

FY19 PERKINS GRANT APPLICATION
ANNUAL PERFORMANCE REPORT

Award Year: 2018

Report Period: 7/1/2018 – 6/30/2019

Consortium Name: Riverland Perkins Consortium

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Goal 1: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

Goal 1, QUESTION 1: What activities were conducted during the grant year that supported quality Programs of Study (POS)?

In FY19 the Riverland Perkins consortium provided a second (the first was October of 2017) expanded and extensive 11th grade career fair, held March 29 on the Austin Campus. Riverland Community College was the lead organization and under the federal Carl D. Perkins grant partnered with regional school districts, including all 9 Riverland Consortium high schools, businesses and community stakeholders to host approximately 700 mostly 11th grade students at this experiential Career Fair. The model used was the Minnesota Career Fields, Clusters & Pathways. The career fair was arranged with Career Fields grouped together and students were given time to self-select and explore any of the six career fields. The event provided an opportunity for students to learn more about a wide array of careers and the education necessary to enter a career. All of Riverland's CTE programs were represented and developed engaging exhibits to showcase their career area. The students had time to view various exhibits of materials, machines, and technology currently used in business and industry in various careers and to ask questions of professionals who work or teach using these kinds of technologies and tools. Students also had opportunities to engage in activities designed to assist students in identify their learning style and how that relates to career choices. They also had activities to learn about what we call "soft skills" that are necessary for success in education and employment. Overall, students had access to engage in activities that highlighted the various pathways to career success and the kind of education and time that a pathway might entail.

For FY19 the Riverland Consortium applied for and received a Minnesota Career Pathway Continuous Improvement Project (C-PIP) and used the grant to work with a Consultant (Ginny Karbowski) and the Operations Team to move forward with work started in FY18 where we analyzed or regional LMI and which programs we should focus on in the future. Under the C-PIP grant we were able to get clarity for our POS for the consortium, and work further with the previously identified RPOS in our Industrial Machine Maintenance and Repair Program (IMMR) that is workable for both our large and small member high schools. Each high school in the consortium has courses that will lead to this program and we had a successful workshop in June for high school teachers to work for 4 days with IMMR faculty to further build their skill levels and to align course content and curriculum at secondary.

Secondary: Albert Lea had Youth Apprenticeship Program TSA - OSHA-10, Small Engines course - Briggs & Stratton TSAs, PLTW exams for end of course. Southland: The consortium group held numerous meetings at Riverland to support CTE teachers and enabled us to use POS to drive teaching strategies and to take advantage of the workshop in June to further develop skills training to use in teaching. Austin: Equipment was purchased to offer students at Austin High School the opportunity to receive concurrent college credit in two Riverland Courses; Arc Welding and Wire Feed Welding. Perkins funding was also used to provide transportation for these students to work one on one with the Riverland Welding instructors four times throughout the year.

Goal 1, QUESTION 2: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

The Riverland Automotive program pass rate for ASE was again 100% of students passed this certification. Riverland Health Occupations and Cosmetology programs experienced positive numbers of students passing various boards, and certifications.

In FY19 the college fully transitioned from leading the 8th grade career fair to creating a Central Lakes “Bridges Model” Career Day, for 11th grade students on March 29. After this event the stakeholders recognized that secondary partners are moving toward having students attend fewer of these events, and self-selecting which they attend. With this in mind, the college is experimenting with changing our model to have 4 targeted events by career cluster and set the dates for FY20 to support this request by schools. The consortium and the college plan to continue to support an 8th grade/middle grade event by encouraging CTE faculty and staff to partner with those who will lead those events locally. As Riverland College re-designs and refreshes their POS the high school Career Fair will support clearer career pathways that are in regional demand, and will lead to more data on student transitions from secondary to postsecondary. The consortium is working for expanded offering in CTE under PSEO/concurrent enrollment. In FY19 the college completed work under a grant received from the Minnesota Office of Higher Education Legislative grant to develop CTE offerings for the region. With this grant the College has developed a series of Introduction to CTE courses that should assist students in pathway selection. These courses will also be used by the College to partner with regional ABE programs to assist students in connections to POS/pathways. The Consortium changes to POS lead to more clearly defined pathways for concentrators and earlier starts for those who have a pathway interest.

The consortium is working for expanded offering in CTE under PSEO/concurrent enrollment. In FY19 the college continued work on a Minnesota Office of Higher Education Legislative grant to develop CTE offerings for the region. With this grant the College has developed a series of Introduction to CTE courses that should assist students in pathway selection. These courses will also be used by the College to partner with regional ABE programs to assist students in connections to POS/pathways. The Consortium changes to POS lead to more clearly defined pathways for concentrators and earlier starts for those who have a pathway interest. The college has expanded the number of high schools served in concurrent enrollment (CE) to 27 regional partner high school and we are offering college and high school credit for over 150 courses in 21 disciplines. Much of the growth in CE courses is in the CTE area, and in academic areas that are necessary for preparation for technical fields such as mathematics, biology and sciences for health careers.

Secondary: There were Perkins purchases to support the Plant Systems, Animal Systems and Power, Structural & Technical Systems at LeRoy-Ostrander that benefitted 75-80 students this year and many

more in the years to come. Southland: The training at River land was the most beneficial and helped me know how to prepare my students for a college program

Goal 1, QUESTION 3: What activity (or POS) was the most successful, something that you would repeat or share with others and why?

The 4 day (June 2019) workshop for the consortium CTE high school instructors that was led by two Riverland Faculty from the Industrial Machine Maintenance and Repair (IMMR) Program that was the previously selected and identified Rigorous Program of Study (RPOS) for the Riverland Consortium. This workshop gave the high schools instructors the opportunity to develop new skills, and to align their curriculum with the postsecondary program.

A second area that was a success was the June 26 workshop (funded under the MNOHE grant) that gave high school CTE instructors and intense training on how to enhance a concurrent enrollment offering of either food science or agri-business. The high school teachers that participated now have an increased resource base to draw on to deliver these CTE courses for both high school and college credit. A highlight of the day was a working lunch where each teacher was able to visit with working professionals from both food science and agri-business. We had representation from major food companies, as well as from small business and public sector employers that work with these careers. This was a homerun for both secondary and postsecondary. This is a great example of how we in this consortium are trying to braid our funding sources to create more opportunities for CTE in the region. Our secondary schools all reported that the CPIP grant and the classes and tools offered were innovative and were the highlight of the year for consortium members.

Goal 1, QUESTION 4: Describe any innovative initiatives.

An innovative activity for the consortium was the previously described using of the concurrent enrollment expansion grant to produce a very innovative workshop for CTE concurrent high school instructors of food science and agribusiness.

In addition the work under the CPIP grant to have our high school teachers work with postsecondary faculty to align a POS and further enhance secondary instruction by having high school teachers participate in a 4 day summer workshop that increased their skill level was innovative for our consortium.

Both of these initiatives were constructed by braiding funding from several sources and with industry support, as well as in-kind contributions by the college and high schools.

Did your consortium award incentive sub-grants for exemplary performance or to promote innovation?

The Riverland Consortium did not award any sub-grants for exemplary performance, and our innovative work as described above was done using funds from a variety of sources, including Perkins, but not as sub-grants.

If you answer “Yes” to any of the following questions, please briefly describe your activities.

Goal 1, QUESTION 5: Did your consortium:

Goal 1, Question 5 A: expand the use of technology in CTE programs:

Secondary: Albert Lea, Purchase of Industry-standard technology upgrades to current equipment (Digital Readouts). Austin, Purchase of a CNC router table for the cabinetry laboratory.

Goal 1, Question 5B: offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors?

June 2019, Consortium had 4 day, intense workshop for CTE teachers from T & I and Agriculture at Albert Lea Campus, led by 2 Riverland faculty and all secondary partner districts participated. As Postsecondary has invested heavily in the engaged advising model and the Director of Engaged Advising (who is partially funded through Perkins) reports that these professional development trainings were held in FY19 for Riverland faculty, staff and enrollment advisors as listed in this section:

9/26/18: Personal Advising Philosophy, Riverland Advising Vision, Mission Riverland Advising Syllabus
10/30/18: Partnership with Anisha Zak, Adult Learning Center, Albert Lea Program Tours, Program Funnel Lists

11/6/18: NACADA Web Training: Academic Advising and First-Year Students: The Power of Purpose and Movement toward Self-Efficacy

12/4/18: NACADA Web Training: Academic Advising in their Language: Communicating with today's Students

1/23/19: Program Spotlight on CPRO with Doc Andree Office 365 Training

2/27/19: Program Spotlight on Supervisory Management with Heather Earl and MATH with Math faculty, Next Gen Accuplacer

3/21/19: Program Spotlight on Theatre with Susan Hanson, Music with Scott Blankenbaker, and Austin Adult Learning Summer Programming with Kristy Rooney, Academic Plans, ESLA changes

4/4/19: Pell Re-Calculations changes, Communications Training

4/18/19: NACADA Web Trainings: Academic Advising in an Era of Instant Gratification: The Pathway to Empowerment, Program Spotlight: Spanish with Lisa Baudler

4/30/19: Program Spotlight on HCNA with Kara Delafosse, ESLA with Jen Ouellette-Schramm, and WSU programs with Sammie Eckerson

6/25/19: Multiple Measures, Blumen No Show Process, Zoho (EARS)

On September 21, 2018 the postsecondary coordinator presented comprehensive information on the Riverland Consortium partnership to all regional high school counselors (attendees were present from Riverland partner schools) who attended the workshop which is hosted by the college for school counselors. We discussed the consortia model, the brokering of services and the close regional partnership and relationship we have in southern Minnesota.

Additional Secondary specific efforts:

Owatonna family & consumer science (FACS) department teachers attended fall training offered by Denise Lage, MN Assoc. of Family & Consumer Science Geographic Region IV Rep., Brenda Stevermer, Austin FACS and Michele Lindquist, Kasson FACS. Training was held in Kasson where work was done on implementing phase III of the FACS Frameworks

Goal 1, Question 5C: provide support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE.

Goal 1, Question 5D: use Perkins funds to support CTE programs that offer experience in and understanding of, all aspects of an industry for which students are preparing to enter?

Consortium Schools provided funding for students to attend the Career Day at Riverland on March 29 and to attend other career exploration events in the region.

Goal 1, Question 5E: use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Preparatory work was done by the Consortium to add a Carpentry Academy at Lyle High School that would be open to other districts, this would have a mix of concurrent and high school courses to give students advance standing in a career area.

The college used the MNOHE grant to enhance an Agribusiness and food science course for concurrent Enrollment offering and held an extensive training for secondary CTE teachers for these two courses.

Austin: The formation of Riverland Community College Welding courses at the high school.

Goal 1, Question 5F: use Perkins funds to provide activities to support entrepreneurship education and training?

Using other funds, not Perkins, Austin High School has successfully implemented the CEO Entrepreneurship curriculum and program and

Goal 2: Effectively Utilize Employer, Community, and Education Partnerships

Goal 2 QUESTION 1: How did your consortium support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards and career and technical skills?

Goal 2 QUESTION 1 The Consortium partnered to provide the 4 day professional development in June for CTE teachers. Also, the college partnered with secondary school, business and Industry, The Minnesota Office of Higher Education to host a successful workshop on June 26 for Food Science and Agribusiness teachers. A highlight of the event was the working lunch where all teachers had an industry partner to visit with about their content area, and we had a wide variety of working professionals from food science and agribusiness attend. The feedback was very positive, and the teachers made additional industry connections for their area.

Secondary: Austin: Students were given the opportunity to visit the local trade unions in Rochester. They were able to network with UA Local 6 Plumbers and Pipefitters, Carpenters Local 1382, and the IBEW Local 343

Goal 2 QUESTION 2A: Do business and industry partners help connect students to experiential and work-based learning opportunities?

Both secondary and postsecondary CTE programs have many industry partners in their CTE program areas and these partners offer Consortium CTE students learning experience, through job shadow, OJT, internships, clinical training. Our consortium funds helped pay for field trips to Mayo Clinic, McNeilus, and S grain systems, Northland COOP, and numerous other employers in the region, and consortium schools participated in at least one or more field trip to industry.

Goal 2 QUESTION 2B: If so, what type of experiential/work-based learning is available to students in which programs?

Postsecondary programs have internships, and clinical experiences that are part of the program requirements. The Riverland Cosmetology Program has an actual working salon that exposes students to the experiential concepts in their industry. All of the Health Care and the medical occupations programs have a wide variety of options for experiential learning through site visits, guest presenters in classes, and clinical requirements for programs.

In secondary schools Riverland Consortium students have access to these experiences in all the CTE areas: Business, Family and Consumer Science, Agriculture, Health Care and Trade & Industrial occupations.

Goal 2 QUESTION 2C: How many students were impacted in specific career pathways?

Owatonna Child Development & Psychology I & II students toured and spent an immersion week at a local child care center.

LeRoy-Ostrander: We have showcased various high demand career guest speakers in our district dealing with machinery technicians (John Deere/SEMA), data security and environmental conservation. We estimate that at least 60 students benefited.

Albert Lea: We have many classes in Albert Lea that place students in programs from Work-Based Learning courses to our Youth Apprenticeship Program. Approximately 100 students were in WBL scenarios ranging from a couple hours per week to 450 hours over the course of the year. The students participating were from our high school, ALC, and our 18-21 Functional program. The range of industries impacted are as varied as our students' interests.

Goal 2 QUESTION 3: Describe the status and activities of CTE advisory committees in your consortium.

All postsecondary and secondary programs have CTE Advisory Committees which meet at least twice annually, usually spring and fall, and have representation from career area business and industry, area employers, faculty, secondary teachers, students and former students and other stakeholders. Several programs, IMMR, BUSO, BUSA, and Carpentry have cross memberships with secondary and postsecondary faculty and teachers serving on each other's committees. The postsecondary coordinator attended most of the postsecondary fall and spring meetings of advisory committees in FY19 and continued to work with the dean's on the project to improve the advisory committees for the college. We are encouraging as a consortium for committees to meet jointly with their program counterparts

All postsecondary programs have CTE Advisory Committees which meet at least twice annually, usually spring and fall, and have representation from career area business and industry, area employers, faculty, secondary teachers, students and former students and other stakeholders. Agendas are prepared for every meeting, and items of discussion include: Program over view, number of students enrolled and completing, program curriculum and instructional methods and strategies, current industry standards and expectations, employment needs for the region, and so forth. Minutes are kept for each meeting and discussion is held on the agenda items. These postsecondary advisory committees are a vital link for programs to keep programs up-to-date with current industry standards and expectations, as well as providing opportunities for internships, and eventual employment in the career area. The Advisory committees were key in the postsecondary Career Day event in March and provided equipment, personnel from the career areas to interact with students, as well as demonstrating skills from their career areas. The college continues to make efforts improve the advisory committee process and will

work with secondary partners to add more joint advisory committees for the consortium member schools.

Please see attached list of leveraged equipment from the Riverland Foundation which is the list non-cash donations by industry to postsecondary CTE programs, for FY19 it totaled 298,216.41 which were distributed across several programs. In addition our CTE advisory committees provide numerous scholarships for CTE programs that are reflected in the college cash donations of \$491,969.11 of which the Riverland AG Program received \$109,345.78. The Postsecondary coordinator attended at least one, and in most cases both, of each of the college CTE fall and spring advisory committee meetings in FY19.

Goal 2 QUESTION 4: Did your consortium use Perkins funds to support CTSOs? If so, how? Postsecondary has an active Ag & Food Science Technology Student Organization and uses other funding to provide students with various leadership and skills demonstration opportunities. These links demonstrate how this enhances CTE student engagement:

<https://www.austindailyherald.com/2018/11/real-world-experience-riverland-students-get-trial-run-for-mock-interviews/>

<https://m.austindailyherald.com/2018/02/fields-of-opportunity-riverland-community-colleges-ag-and-food-science-technology-club-is-making-leaders/>

<https://www.austindailyherald.com/2019/03/rccs-ag-science-club-students-attend-conference/>

Secondary consortium members used Perkins funds helped to pay for several FFA (CYSO) chapters' transportation to and from the MN State FFA Convention 2019.

Goal 2 QUESTION 5: Did your consortium use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels? If yes, please describe.

Postsecondary paid for the Consortium membership to the regional STEMFORWARD consortium that provides professional development and connections for teachers. Secondary members partnered to support these events to MCHS-AL Mini Job Fair, Manufacturing Week, and supported attendance at various Perkins Meetings.

Goal 3: Improve Service to Special Populations

Goal 3 QUESTION 1: What strategies were adopted to overcome barriers for special populations and non-traditional (by gender) learners?

The Riverland Consortium, in an effort to increase student success, has a focus on the needs of special populations. Many services are utilized including tutoring, accommodations, assessments, training, campus visits, and adaptive equipment. Perkins Performance Indicators and identified needs are used to determine where resources will be employed. A Director of Retention position, located at the post-secondary level, will continue to be an integral part of the effort to support the needs of special populations at the post-secondary level and the college has a Director of Accessibility Services who frequently presents to various teachers, faculty and staff to make sure that all are aware of these services and how to facilitate use by those who are entitled to them. Riverland provides a Parent Center to support students who are also parents. Riverland also has a Student Success Center (brochure attached) that actively supports students in their academic and college success by working with them to identify and meet the individuals need for support. The College has a Chief Diversity Officer and many activities are held throughout the year to increase the engagement of our minority populations and to continue to close any academic achievement gaps for students of color. The consortium is providing information regarding college preparation,

selection, enrollment, and financing for special populations, as well as all students, and these efforts will continue to be a priority in this consortium. Many regional students who are PSEO or concurrent enrollment students who are members of special populations use a variety of service from the college which are appropriate for their needs and support their academic success.

Secondary specific: Consortium CTE instructors at the secondary level have worked with IEP students to enhance their learning utilizing more "hands-on" aspects for them to attain better understanding.

All are welcome to participate in Owatonna High School's Culinary Club - after school student organization.

Albert Lea changed to offering programs and activities to all students - not just specific groups. This opened the door to an EL Career Exploration event, increased attendance at Job Corps and Work Skills Challenge events, and opportunities in general. Southland: The use of IEP's and 504 plans in my teaching strategies helped those special learners achieve in CTE courses.

Goal 3 QUESTION 2: What support service was provided during the grant year that was most successful in increasing special population and/or non-traditional learner recruitment and retention?

The "Be Your Best" summer bridge program for regional students up to age 22, works with students who need academic preparation in English and Math, and supports students who additional barriers to college success, such as being first generation college students, English language learners, poverty, as well as other factors that can impede college success. The program focuses on academics, as well as career explorations, and workshops that support postsecondary success. This is a collaborative venture between the college and our secondary partners and the consortium schools are represented in the students assisted through the program.

Riverland hosted a successful STEM Camp for 10 students where they actively participated in a wealth of activities. A article on the event can be found at: <https://www.austindailyherald.com/2019/06/science-of-food-2nd-annual-riverland-stem-camp-takes-first-look-at-food-sciences/>. Riverland community College also hosted R-STEP Academy for 11 students participate in enhancing their academic skills R-STEP Students took courses in Composition I, Fundamentals of Statistics, and First-Year Experience (College success strategies). The group learned in STEM-applied seminars on how STEM is used in the world around them from local and regional leaders. Both STEM Camp and R-Step use other sources of funding, but benefit many CTE students.

The secondary schools in the consortium focused on providing career exploration events for all students.

Goal 3 QUESTION 3: Describe how your consortium uses data-driven decisions to target consortium activities to the needs of special populations. What impact have these efforts had on success of special populations?

The coordinators and the Operations Team (a representative from each of the 9 consortium member high schools is on this team) meet and review data available to the consortium at both secondary and postsecondary levels and discuss the targets and our plan to meet these. As a consortium the report of the Operations Team on the consortium data was taken to the Executive Board for discussion on plan writing for the transition year. The Consortium used the resource book *Putting Your Data to Work: Improving Instruction in CTE* (Foster, Hodes, Pritz) for increasing our understanding of data and to develop our ability to correctly apply measures that are based on accurate data points to better identify our situation and where we might focus our attention to improve performance and outcomes for the consortium.

Many of our secondary consortium members have shown increased success in WBL programs for special populations, with Albert Lea and Austin contributing leadership on their efforts in this area and sharing their practices and efforts with the consortium.

At postsecondary, we continued to work on improving our performance on identified targets. We scheduled several WebEx meetings with the data personnel from System Office to discuss data with the Riverland Institutional Researcher, the Riverland Director of Advising and the postsecondary coordinator to develop for the IR and the Advising Director a better understanding of the cohort model of data sets that are used in the reporting measures and how these are interrelated at the postsecondary level. These meetings supported the work in the new Engaged Advising model that the college is implementing and helped us develop additional strategies to meet performance goals and targets.

Goal 3 QUESTION 4: How did your consortium provide preparation for non-traditional fields in current and emerging professions and other activities that expose students to high-skill, high-wage occupations?

As part of the consortium provided greatly expanded and extensive 11th grade career fair, held March 29 on the Austin Campus area students had the opportunity to explore emerging professions (i.e. robotics) and non-traditional fields by gender (i.e. women in welding, truck driving, and men in health care occupations) in a highly experiential setting.. Riverland Community College was the lead organization and under the federal Carl D. Perkins grant partnered with regional school districts, businesses and community stakeholders to host approximately 1100 11th grade students at this experiential Career Fair. This was organized around the Minnesota Career Fields, Clusters & Pathways (wheel) model. The career fair was arranged with Career Fields grouped together and students were given time to self-select and explore any of the six career fields. The event provided an opportunity for students to learn more about a wide array of careers and the education necessary to enter a career. All of Riverland's CTE programs were represented and developed engaging exhibits to showcase their career area. The students had time to view various exhibits of materials, machines, and technology currently used in business and industry in various careers and to ask questions of professionals who work or teach using these kinds of technologies and tools. Students also had opportunities to engage in activities designed to assist students in identify their learning style and how that relates to career choices. They also had activities to learn about what we call "soft skills" that are necessary for success in education and employment. Also, in FY18 the Ag Club hosted a great event for students to interview in potential careers: <https://www.austindailyherald.com/2018/11/real-world-experience-riverland-students-get-trial-run-for-mock-interviews/>

Goal 3 QUESTION 5: How did your consortium provide support for programs for special populations that led to high-skill, high-wage or in-demand occupations?

The postsecondary faculty did several exploratory demos to consortium schools, for example the Truck Driving program visited several area schools, and has special materials available showing that the occupation is high wage, high skill, and high demand, and is non-traditional for women. The Health Occupations held several outreach events, and again, worked to support non-traditional by gender students (male) to these demand and skilled occupations that are high wage.

The college has an active TRIO support services program that served 140 students in FY18, and many of these are in special populations, and are in technical programs. In addition the college has an active

Honors Program and a national award winning Phi Theta Kappa Chapter that served 71 students, the majority of whom are members of special populations either by ethnicity, language, or gender. Secondary partnered to have presentations on high wage, high skill, high demand positions, and also used Perkins funds for classroom teaching aids to support special population’s needs.

Riverland hosted Be Your BEST, R-Step and STEM Camp events that all focus on preparation for high-skill, high-wage and in-demand occupations, and many of the participants are students that would be in at least one special population for additional services such as ELL, occupation by gender, or in need of adaptive educational services.

Riverland Community College also has a strong accessibility (formerly called disability services) services available, and the Student Success Center Director works with faculty and staff to make sure that accommodations are offered. The College has A Chief Diversity Officer and many activities are held throughout the year to increase the engagement of our minority populations and to continue to close any academic achievement gaps for students of color. The consortium is providing information regarding college preparation, selection, enrollment, and financing for special populations, as well as all students, and these efforts will continue to be a priority in this consortium.

Goal 4: Provide a Continuum of Service Provision for Enabling Student Transitions

Goal 4 QUESTION 1: Describe the kinds of articulation, dual enrollment, and transfer credit courses offered. What was the level of participation? How are these advanced credit courses transcribed on the student’s high school record and on college transcripts?

The Riverland postsecondary coordinator and the Riverland Dean of Liberal Arts and Sciences were selected to present at the national conference for the Nation Alliance of Concurrent Enrollment Programs (NACEP) about the inclusion and addition of CTE courses in Concurrent Enrollment (CE) programs. Their session was filled to capacity and they received very high ratings from the attendees regarding the presentations clarity of explaining how to add more CTE to dual credit programs.

The Riverland Consortium continued to participate in the regional articulation through CTEcreditMN.com and high schools and the college participated in regional meetings and articulation agreements for FY19. For Riverland College concurrent Enrollment continue to grow, the college had 22 partner high schools, and this chart shows that Riverland Community College offered 50 courses from 24 disciplines and served 2,306 students through courses offered via Riverland for college and high school (dual) credit for FY19:

Course	Title	# Sections	Headcount
ACCT 1011	Principles of Bookkeeping	1	3
AGBS 2000	Introduction to Agribusiness Management	1	7
AGSC 2020	Principles of Animal Science I	1	10
BIOL 1091	General Biology I	4	79
BIOL 1092	General Biology II	4	73
BUSA 1060	Computer Concepts and Applications	2	10

BUSA 2043	Principles of Marketing	1	20
BUSO 1620	Introduction to Computer	1	19
BUSO 1679	Essentials of Business Law	1	13
BUSO 2641	Applied Principles of Bookkeeping	5	50
CCLS 1000	First Year Experience	1	21
CHEM 1201	General Chemistry I	1	18
CHEM 1202	General Chemistry II	1	9
ECON 2292	Microeconomics	3	73
ENGL 1101	Composition I	11	230
ENGL 1103	Introduction to Literature	1	14
ENGL 1104	Composition II: Argument	1	25
ENGL 1105	Composition II: Research	2	62
ENGL 2242	American Literature II	1	12
FSCI 1000	Principles of Food Science	5	47
GSCL 1270	Employment Search Skills	1	26
GSCM 1510	Workplace Human Relations	1	27
HIST 1001	United States History: Colonial to 1877	4	99
HIST 1002	United States History: 1877 - Present	5	127
HIST 1011	Early European History (Ancient to 1688)	2	35
HIST 1012	Modern European History (1688 - Present)	4	69
HUMA 1101	Humanities I	6	159
HUMA 1102	Humanities II	3	73
IMMR 1725	Arc Welding	3	31
IMMR 2765	Gas, Metal, Arc Welding I	5	42
MATH 1050	Mathematics for Liberal Arts	1	3
MATH 1110	College Algebra	8	130
MATH 1120	Trigonometry	7	91
MATH 1210	Calculus I	3	34
MATH 2021	Fundamentals of Statistics	2	16
MUSC 1111	Survey of Music	1	19
MUSC 1125	Instrumental Ensemble	1	10
MUSC 1126	Instrumental Ensemble	1	10
PHED 2270	Concepts of Strength & Conditioning	1	8
PHYS 1501	College Physics I	1	7
PHYS 1502	College Physics II	1	6
PHYS 2101	General Physics I	1	5
PHYS 2501	General Physics Lab I	1	5
PSCI 1010	Introduction to U.S. Politics	8	179
PSCI 1020	State and Local Government	3	67
SPAN 1002	Beginning Spanish II	2	49
SPAN 2001	Intermediate Spanish I	2	22

SPAN 2002	Intermediate Spanish II	2	11
SPCH 1100	Fundamentals of Speech	7	151
TOTAL		135	2306

Riverland Community College is in the process of National Alliance of Concurrent Enrollment Programs (NACEP) re-accreditation and the above courses (all of which are Riverland courses) are concurrent enrollment and are transcribed by the high school as well as the college for dual credit for the student and students are accumulating advance standing credits in completing these courses.

The college and consortium schools are also part of the southern Minnesota regional transfer and articulations CTEMNCredit.com group that organizes and documents articulated credits for various CTE courses in the region, please see attached report from CTEMNCredit.com for detailed information on these options for students.

Goal 4 QUESTION 2: Did your consortium use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students? If yes, please describe.

The college and consortium schools are also part on the Southern Minnesota regional transfer and articulations CTEMNCredit.com group that organizes and documents articulated credits for various CTE courses in the region, please see attached report from CTEMNCredit.com for detailed FY19 information on these options for students.

Goal 4 QUESTION 3: Did your consortium use Perkins funds to improve career guidance and academic counseling programs and/or to support occupational and employment information resources? If yes, please describe.

Using Perkins funds (in part) Riverland Community College continued to implement the Engaged Advising Model, through which every student is assigned an Academic Advisor based on the Minnesota Career Field they are planning to pursue. (Please see attached Graphic.) This model allows us to do these things: 1) improve career guidance processes, 2) better engage students, 3) be more proactive, and 4) improve faculty to advisor relationships and increase advisor knowledge of careers and programs. The goal is that all of these activities will lead toward an increase in enrollment, retention, persistence, completion, and student satisfaction. Preliminarily, this appears to be working, as for FY20 Riverland has a 5.8% increase in enrollment, when most colleges have a decrease, and our retention numbers are improving as well. One major impact of this change is in the way we register new students. We have shifted from large group “New Student Registration” sessions to individual appointments with their assigned Academic Advisor. These individual appointments allow Academic Advisors to discuss each student’s goals and to develop an individual Academic Plan with every student. In order to accomplish this, we have worked to develop and maintain a New Student Online Orientation (<http://www.riverland.edu/orientation>) have utilized MS Bookings and *YouCanBookMe* to incorporate online appointment scheduling for our Advisors. We also developed an Express Advising and Registration model to handle all the last-minute walk-in traffic. (Specifically, the Director of Advising has researched the advising model and best practices and has created and worked with other departments to improve/update almost every process to align with the new model. The Academic Advisor under Perkins specifically works with the Allied Health Programs.)

We developed and implemented River Days in the fall of 2018 (please see attached information sheet on River Days). River Days is a series of activities and events held in the first few weeks of each semester aimed at engaging students right away to encourage success from day one. Additionally, our College, Career & Life Success courses CCLS 1000 First Year Experience (one credit) and CCLS 1010 Expanded First Year Experience became available in spring 2017. We encourage all students to take CCLS 1000 and we require all students on academic probation to take CCLS 1010. Both courses help students navigate the college system and encourage students to participate in activities and services that will help them be successful.

The new Engaged Advising Model allows us to be more proactive with students, which consequently increases the chances of them being successful. Our Academic Advisors use a Caseload Dashboard, which allows them to identify advisees they need to contact and work with including:

- who recently received an FN, FW, or F,
- who recently dropped or withdrew from a class,
- who needs to register for the next semester, and
- who is on academic and/or financial aid warning, suspension, or probation.

We have incorporated our Academic Advisors into the Early Alert Referral System (EARS) that our Counselors have been using. EARS allows faculty to refer students who are struggling and those referrals are funneled to either Counselors or Academic Advisors depending on the type of referral. We have also updated other processes to include early interventions from assigned Academic Advisors, including reaching out to our students reported as no show and our students who are at risk of being dropped from classes for non-payment. (Specifically, the Director of Advising has spent a LOT of time developing the Caseload Dashboard, working with the Counselors and MinnState/Oracle to incorporate the Advisors into the EARS system, and working with other departments to work on these processes. The Director of Advising is also involved in a committee to choose a vendor for a CRM and will be involved in the development and implementation of that product.)

Another benefit we have experienced with the Engaged Advising Model is the knowledge the Academic Advisors have gained in their Career Fields and the relationships that they have formed with the Faculty and others in their Career Fields. Academic Advisors are working very closely with the Faculty for the programs in their Career Fields so they know the upcoming changes to curriculum, the best paths to different careers within the fields, common course substitutions, etc. This allows them to best advise their students! In addition, Academic Advisors are engaging with students and Faculty in different ways. They are now involved in Student Clubs and Organizations, such as the Criminal Justice Society, Lambda Nu Radiography Honor Society, Multicultural Club, Agricultural Club, and the Honors Program. They are also key members on Program Advisory Boards and Committees, such as the Medical Assistant Advisory Board, Radiography Advisory Committee, Radiography Selection Committee, Nursing Advisory Board, Human Services Advisory Board, Criminal Justice Advisory Board, Cosmetology Advisory Board, Truck Driving Advisory Board, Carpentry Advisory Board, IMMR Advisory Board, Electrical Advisory Board, Diesel Advisory Board, Business and Office Advisory Board, and the Nursing Selection Committee (RN and LPN). Academic Advisors for many programs are going right into the classrooms to work with students on registration, graduation applications, etc. In many cases, Faculty are seeking input from Academic Advisors on curriculum changes and/or course scheduling, etc. (Specifically, the Academic Advisor under the Perkins grant is involved in Nursing Advisory Board, Nursing Selection Committee, HCNA) and external committees and boards, such as Owatonna Junior Achievement Advisory Board, Institutional Diversity Networking, Human Rights Commission, Chamber Ambassador, Taste of Nations Director of Activities.

With the engaged advising model we can look at this preliminary enrollment data for CTE programs and see some trends, and we are looking deeper for data that will tell us how the model is working:

Riverland Program enrollments (fall)	2017	2018	2019
Residential Carpentry	19	11	16
Commercial Carpentry	8	7	7
Auto 1st Year	11	16	18
Auto 2nd Year	8	5	5
Cosmetology 1st Year	21	20	10
Cosmetology 2nd Year	14	6	7
Diesel 1st Year	N/A	16	14
Diesel 2nd Year	10	N/A	14
Electrician 1st Year	39	55	56
Electrician 2nd Year	32	32	49
Fire 1st Year	11	10	19 (Includes Concurrent)
Fire 2nd Year	4	7	4
IMMR 1st Year	26	24	23
IMMR 2nd Year	21	10	16
Massage	N/A	8	14
Medical Assistant	9	12	13
Nursing 1st Year	N/A	45	31
Nursing 2nd Year	36	N/A	36
HCNA	64	61	68 (Includes Concurrent)
Practical Nursing	34	39	34
Radiography 1st Year	17	14	19
Radiography 2nd Year	13	14	13
Truck Driving	15	15	18

Owatonna and several other districts used Perkins funds to purchase MNCIS or other career software licenses to assist students with career exploration and course planning.

Goal 4 QUESTION 4: Did your consortium use Perkins funds to support initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate programs? If yes, please describe.

The Riverland Consortium did not use Perkins funds to directly facilitate transitions from sub-baccalaureate into baccalaureate programs. Although the College does have several 2 + 2 arrangements, including elementary education with Winona State University and Social Work, these are not Perkins funded.

Goal 4 QUESTION 5: Describe other transition activities (secondary to postsecondary; secondary to work; postsecondary to work), courses, or services you provided. What were the lessons learned from these activities?

Highlight partnership: Riverland Cosmetology PSEO Program: The Gap: Inaccessibility to career and technical programs via the postsecondary education option program (PSEO). Students who qualify for the PSEO program traditionally are students who are in the upper third of their graduating class or are students who score above the 70th percentile on the ACT, SAT or PSAT.

The majority of students who benefit the most from career and technical programs do not always fall into the criteria for a traditional PSEO student. These same students are the students who benefit the most from hands on, experiential, visual learning.

The Riverland Consortium solution was to start a PSEO program in Riverland's cosmetology program to provide accessibility to those students who would not normally be eligible for the PSEO program. Riverland's cosmetology program started a part-time PSEO program for FY18. It successfully started a second cohort of students from Austin High School and Grand Meadow High School in FY19. The HS students are at the College from 1:30 – 3:00 p.m. Monday through Thursday. Students that start the cosmetology PSEO program in the junior year will complete 15 credits toward the cosmetology diploma by the time they graduate from high school, and to date this has been a success to some degree.

Lessons learned: the transportation issues with PSEO continue to be a barrier to both participation and completion. The consortium is in discussion with area schools on how to “flex” programming to accommodate more CTE programs in the options for students to take offerings either as PSEO or CE.

Early Middle College Model: In addition in FY19 the college expanded outreach to regional Alternative Learning Centers (ALC) for the Early Middle College Model (EMC) that offers PSEO to ALC students. Riverland Community College had a state approved EMC models with Albert Lea, Northfield, Owatonna and SMEC (a group of regional small districts that cooperate for specialized student services in the region). The Austin district is submitting for approval in FY20 and will bring our available EMC models to 5 in the region to serve this special population that has been historically underserved. **Lessons learned:** the EMC model has promise for assisting students to enter POS and to achieve careers in high-wage, high-skill and high-demand areas. This program is showing growth in the region, and our plans are to partner to offer additional CTE pathways to these students.

Goal 5: Sustain the Consortium

Goal 5 QUESTION 1: What activities were conducted that helped to improve and sustain the consortium?

In FY 19 we continued to make progress to ensure that our Executive Board and Consortium Team is fully functioning, with roles, responsibilities and communication improved. The work on this started in FY17 and led to changes in our Operating Policies and guidelines and helped us clarify our governance structure and processes. The Consortium now has an Operations Team which includes representatives from every high school in the consortium and this team meets at least quarterly to implement the plan for the consortium. This year we have had both groups staffed, functioning and meeting on a regular basis. The communication between members of each of these groups has improved how our consortium operates. A “bump in the road” was the resignation of our active Executive Board chair, who took a position with another district, and our Vice chair finished out the year. We have found that the industry representatives from the Chamber of commerce, Mayo Health Systems and Hormel Foods (two of our largest regional employers) to our consortium Executive Board have given us valuable

connections and a solid base to build regional connections. The insights from our industry representatives and other stakeholders has been helpful in re-designing our programs of study. Secondary: as a consortium we work well together and share materials/equipment purchases to other consortium schools to help with enhancing other districts CTE students learning. The Executive Board meets at least 3 times a year and the Operations Team meets 4 times a year, and we often have webinars or phone conversations to discuss items that effect the consortium. The postsecondary coordinator and the secondary coordinator are members of the Chamber of Commerce Education Committee and share the work under Perkins with that organization.

Goal 5 Question 1-A Are you considering changes to your consortium structure to better serve students? If yes, please describe.

Yes, FY19 was the first year that Kingsland was part of the Riverland consortium, and the addition of that partner district has been a strength. The consortium has worked to successfully integrate the new district into our CTE efforts. A representative CTE teacher from the new district serves on the Perkins Operations Team and the consortium has worked to make sure that support has been extended to the CTE teachers in that district.

Goal 5 QUESTION 2: Provide an overview of the consortium leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners)?

Members on the executive board for FY18 as listed in our Consortium Operating Policies, Page 7, please note that we have balanced representation between our 3 large Schools, and our 6 smaller schools, and that the college is equally represented. We have our major employers represented, and also include the Workforce Centers, and our Chambers of Commerce and a copy of the chart follows.

Chart of Riverland Perkins Executive Board Membership and Terms:

Position	Member	Representing	Term
College Administration	President Atewologun; Designee — Barb Embacher	Riverland	Does not expire
School Superintendent – Large District	David Krenz, Vice Chair	Austin	July 1, 2016 – June 30, 2019
School Superintendent – Small District	Jeff Sampson, Chair	LeRoy-Ostrander	July 1, 2017 – June 30, 2020
Riverland Deans (CTE)	Kelly McCalla Ryan Langemeier	Riverland	July 1, 2016 – June 30, 2019
Secondary Administrator – Large District	John Double	Albert Lea	July 1, 2017– June 30, 2020
Secondary Administrator – Small District	Jacob Schwarz	Grand Meadow	July 1, 2017 – June 30, 2020
Career and Technical Education Faculty	Heather Earl	Riverland	July 1, 2017 – June 30, 2020

Career and Technical Education Teacher	Denise Lage	Owatonna	July 1, 2018 – June 30, 2021
High School Counselor	Kim Danner	Albert Lea	July 1, 2016 – June 30, 2019
College Student Services Representative	Nel Zellar	Riverland	July 1, 2017 – June 30, 2020
MN WorkForce Center Representative	Val Kvale	Albert Lea Office	July 1, 2015 – June 30, 2019
Economic Development Region/Chamber of Commerce	Rotating Representative from this category Elaine Hansen, Austin	Albert Lea, Austin, Owatonna	Terms do not expire
Business/Industry/Labor Representative	Mayo representative Lori Routh	AL/Austin Mayo Health Systems	July 1, 2017 – June 30, 2020
Business/Industry/Labor Representative	VACANT		
Business/Industry/Labor Representative	Judy Callahan	Hormel Foods Corporation	July 1, 2017 – June 30, 2020
Ex Officio: Secondary and postsecondary coordinators	Troy Watkins Jean Kyle	Austin Riverland	

Goal 5 QUESTION 3: Did your consortium use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business? If yes, please describe.

We did not use Perkins funding for these activities, but did have activities in this area that used other funds.

Goal 5 QUESTION 4: To what degree does the consortium seek additional grants (federal, state, or local) or braid various funding streams together to support consortium activities? Please provide examples.

The college has added a position of grants coordinator, and the postsecondary coordinator and she work closely together to make sure that the Perkins grant is included in the over-all college grant picture.

The postsecondary coordinator and the Riverland Grants Director attended the US DOE grant Symposium in June 2019, and it was a highlight of the year. We were able to hear from several federal agencies how the braiding of funding is important to the work that is being done under Perkins, but also is an expectation under many federal programs.

Two examples of how we are already doing this under Perkins in the Riverland Consortium are described in this report and are the MNOHE work for adding CTE courses into concurrent enrollment, and the CPIP workshop that had a mix of district support, college support, business and industry support, and Perkins funding to make for an extremely valuable workshop.

Goal 5 QUESTION 5: How would the new definition of size, scope, and quality change the way you spent your Perkins funds this past year? What changes will you need to make in your next submission regarding size, scope, and quality?

As a consortium we probably would have made some changes to our Perkins funding decisions if we had been using the new guidelines, and our focus would be less on equipment, and more on developing the pathways that lead to high wage, high-skill and high-demand occupations.

As the Riverland Consortium completes the CLNA and revisits the Programs of Study and programs available within secondary and postsecondary systems decisions on how to use Perkins resources will be made in accordance with the needs assessment element #2 size, scope and quality framework. The secondary programs are working on their program re-approval process with the Minnesota Department of Education this year, and this element will be crucial in their approach this cycle. The college is also in a program review cycle this year for all programs, and will also address these elements and use the information to inform our next Perkins application.

Size: with definitions of concentrators by hours changing we are aware that this may increase the number of of students considered concentrators in CTE Programming and the reach of CTE will be expanded. Scope: the comprehensive local needs assessment (CLNA) will be a valuable tool when planning curriculum within CTE programs. As we align more closely with regional workforce needs we will establish skills pathways within CTE that are the ones that are needed and that are aligned with regional needs. The increased ties to industry are given greater emphasis within Perkins V and these partnerships will make our programs stronger and more sustainable for the future. Quality will be addressed through POS that offer technical skill attainment as measured by industry recognized certificates, credentials, degrees or diplomas and we will align with our pathways/courses toward high-skill, high-wage, and high-demand occupations. This alignment will better serve students and will provide access to resources and opportunities that are more thoughtfully constructed.

Goal 5 QUESTION 6: How is your consortium planning to conduct the comprehensive local needs assessment required for submission with the two-year Perkins V application?

The Riverland Consortium has formed a committee that will lead the comprehensive local needs assessment (CLNA) and is in the process of creating the committee charge, responsibilities and timelines. The Consortium Board Chair was elected in September, and the secondary coordinator is new, and started in this role at the end of September, thus we are revising some of the planned activity to accommodate these changes in consortium leadership. As a consortium we have prepared for the CLNA by attending the July 31 meeting. From that meeting we outlined for the consortium board the need to conduct a CLNA that is: 1.) Needs driven and context specific 2.) Has thorough data collection and analysis 3). Demonstrates Stakeholder engagement and 4). Provides a collaborative identification of improvement needs. The committee will take input and at various times have input and membership from the Consortium Board, Consortium Operations Team, consortium faculty and teachers, business industry professionals, Parents, students and education administrators, both secondary and postsecondary.

We will also be working collaboratively with neighboring consortia as our needs are similar to theirs. We are between steps one and two in our planning for the CLNA. We see our executive board as a strength in this process as we have members from all of our major area industries and employers, Chambers of Commerce and Workforce Development Center on board. We are also working in close collaboration with other consortia that are in our region, as much of our LMI is common, and we have participated in a call with our regional partners. As we commence the CLNA we plan to conduct surveys of various groups of stakeholders. To give a voice to our stakeholders, including industry leaders, students, parents, administrators and teachers we will be as inclusive as is practicable.

Other Summary Comments

QUESTION: If you were unable to accomplish activities in your plan, indicate reasons why and what you might do differently. How can state staff better support your efforts?

We feel that we accomplished the goals of the plan, and we are especially proud of the work we accomplished with the CPIP and MNOHE grants that helped us do more than we originally set out in the FY19 plan. We do need more information and clarification from state staff on what the revised Programs of Study processes are and how the approval process will work. We also need assistance on how to build the health occupations pathways, as the secondary schools are limited on what they can offer, but regionally this is one of our largest needs.

QUESTION: What lessons-learned will you incorporate into your two-year application due May 1, 2020?

The consortium is taking the lessons learned from Perkins IV and the guidance for Perkins V to embrace the change that is necessary to implement the new Perkins law. It is a sea change for many to realize that Perkins V is focused on using LMI, data and regional needs to develop a plan that provides for funding projects and initiatives that are sustainable, that have evidence of braided funding for stability and strength, and that there is far less funding available for equipment, as the emphasis is on programming, professional development to improve instruction, and measuring outcomes through technical skill attainment. We are also thinking of how the new career navigator position will assist the consortium schools in implementing POS. We are also thinking about the potential for CTE pathways for the students who will make use of the Hormel Foundation Assurance Scholarship that is available to all graduates of Austin High School and Pacelli High School starting this year. This scholarship will provide for funding for these graduates attend Riverland for 2 years, and have their tuition paid, and also receive a stipend for books/materials. We think this will be transformational for the region.

Attachments:

- (1.) Riverland Consortium Articulation report for Y19 Information from www.CTEcreditMN.com
- (2.) River Days Flyer
- (3.) Riverland Graphic for Career Fields engaged advising
- (4.) Riverland Cash donations/leveraged equipment
- (5.) Riverland Success Center Brochure

APR FY19 Information

www.CTEcreditMN.com

1. CTEcreditMN.com advisory group created
2. New ACC Record was created & posted
3. New parent Letter was created & posted
4. New Student letter was created & posted
5. New paper certificate was created & posted
6. New Paper certificate letter was created & posted
7. Updated, added information and reformatted the Operational Guide
8. Created additional items in the operational guide
9. Six WebEx training sessions hosted
10. Updated & posted email reminder for high school instructors
11. Reduced the number of years instructors can go back and update previous years
12. Updated & posted the agreement cover page
13. Assured consistency as to how videos are referred to on the website
14. Trouble shoot all requests

Southern Region

1. 33 regional agreements were updated, approved and posted
2. 2 draft agreements were created
3. 4 regional articulation meetings were held with ITV to 3 additional sites

State Staff Review:

Thank you for submitting a very comprehensive APR including the attachments showcasing your work. The POS analysis is well documented and supports your industrial machine and maintenance repair programs as well as the Agriculture and food science work. You have provided great examples of working partnerships such as the 'Be Your Best' summer programs, STEM camps, and the Bridges Model career fair. The inclusion of additional partners in the executive group from the Chamber, Mayo and Hormel should serve you well as you work through the CLNA.

Opportunities:

Increasing the access to additional programs for your learners is always an opportunity! How will you align these opportunities with the requirements of size, scope, and quality? The CLNA will provide information to support southern Minnesota students at both the secondary and postsecondary levels.



TIPS FOR COLLEGE SUCCESS...

- Class attendance is essential for academic success.
- Complete all reading and homework assignments.
- Review notes within 6-24 hours after each class.
- Don't procrastinate and ask for help early!

Contact the Student Success Center

Austin
507-433-0614

Vicki Fisher
Tutor Program
Coordinator
507-433-0356

Sharon Stiehm
Director of Disability
Services
507-433-0646

**Albert Lea &
Owatonna**

Carol Robison
Tutor and Disability
Services
507-433-0641

Suhai Boyer
Tutor & Assessment
Services
507-379-3341

Your Success Starts Here



The Student Success Center helps
All Riverland students succeed

Services are free

- Disability Services
- Free Tutoring
- Study Groups
- Personalized study skills
- Organizational tips
- Time management tools
- Make-up testing

Stop in the nearest Student Success
Center today!

Riverland Community College is
an equal opportunity educator &
employer with ADA Accessible
Facilities.

This information will be made
available in alternative format
upon advance request



Student Success Center



Albert Lea • Austin • Owatonna • Online

Your College Success is Important to Us

Student Success Center

Albert Lea • Austin • Owatonna • Online

Make an appointment for tutoring or make-up testing
Using our [SSC Online Schedule](#)

We Provide Academic Support in
a Welcoming and Friendly Environment

All Services are FREE!

SERVICES LOCATIONS

ALBERT LEA CAMPUS
AUSTIN CAMPUS - EAST BUILDING
OWATONNA CAMPUS

ON-CAMPUS TUTORING

Free tutoring is available for all Riverland students. Improve your grade with tutoring:

- Individual appointments
- Drop-in tutoring
- Tutor-led study group
- Test review sessions

ONLINE TUTORING

Free online tutoring:

- Riverland tutor
- Tutor.com
- Brainfuse

Go to Riverland Homepage/ Student Services/Tutoring Services for information about all tutoring services.

SCHEDULE YOUR APPOINTMENT ONLINE TODAY!

Go to <https://riverland.mywconline.com/> and follow the directions to register.

DISABILITY SERVICES

Students with documented disabilities may be eligible to receive additional services.

Go to Riverland Homepage/Student Services/ Disability Services for information on requesting services.



RIVERLAND TUTORING



tutor.com™



The SSC is here to help All Riverland Students Succeed

LET US KNOW HOW WE CAN HELP YOU

Riverland's Advising Aligned with Minnesota Career Fields, Clusters & Pathways

Riverland's Career and Technical Programs

- > Accounting
- > Bookkeeper
- > Business
- > Business Transfer Pathway
- > Tax Preparer
- > Human Resource Management
- > Leadership
- > Supervising and Managing
- > Supervisory Management

Juliana Sammon
juliana.sammon@riverland.edu
 507-431-2215

- > Administrative Assistant
- > Health Unit Coordinator
- > Medical Administrative Assistant
- > Medical Receptionist
- > Medical Secretary

Kris Gullord
kris.gullord@riverland.edu
 507-379-3316

Liberal Arts

- > Accounting
- > Business, Management, and Administration
- > Finance
- > Hospitality and Tourism
- > Marketing
- > Restaurants and Food/Beverage Services
- > Sales
- > Travel and Tourism

Riverland's Career and Technical Programs

- > Agribusiness
- > Agricultural Science
- > Biotechnology
- > Food Science
- > Natural Resource Conservation
- > Precision Agriculture

Amy Wagner
amy.wagner@riverland.edu
 507-433-0575

Liberal Arts

- > Agriculture, Food, and Natural Resources

Riverland's Career and Technical Programs

- > Art
- > Music
- > Musical Theatre Transfer Pathway
- > Theatre
- > Theatre Transfer Pathway
- > Cisco Network Associate
- > Computer Technology
- > Cyber Security
- > Fundamentals of Network Security
- > Fundamentals of Voice Over IP
- > Microsoft Systems Engineer
- > Management Information Systems Transfer Pathway
- > Social Media Marketing
- > Web Developer and Game Design
- > Web Page Design

Anthony Riesberg
anthony.riesberg@riverland.edu
 507-433-0520

Liberal Arts

- > Arts
- > Audio/Video Technology
- > Communications
- > Information Technology
- > Journalism and Broadcasting
- > Performing Arts

Riverland's Career and Technical Programs

- > Global Studies
- > Elementary Education
- > Cosmetology
- > Criminal Justice - Corrections
- > Criminal Justice - Law Enforcement
- > Emergency Medical Care
- > Exercise Science Transfer Pathway
- > Fire Science
- > Human Services
- > Massage Therapy
- > Public Safety Dispatch
- > Physical Education/Coaching
- > Personal Trainer
- > Psychology Transfer Pathway

Amber Caswell
amber.caswell@riverland.edu
 507-433-0583

Liberal Arts

- > Human Services
- > Counseling and Mental Health Services
- > Early Childhood Development and Services
- > Education and Training
- > Government and Public Administration
- > Law, Public Safety, Corrections, and Security
- > Personal Care Services

Riverland's Career and Technical Programs

- > Health Science Broadfield
- > Nursing
- > Nursing Assistant
- > Practical Nursing

Liberal Arts

- > Health Science

Nicole Nelson
nicole.nelson@riverland.edu
 507-433-0688

- > Medical Assistant
- > Phlebotomy

Mary Kay Wilson
marykay.wilson@riverland.edu
 507-433-0660

- > Computed Tomography
- > Magnetic Resonance Imaging
- > Radiography

Kathy Kirkpatrick
kathy.kirkpatrick@riverland.edu
 507-433-0580

Health Science Technology CAREER FIELD

Engineering, Manufacturing, & Technology CAREER FIELD

Riverland's Career and Technical Programs

- > Applied Technology
- > Auto Service
- > Carpentry
- > Chemistry Transfer Pathway
- > Diesel Technology
- > Electrician - Construction
- > IMMR
- > Machining
- > Solar Installer
- > Truck Driving
- > Welding
- > Wind Turbine Technician

Kris Gullord
kris.gullord@riverland.edu
 507-379-3316

Liberal Arts

- > Architecture and Construction
- > Manufacturing
- > Science, Technology, Engineering, and Mathematics
- > Transportation, Distribution, and Logistics

Foundation Knowledge & Skills

Problem Solving • Critical Thinking
 Employability • Citizenship • Ethics
 Career Development • Integrity • Teamwork
 Legal Responsibilities • Academic Foundations
 Technology Application • Communications
 Safety, Health & Environment • Leadership
 Technical Literacy • Cultural Competence
 Lifelong Learning • Financial Well-Being
 Organizational & Global Systems
 Creativity • Innovation

Business, Management, & Administration CAREER FIELD

Agriculture, Food, & Natural Resources CAREER FIELD

Arts, Communications, & Information Systems CAREER FIELD



Special Populations:

PSEO: Steve Zmyewski or Paul Anderson
steve.zmyewski@riverland.edu or paul.anderson@riverland.edu

MN Reconnect: Amy Wagner (above)

ESLA: Miguel Garate, 507-433-0686, Miguel.garate@riverland.edu

International: Mel Morem, 507-433-0558, Melodee.morem@riverland.edu

THFAAS: Katelyn Flatness, 507-433-0511, Katelyn.flatness@riverland.edu

TRIO:



RIVER DAYS WELCOME WEEK

AE = Austin Campus, East Building AW = Austin Campus, West Building
AL = Albert Lea Campus OW = Owatonna Campus

Monday, August 27

Donuts with the Deans

AE Main Street, AW, AL | 7:45 - 10:05 a.m.

Frequency (Music Group) Auditions

AE E102 | 9:30 - 11:30 a.m.

"Break the Ice" Welcome Back Bash and Dunk-A-Dean

AE Front Lawn | 11:00 - 2:00

Student Success Center Open House

AE N108 | 11:00 - 1:00 | Games + Food

Tuesday, August 28

Donuts with the Deans

AE Main Street & AW | 7:45 - 10:05 a.m.

Pop & Popcorn with the President and Vice President

AE Main Street | 11:00 - 1:00

Frequency (Music Group) Auditions

AE E102 | 1:30 - 3:00

Theatre Auditions: *Fly By Night*

AE Theatre | 6:00 - 7:30 p.m.

Theatre Auditions: *Miracle on 34th Street, The Play*

AE Theatre | 7:30 - 9:00 p.m.

Wednesday, August 29

Frequency (Music Group) Auditions

AE E102 | 9:30 - 11:30 a.m.

Get the "Scoop" on TRIO Ice Cream Social

AE Main Street | 11 a.m. - 1 p.m.

Honors Open House

AE Main Street | 11 - 1 p.m.

Theatre Auditions: *Fly By Night*

AE Theatre | 6:00 - 7:30 p.m.

Theatre Auditions: *Miracle on 34th Street, The Play*

AE Theatre | 7:30 - 9:00 p.m.

Thursday, August 30

B-I-N-G-O!

AE Library | Noon - 2 p.m.

Pizza at the Writing and Math Center Open House

AE N104 | Noon - 1 p.m.

Frequency (Music Group) Auditions

AE E102 | 1:30 - 3:00 p.m.

MORE EVENTS ►



FREE COFFEE

AE Library | Aug. 27-31

SHARE THE FUN

#RIVERDAYS

Tuesday, September 4

Breakfast with the Advisors & Alumni
AE Main Street & AW | 7:30 - 10:00 a.m.

Day One Donuts
OW | 7:45 - 10:05 a.m

Wednesday, September 5

Grillin' with Student Affairs
Walkway between AE and AW
11:00 - 1:00 | Food and Yard Games

Blue Devils Soccer Game
Westcott Field, Austin | 6:00 p.m.

Bonfire & S'Mores
Following the Soccer Game
AE Student Housing
Bring Your Own Chair and Blanket

Thursday, September 6

Meet and Munch with Miguel and Mel
AE Cafeteria | 11:30 - 1:00
Ethnic Food, Multicultural Club Info,
Games, and Ping Pong Tournament

Monday, September 10

Activity Fair
AE Main Street | 11:00 - 1:00

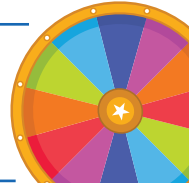
Wednesday, September 12

Color Run
AE Theatre | 3:00 p.m.

**Welcome Breakfast with
Advisor Kris Gullord**
AL | 8:30 - 10:00 a.m.

BOOKS & BARGAINS

AE Bookstore Prize Drawings and Spin
September 10-13 the Discount Wheel!



IMPORTANT FALL DATES

Thursday, August 30	Last day to charge books in the bookstore
Friday, August 31	Last day to add and drop classes
Friday, August 31	Pay by today to avoid being dropped from classes
Monday, September 3	No Classes
Friday, September 7	No Classes
Wednesday, September 12	Financial aid is disbursed
Thursday, November 1	Pay your fall balance today to avoid a late fee
Wednesday, November 28	Last day to withdraw from full term classes

Events sponsored by Student Senate, TRIO/SSS, Student Life, Alumni Association, Student Success Center, Student Housing, Student Services, and the Writing and Math Center.

