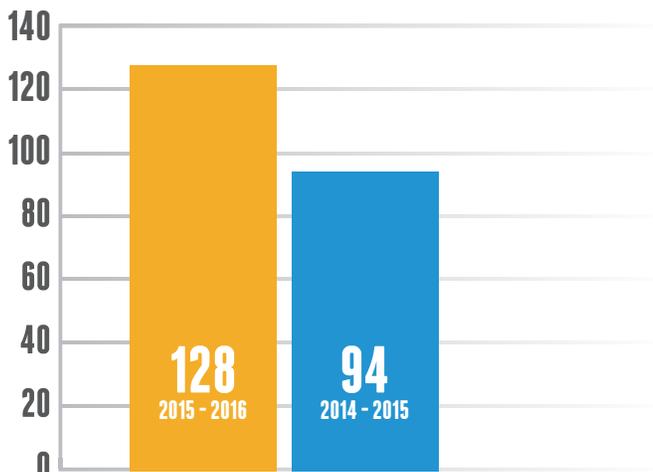
During the fall term, the first-year Human Services Associate program participated in a service-learning project as a part of their Community Services and Resources class. Students coordinated Share the Bounty, a Thanksgiving food package program aimed to serve Western students and their families at not only Western's La Crosse campus, but at each of Western's regional locations and Western facilities in Sparta. The Human Services cohort collaborated with iFeed and the Hunger Task Force of La Crosse to align food collection efforts. This collaboration taught them that working together is always better. iFeed was a separate project being conducted in the La Crosse area by Rotaract. This project collected 30,212 food items. This large food drive helped to meet the needs of our Cupboard.

Each Share the Bounty meal package contained non-perishable food items needed to make up a traditional Thanksgiving meal and a gift card to a local grocery store for the purchase of a turkey and fresh bread. Meal packages were delivered to every Western Technical College location. Over 70 packages were distributed to Western students and their families, serving more than 270 individuals.

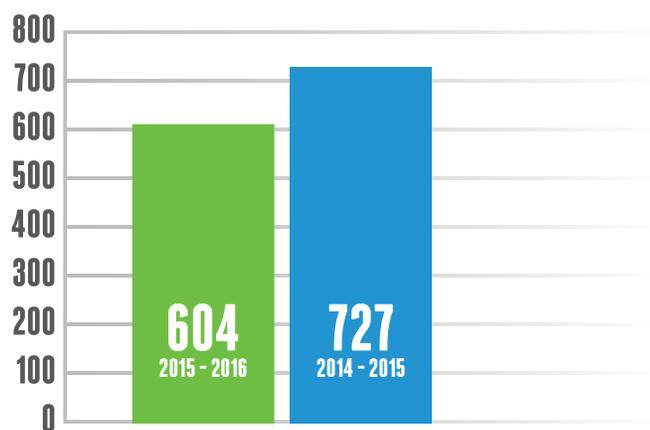


3,172

Hours spent engaged
in various volunteering
in the community



HOUSEHOLDS SERVED



TOTAL INDIVIDUALS SERVED

COMMUNITY EDUCATION & EVENTS

Community Education and events are free and open to the public. These offerings are service-learning class projects where instructors connect the Western education to providing an event for our community.

CAR CARE CLINIC

Locations: Arcadia, Viroqua

Automotive program/Skills USA Auto Club (Fall and Spring)

37 Community Members Served

CAR-FIT EVENT

Locations: Prairie du Chen, Viroqua, Whitehall

Geriatric Practice (Fall), Community Practice (Spring): Christine Krueger

39 Community Members Served

COMPUTER WORKSHOPS

16 workshops

Locations: La Crosse, Black River Falls, Tomah, Viroqua

Training Development: Cindy Prindle (Fall); Community Volunteer

103 Community Members Served

EXCEL ASSISTANCE IN THE WORKPLACE APPOINTMENTS

6 Appointments

Locations: La Crosse, Tomah

Field Experience (Spring): Joan Benson

37 Community Members Served

FINANCIAL PEER ADVISING

10 Appointments

Location: La Crosse

Lending Principles (Fall): Tom Strom

10 Community Members Served

SMARTPHONE/TABLET HELP

11 Workshops

Locations: La Crosse, Tomah

Emerging Technologies

Ann Brice, (Summer)

Kari Knower, (Spring)

114 Community Members Served

STUDENT RUN HELP DESK

IT Systems Support,

Help Desk Management

(Spring): Cindy Prindle

147 Community Members Served

SUITS FOR SUCCESS CLOTHING DISTRIBUTION

Location: La Crosse

Professional Profile Development

(Spring): Mike McCardle,

Shannon Corcoran

120 Community Members Served

TECH TUTORING

15 Appointments

Location: La Crosse

Introduction to Gerontology

(Fall): Ann Lichliter, Noreen Holmes

25 Community Members Served

"THE BIGGER YOU"

2 sessions, speaker event

Career Services, Community

Engagement, and Student Government

Location: La Crosse

75 Community Members Served

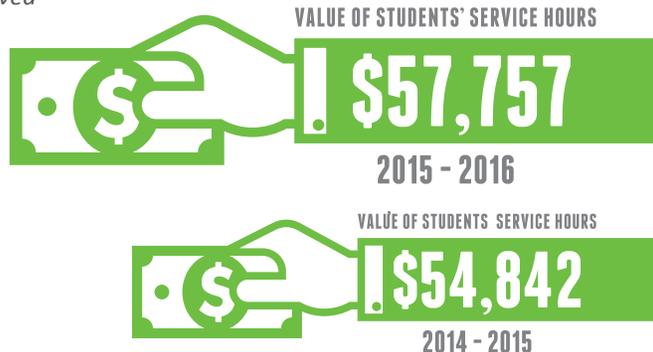
WORDPRESS WORKSHOP

Location: La Crosse

Emerging Technologies

(Summer): Ann Brice

15 Community Members Served

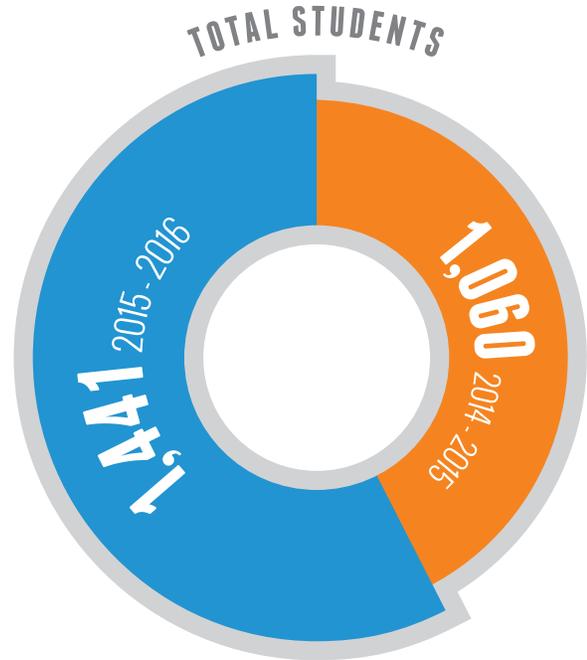
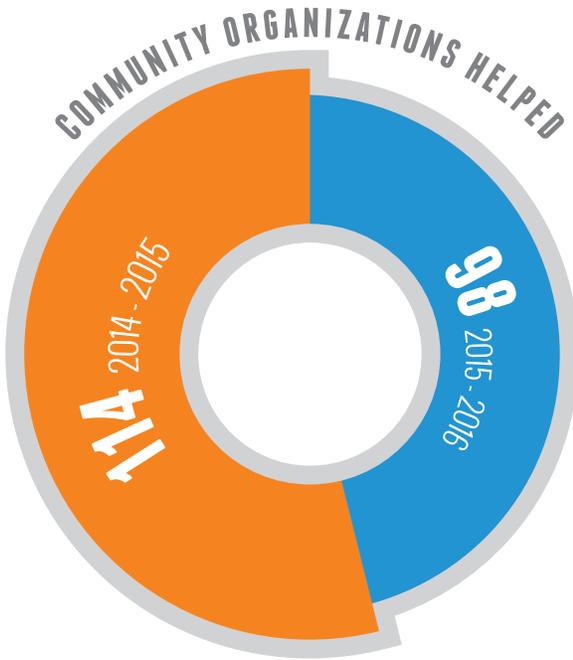




“ I LEARNED HOW IMPORTANT COMMUNICATION IS AND GOOD TEAM WORK. ”

-Business Management student

NUMBERS: MAKING A COMMUNITY IMPACT



BUSINESS DIVISION

509
Hours

11 PROGRAMS

GENERAL STUDIES DIVISION

319
Hours

8 COURSES

HEALTH AND PUBLIC SAFETY DIVISION

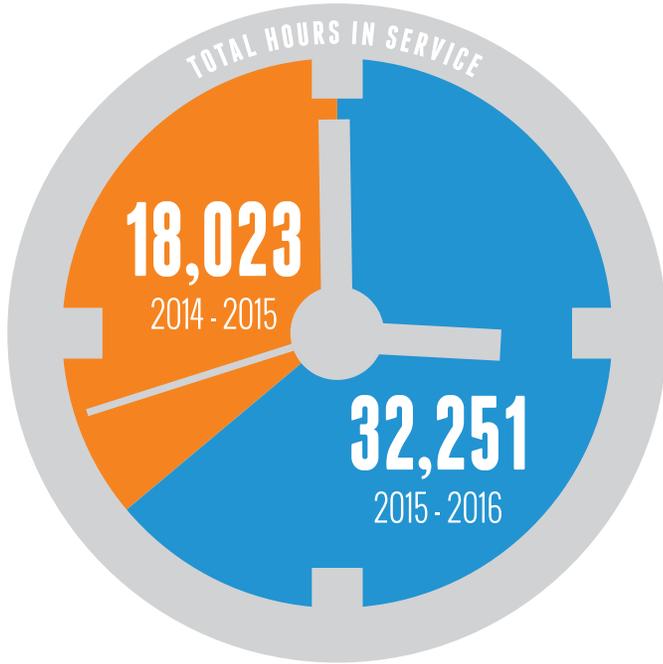
5,063
Hours

7 PROGRAMS

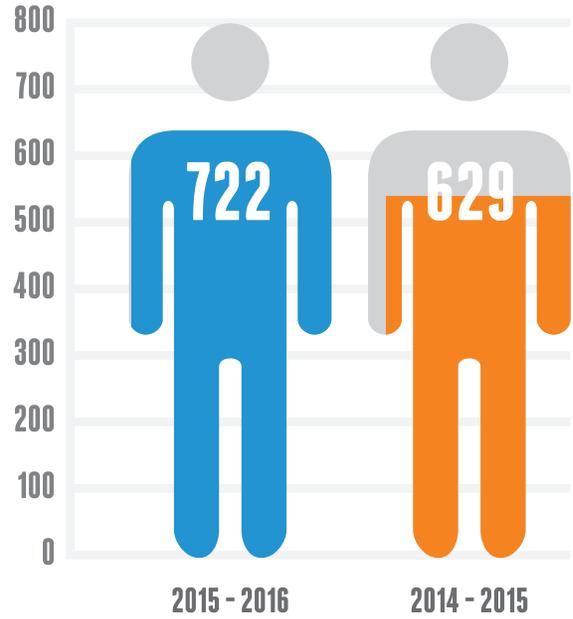
INTEGRATED TECHNOLOGY DIVISION

14,591
Hours

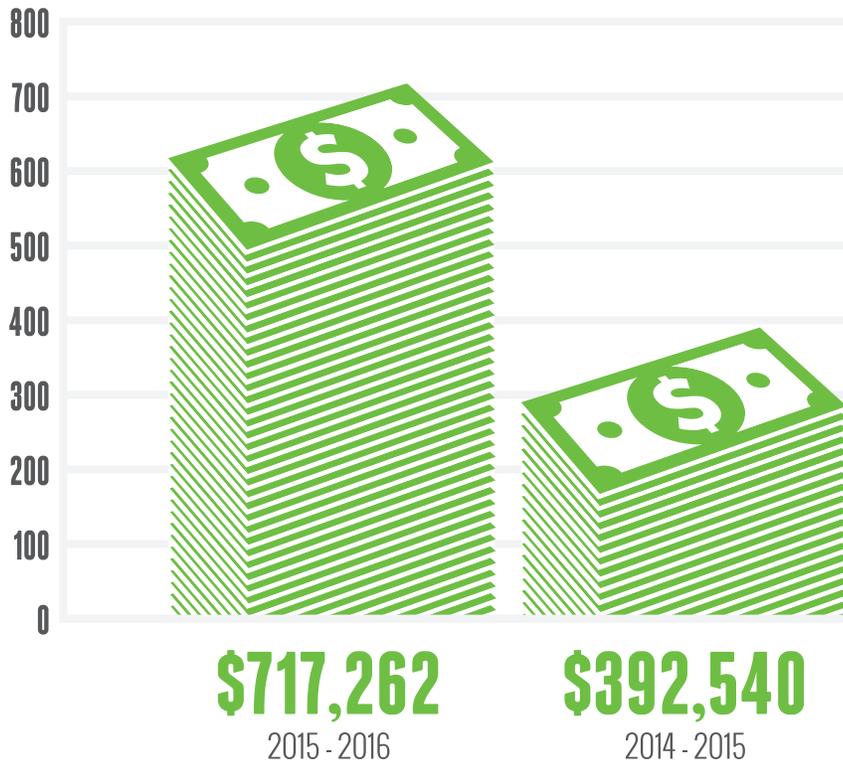
7 PROGRAMS



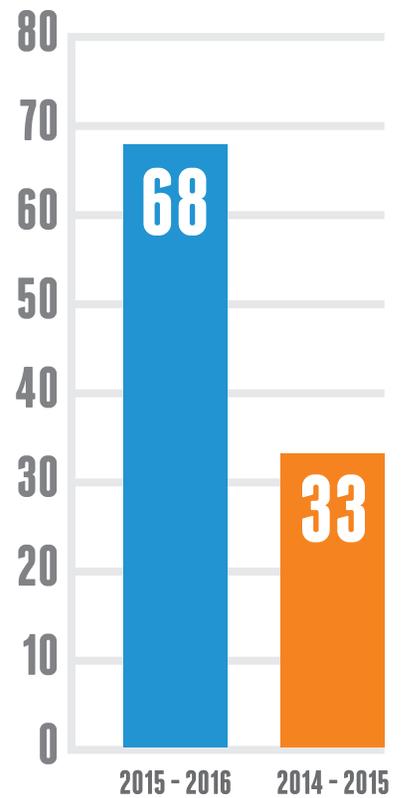
COMMUNITY MEMBERS SERVED THROUGH COMMUNITY EDUCATION EVENTS



COMMUNITY COST SAVINGS



NUMBER OF COMMUNITY EDUCATION OFFERINGS



“ I FEEL LIKE THIS EXPERIENCE HAS MADE ME MORE CONFIDENT TEACHING STUDENTS, AS WELL AS CONFIRMED THAT WORKING WITH KIDS AND TEACHERS IS WHAT I WANT TO DO FOR THE REST OF MY LIFE. ”

-Foundations of Teacher Education student





SERVICE-LEARNING

Service-learning is a method of teaching, consisting of student participation in a service activity that meets an identified community need and has a connection to course content with continuous reflection emphasizing the learning involved in the experience.

PROGRAMS

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

SERVICE-LEARNING COURSES

BUSINESS EDUCATION DIVISION

- **Adobe Photoshop:** *Paul Casper (3 sections)*
Students used Adobe Photoshop to digitize old print photographs for the Houston County Historical Society. This involved scanning, color correcting, and colorizing photographs from as far back as the 1870's.
- **Advertising:** *Ken Hey*
Students created the advertising materials for area community partners; one always being Salvation Army's kettle bell ringing campaign.
- **Business Partnership Project:** *Shelly Wetzsteon*
Students from various business degree programs worked collaboratively to solve the needs of an organization. In spring 2016, students worked with Hillview Urban Agriculture Center where they performed market research, a cost-analysis of Hillview's VermiGold product, designed publications, created a volunteer management database, and more.
- **Design Fundamentals:** *Barbara Fischer*
In spring 2016, students created multiple logo design options for Evergreen School in Holmen, WI. One design was chosen by the organization.
- **Designing with Type:** *Barbara Fischer*
A variety of design projects occur in this course. In spring 2016, students researched and designed a brochure for a local organization of their choosing. After completing the projects, students offered the brochure to the organization for their use. Students also designed t-shirts for Holmen schools, posters to promote the field of graphic design, and one student designed the button for the upcoming La Crosse Oktoberfest celebration.
- **IT-Computer Support Specialist Capstone:** *Cindy Prindle*
Students selected and completed final projects for the program. Some students chose a service-learning project. Two projects completed in spring 2016 were a database for The Parenting Place and a three-hour Excel training for Kwik Trip.
- **Marketing Management:** *Pam Culver*
Students developed and presented each client with a comprehensive marketing and promotion plan. The clients served in spring 2016 were Mobile Meals of La Crosse and Orange Computer.

- **Paralegal Internship:** *Wendie Witzke*
Students assisted the free Family Law Center with divorce and custody paperwork. These hours are served in addition to their 180 internship hours at a local law firm.
- **Principles of Inside Sales:** *Ray Slattery*
Students placed phone calls to thank Western's donors.
- **Publication Design 1:** *Barbara Fischer*
Students designed publications for the community using Adobe InDesign. In fall 2015, sustainability posters were created to address the following topics: Smog Free Towers, Absorbent Concrete, Solar Power, and Earth Hour. These posters were used at Western's sustainability professional development day.
- **Team Building and Problem Solving:** *Brad Dobbs (3 sections), Brenda Updike (3 sections), Mabel Berzins (2 sections), Mike McArdle, Paula Berg*
In small groups, students applied their business skills to solve a problem for a local organization of their choice.
- **Video Production-Advanced:** *Jake Griggs*
Students teams 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.

GENERAL STUDIES DIVISION

- **Applied Communications:** *Kathy Sims*
In groups, students created presentations covering aspects of the job search process. They delivered their presentations to YWCA clients in summer 2015.
- **Beginning Composition:** *Kathy Sims*
Students exchanged four pen-pal letters with someone from Riverfront Inc. and then met face-to-face at the end of the 2015 fall term.
- **Developmental Psychology:** *Joan Fischer*
In Fall 2015 students explored aspects of bullying and how to educate others about the negative impact of bullying. Various community service events and classroom assignments existed in this project.

- **Technical Reporting: Mary McLaughlin (3 Sections)**
In Fall 2015 students conducted interviews with alumni and wrote profiles for Western's Alumni Office. They summarized the qualitative research into a central theme and created a survey to conduct further research regarding professional communication and ethics.
- **Technical Reporting: Jennifer Haniff**
In Spring 2016 students created and disseminated a community perception survey for the La Crosse Kiwanis organization. Students analyzed data and presented findings to organizational leaders.
- **Written Communications and Speech (Combined Course): Dan Rooney, Tracey Helixon**
These two courses aligned so students could participate in a joint service-learning project. The service work became the topic for their writing and speech assignments.

HEALTH & PUBLIC SAFETY DIVISION

- **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. Some 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.
- **Community Resources and Services: Ann Lichliter**
In small groups, students worked through the plan change model and completed a project for the Cavalier Cupboard. This experience provided students with insight into the social issues affecting clients. In fall 2015, students coordinated the Share the Bounty Thanksgiving Meal Package project.
- **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. Over 93 kids benefited from the presentations in spring 2016. Students also participated in taking oral molds, pouring up molds, and fabricating mouth guards for area youth participating in sports during a mouth guard clinic sponsored by Gunderson Health System's Dental department.



- **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.
- **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 can build positive relationships and witness growth and learning that occurs over time.
- **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 online and through posters displayed around campus. Students learned to examine processes that have an impact on students' lives.
- **Medical Assistant Program: Amy Kleiber, Julie Czaplewski, Robin Haugh, Mitch Robins**
Students assisted with flu shot clinics.
- **Medical Assistant Program in Mauston: Robin Haugh**
Students served 3-4 hours at a local food pantry. While serving, they learned about the food clients receive. After serving they applied their nutrition classroom knowledge to the food pantry items and created a recipe for the food pantry to give to their clients.
- **Physical Therapist Assistant Program: Shari Berry, Program Chair**
Students assisted with the UWL Physical Therapy EXPAND program, which is an exercise program for adults with neurological disorders.
- **Teamwork in School Settings, Techniques for Reading, Techniques for Reading and Language Arts: Shelly Bauer**
Students in these three courses partnered with Hamilton Early Learning Center teachers to observe and apply teaching strategies in the classroom. At the end of the project, students presented a portfolio to demonstrate their learning through their experiences. They also conducted team problem-solving projects on behalf of the school.

INTEGRATED TECHNOLOGY DIVISION

- **Air Conditioning, Heating and Refrigeration Program: Mark Harris, Program Chair**
Students repaired commercial refrigeration and air conditioning units for community customers.
- **Architectural Building Information Modeling, Building Systems: Loren Anderson**
In fall 2015, students generated ideas for how the City of La Crosse could use excess space in their building for a fitness area for city employees. After gathering building information, students individually created a plan, which they each shared with city officials. In the end, the class comprised a single proposal with equipment layouts, lighting, and mechanical floor plans.
- **Architectural Drafting—Residential: Pete Zirbel**
Students drafted home renderings for Habitat for Humanity.
- **Automotive Technician Program: Brian Kanable and Doug Thesing, Program Chairs**
Students provided vehicle service and repairs to community customers.
- **Building Envelope Analysis 3: Josh VandeBerg**
In Spring 2016 Students provided air tightness verification for Habitat for Humanity.
- **Building Science & Energy Management Capstone: Josh VandeBerg**
Students completed a commercial energy audit to provide recommendations to improve the efficiency of the building and the systems contained for a community client.
- **Catering Practicum: Deb Klug**
Students worked various catering functions by setting the dining room, serving the food, preparing the food, clearing tables, and cleaning up. In Spring 2016, they catered the World Down Syndrome Day Celebration.
- **Dining Room Management, Basic Service and Production, Culinary Management Practicum: Deb Klug**
Students operated a small restaurant that provided an up-scale dining experience for Western's community and the general public. In spring 2016, 785 people were served.



28,079
Hours spent engaged
in service-learning

- **Horticulture Production: Pam Rodgers**
Students learned and experienced fruit and vegetable operation while growing plants from seed that were given to Kane Street Community Garden and Riverfront, Inc. to transplant for summer gardening. 192 plants were donated.
- **Landscape Design 1, Landscape Design 2, Landscape Maintenance 2: Pete Bemis**
Students helped the community with landscape maintenance needs and created landscape designs for local organizations. In spring 2016, landscape designs were created for Viroqua Chamber, Sparta Chamber, and Sparta Middle School.
- **Landscape Maintenance I: Pete Bemis**
Students completed various landscaping work for local organizations. Some of the work occurred through the club as well. In fall 2015, students assisted New Ground Inc. with the Habitat ReStore bio filter project, worked at the Hixon House, completed Tree Campus USA projects, and worked at Western's Horticulture Education Center.
- **Wood Tech Program: David Hahm, Program Chair**
The program partnered with the City of La Crosse Community Development and Housing, Housing and Rehabilitation Program to construct homes that revitalize neighborhoods. Students learned home construction and framing, interior trim, cabinet making, drywall installation, siding installation, and exterior finishing. This community work resulted in 8,112 hours this year.

VOLUNTEERING

Volunteering is typically, a short-term experience when students serve the community for personal enjoyment, relevant skill development related to one's field, and/or soft skill growth. Oftentimes the course connection or reflection activity is absent.

BUSINESS EDUCATION DIVISION

- **Introduction to Information Technology: Cindy Prindle (4 sections)**
5 hours required at any organization
- **Business Procedures: Kim Walsh-Betthausen**
10 hours required in any organization

HEALTH AND PUBLIC SAFETY DIVISION

- **Community Resources and Services (Fall), Professional Practice (Spring): Ann Lichliter**
2 shifts required each term in the Cavalier Cupboard
- **Paramedic Technician Program: Deb Slaby, Program Chair**
16 hours required in any organization
- **Medical Assistant Clinical Procedures II: Amy Kleiber (3 sections)**
3 hours required in any organization
- **Physical Therapy Assistant Program: Shari Berry, Program Chair**
Volunteer hours required in any organization

INTEGRATED TECHNOLOGY DIVISION

- **Diesel and Heavy Equipment Technician Program: Duane Yachwak**
2 hours of bell ringing for Salvation Army

CLUBS AND ORGANIZATIONS

Numerous Western clubs and organizations contribute to the volunteer 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! Thank you for serving our communities and promoting volunteerism!

Together, these clubs completed **577** service hours in our communities! Example projects include blood drives, Operation River Watch, bell ringing for the Salvation Army, working with the elderly, and iFeed—a community-wide food drive effort.

- All 'Bout Children (ABC) Club
- HIT/MCS Club
- Human Services Club
- Phi Theta Kappa
- Student Nurses Association

DEPARTMENT PROGRAMMING

MAKE A DIFFERENCE DAY

Make a Difference Day 2015, was held on Saturday, October 17. This was the second annual tri-campus event in La Crosse. Make a Difference Day was held at Weigent Park where students enjoyed food, fun, and prizes after a day of service. Over 172 students from UW-L, Viterbo, and Western volunteered to serve at 14 different community organization sites. Volunteers participated in service work like preparing the Kane Street community garden for winter, helping residents at Hillview Health Care Center facilitate their Safe Trick or Treat program, and carving pumpkins at Norskedalen to decorate for Ghoules in the Coulees. 11 Western students volunteered to make a difference, contributing 33 hours of service to our community!

SERVICE IN ACTION

During fall 2015, the Community Engagement department coordinated two Service in Action events. In October, the alternative high school class volunteered at Norskedalen Nature Reserve to help them prepare for their Ghoules in the Coulees event. Students decorated the trails and shelter area to ensure a fun and spooky night! 16 students gave 32 hours of service to help prepare for the event.

In December, Western's residence hall students visited the Catholic Charities' Hospitality Center. Students spent two afternoons getting to know guests of the center and playing trivia. Through this experience, students gained a better understanding of poverty and hunger in our community, while enjoying an afternoon of fun conversations. Seven students volunteered at the Hospitality Center for a total of 12.5 hours of service in the community.





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KARI REYBURN

Community Engagement Coordinator

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