



Status Report

02094-FY18 Riverland Consortium Perkins Application

Perkins IV Consortium

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

Goal 1 Narrative:

The Consortium has made progress in revising and developing regional programs of study that reflect the goals of the consortium to make pathways to high wage, high skill and high need careers that our regional LMI tells us are needed and that our students will benefit from having developed.

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

In FY18 the Riverland Perkins consortium provided a greatly expanded and extensive 11th grade career fair, held October 25 on the Austin Campus. 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. 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. (See attached video link for further information on the activities: <https://www.youtube.com/watch?v=3Y4uPQNPoKw&feature=youtu.be>).

We met as a consortium (using the CPIP grant and other funds) to re-design and re-develop the Consortium POS, and took the results to the Executive Board for advice and eventual approval of 7 POS with one as a RPOS. See attached POS chart for Riverland consortium. This really helped us because we got instructors together to discuss what they teach and what assessments are given. It was great to see the sharing from the teachers and this time together helped give us a sense that we were in this together.

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

In FY 18 the college transitioned from leading the 8th grade career fair to creating a Central Lakes “Bridges Model” Career Day, for 11th grade students on October 25 and set the date for FY19 as March 29, 2019 for the next experiential event. The consortium and the college plan to continue to support an 8th grade event by encouraging CTE faculty and staff to partner with those who will lead that event locally. As Riverland College re-designs and refreshes their POS the 11th grade 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 FY18 the college applied for and received 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 Riverland Consortium applied for and received a Minnesota Career Pathway Continuous Improvement Project (C-PIP) grant in FY18 and used the grant to work with a Consultant (Ginny Karbowski) and the Operations Team to move forward with work started in FY17 where we analyzed our 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 identify a RPOS that is workable for both our large and small member high schools. This involved having a group discussion with all of the schools to determine what programs are offered and what overlaps in each school. By narrowing down what the secondary schools offered, we were able to really determine what programs we had in common and share the success and failures of these programs. The Consortium Executive Board acted to approve this work and we then made the corrections to the Minnesota Programs of Study website.

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

The new “bridges style” career fair. This event was evaluated as extremely well organized and of high values by both participant schools and CTE faculty and businesses who presented. Key was the pre-event communication with the faculty and presenters to move to activities that were “hands on” and letting the 11th grade students self-select where they spent their time. We did advance work with participating schools on ways to prepare the students to make the best use of the time with the engaging activities for the day, and with printed materials that supported the Career Wheel organization, and with a wide variety of exhibits we were able to keep the traffic flow such that all students were able to see all career areas. The faculty and business partners had positive experiences, and we look forward to the 2019 event to see how we can improve, especially highlighting the consortium POS and RPOS.

Goal 1 Objectives

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

Goal 2 Narrative:

The Consortium is making progress in having more joint advisory committees between secondary and postsecondary programs. The college has worked to survey all college advisory committees to determine their needs for support to improve their advisory committees and to develop plans for stronger partnership with business and industry for improved educational and employment opportunities for students in the consortium. The consortium has representation from the local Workforce representatives on several program advisory committees and a Workforce member sits on the Perkins Executive committee.

QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)

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.

We are encouraging as a consortium for committees to meet jointly with their program counterparts and many do serve on each other's committees. For example, both the BUSO and Carpentry programs have shared advisory committee members.

QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?

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 overview, 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 October and provided equipment, personnel from the career areas to interact with students, as well as demonstrating skills from their career areas.

Please see attached list of leveraged equipment and from the Riverland Foundation the list non-cash donations by industry to postsecondary CTE programs, for FY18 it totaled \$94,656.00 and is spread across several programs. In addition our CTE advisory committees provide numerous scholarships for CTE programs. 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 FY18.

QUESTION: Do the business and industry partners help connect students to work-based learning opportunities? If so, what type of work based learning is available to students in which programs? How many students are impacted and in which career pathways?

Secondary and Postsecondary Advisory Committees business and industry partners are valuable asset to career program administration at both the college and in secondary schools. Individual programs have agreements for students to observe in an industry setting, conduct informational interviews, and participate in short job shadowing experiences and in a small number of cases, work with a mentor over the course of the school year. In addition, youth apprenticeships in the manufacturing industry continue to exist. We do have college programs with Internships (see attachment for Internships) and many of these are from Advisory Committee connections.

In the work based learning programs students are also exposed to multiple business and industry partners through on-site visits as well as through as a speakers bureau. The work-based learning and mentorship opportunities in the consortium are fantastic. For example, Austin Mentorship students are able to spend 35 hours in a semester mentoring with professionals in career fields they are interested in pursuing. Albert Lea and Owatonna have similar programs that impact a total of around 300 students in our consortium, We are lucky to be in smaller communities in Southern Minnesota, because Business and industry does have a stake in what kinds of our experiences our students have in the schools and are not afraid to get into classrooms as guest speakers and mentors.

Goal 2 Objectives

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

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. 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. Riverland also has disability 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.

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

The "Be Your Best" summer bridges program for regional students up to age 22, which works with students who need academic preparation in English and Math, and who also have other elements that are barriers to college success, such as first generation college students, English language learners, poverty, as well as other factors. The program focuses on academics, as well as career explorations, and workshops that support postsecondary success.

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

In the consortium work based learning opportunities both in and out of school for students to age 21 seem to be the most effective. Several of our business partners are working to employ these students in retail and grocery stores in the region. The college continues to support students through our success center and through a variety of activities that are sponsored by the college through the office of diversity. The college also supported several additional staff members to attend the Dr. Donna Beegle poverty awareness training and the "On Course" college success training course. The college requires the "first year Experience" course as a requirement for students, and the preliminary data shows that this is a retention and success tool that is working for students, especially for students in special populations.

The College offered the summer "Be Your Best" program in FY18 that served regional high school students and out -of-school youth that had course work to assist students in developing stronger communication and math skills along with opportunities to visit a variety of area businesses and explore career areas, many of which were nontraditional for the gender of the students.

QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.

The coordinators and the Operations Team (a representative from every high school serves on this team) meet and review data available to the consortium at both secondary and postsecondary levels and discuss the negotiated targets and our plan to meet these. As a consortium the report of the Operations Team on the negotiated targets was taken to the Executive Board for action before these were submitted for approval.

At postsecondary, we continued to work on improving our performance on negotiated targets. We scheduled several WebEx meetings with Katie Vaccari from the System Office 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.

We really used the Target Data in the Operations Team to start a conversation about what we are doing to attract these students to our programs. We shared ideas and talked about what other schools do to get kids involved in these programs. Yes, we looked at the data, but the important part of this was the discussions and conversations this data started.

Goal 3 Objectives

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

Goal 4 Narrative:

Riverland implemented a new 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 1) improve processes, 2) better engage students, 3) be more proactive, and 4) improve faculty to advisor relationships and increase advisor knowledge of careers and programs. Our goal is that all of these activities will lead towards an increase in enrollment, retention, persistence, completion, and student satisfaction. In other words, we will improve student success. Although, it is too early to access much of this data, there are some highlights to share.

So far, 3520 students have been assigned an Academic Advisor at Riverland. 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>) and 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 2017 (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 launched 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. *(Specifically, the Director of Advising has been one of the leaders in developing and implementing River Days and has taught CCLS 1000 in Spring 2017 and Spring 2018.)*

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 of 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) (Do we want to include 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)*

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QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.

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 FY18.

For Riverland College concurrent Enrollment continue to grow, and this chart shows the number of sections and the variety of courses for FY18:

SUBJ	COU_NBR	TITLE	SECTION COUNT	HEADCOUNT
ACCT	1011	Principles of Bookkeeping	1	13
AGBS	2000	Introduction to Agribusiness Management	1	13
AGSC	1020	Introduction to Soil Science	1	9
AGSC	2020	Principles of Animal Science I	1	2
BIOL	1091	General Biology I	3	66
BIOL	1092	General Biology II	3	61
BUSA	2043	Principles of Marketing	1	19
BUSO	1620	Introduction to Computer	1	10
BUSO	2641	Applied Principles of Bookkeeping	3	44
CCLS	1000	First Year Experience	1	18
CHEM	1201	General Chemistry I	1	7
CHEM	1202	General Chemistry II	1	5
ECON	2292	Microeconomics	3	64
ENGL	1101	Composition I	7	144
ENGL	1103	Introduction to Literature	1	22
ENGL	1104	Composition II: Argument	1	21
ENGL	2242	American Literature II	1	22
GSCL	1270	Employment Search Skills	1	19
GSCM	1510	Workplace Human Relations	1	19
HIST	1001	United States History: Colonial to 1877	3	75
HIST	1002	United States History: 1877 - Present	4	91
HIST	1011	Early European History (Ancient to 1688)	3	56
HIST	1012	Modern European History (1688 - Present)	5	92
HUMA	1101	Humanities I	8	170
HUMA	1102	Humanities II	4	79
IMMR	1725	Arc Welding	1	8

MATH	1050	Mathematics for Liberal Arts	2	10
MATH	1110	College Algebra	7	133
MATH	1120	Trigonometry	6	98
MATH	1210	Calculus & Analytic Geometry I	4	65
MATH	2021	Fundamentals of Statistics	2	25
MUSC	1126	Instrumental Ensemble	1	15
PHYS	2101	General Physics I	1	3
PHYS	2501	General Physics Lab I	1	3
PSCI	1010	American Government and Politics	7	182
PSCI	1020	State and Local Government	3	86
SPAN	1002	Beginning Spanish II	2	46
SPAN	2001	Intermediate Spanish I	2	16
SPAN	2002	Intermediate Spanish II	2	14
SPCH	1100	Fundamentals of Speech	6	136

QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students high school record and on college transcripts?

Riverland Community College is in the process of 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 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 information on these options for students.

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 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 planned in FY17 to start a part time PSEO program for FY18 and it was successfully started. Austin High School and Grand Meadow High School are the partners in the initial PSEO Cosmetology program. The HS students will come to 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.

Performance Measures: The Cosmetology PSEO students will graduate on time from their high school and will continue on in Riverland cosmetology program after graduating from high school. Retain the Cosmetology PSEO students in the educational pipeline at Riverland or another postsecondary institution, even if they do not choose cosmetology as their program of study. The college has continued to monitor the success of the Cosmetology PSEO program during the 2017-2018 school year and the students in the program were academically successful at both their high school and the college.

There will be another cohort for (FY19) academic year 2018-2019. This program has great promise to reach students who are at risk of not completing high school and who are traditionally underrepresented in higher education by giving these students a well-constructed pathway to a living wage career option that is of interest to the student.

Additionally, we are looking at how to support other CTE programs in the consortium through a similar model.

Early Middle College Model: In addition, 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 model with the Owatonna District, and if FY 18 worked with Albert Lea, Northfield and SMEC (a group of regional small districts that cooperate for specialized student services in the region, and these 3 were approved for the EMC with Riverland. The Austin district is submitting for approval in FY19 and will bring our available EMC models to 5 in the region to serve this special population that has been historically underserved.

Goal 4 Objectives

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

The Consortium is working well together and is making strides to develop a governance structure that reflects the way the consortium is working to implement the plan that is jointly developed by all stakeholders in the process. The secondary and postsecondary coordinators are communicating frequently and are keeping all members of the consortium well informed on the progress on the plan, as well as other pertinent information. The new structure of having Perkins representatives at each district has assisted all members in having a "voice" in consortium decision making and plan implementation.

QUESTION: What activities were conducted that help sustain the consortium?

In FY 18 we made progress to ensure that our Executive Board and Consortium Team is fully functioning, with roles, responsibilities and communication improved. The work on this that we started last year 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 school in the consortium and this team meets at least quarterly to implement the plan for the consortium. This year was really the first time we have had both groups fully staffed, functioning and meeting on a regular basis. The communication between members of each of these groups has really improved how our consortium operates. This year we added an industry representative from Mayo Health Systems and Hormel Foods (two of our largest regional employers) to our consortium Executive Board. The insights from our industry representatives and other stakeholders has been helpful in re-designing our programs of study.

We also had a variety of meetings with the entire operations team in FY18 and these included both the secondary and postsecondary coordinators. These meetings focused on data collection and our Programs of Study and gave all of our Operation Team Members some valuable insight into how the consortium needs to operate and improved the dissemination of information about Perkins to member districts. The Operations Team gives a "voice" to each member district and the college in Perkins operations for the consortium.

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

Please see attached chart of members, positions, and terms for the Riverland Consortium Leadership Team. This year we added an industry representative from Mayo Health Systems and Hormel Foods (two of our largest regional employers) to our consortium Executive Board.

We now have all schools and the college represented on the Operations Team and have business and industry representation involved on the Executive Board. In the past, we did not always have representation from the smaller schools in the consortium, and we have made an effort to make sure to have better communication and representation from everyone. We have done the preparatory work for another district (Kingsland) to join the consortium for FY19 and have included their representative in our work this year, on an informational basis.

QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

School district representatives and college faculty and administration attended several staff development opportunities which focused on local and regional Perkins data related to POS, and worked to assess programs of study and technical skill attainment throughout the consortium schools. This year we met with member from each school to work on POS. This was helpful for our secondary partners to all meet versus have one larger school represent the voices of the small schools for POS and for the Perkins plan for the consortium. This resulted in a better understanding of the consortium work and helped us to think regionally as a consortium in our decision making.

As part of our consortium goal clarification, and assessment of regional needs the Riverland Consortium hosted a RealTime Talent training in April as we were writing our FY19 plan. This training was helpful in clarifying our regional needs, and was attended by various units from the college, secondary teachers and administrators, industry Executive Board members, and Workforce Development partners. It was very helpful in assessing our needs as a consortium and how to use various tools under the RealTime Talent site, including TalentNeuron.

Both the Operations Team and the Consortium Executive boards meet quarterly to clarify and discuss our work and consortium goals. The Operations Team has representation on the Executive Board and those meetings are open to any Operations Team members who wish to attend, and many Op Team members choose to do that.

QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?

The consortium applied for and received a \$20,000 CPIP grant in Fiscal Year 18 to assist in the re-design of the programs of study, and this was very helpful for accomplishing major work on the POS project.

Please see the attached document that contains Riverland's leveraged equipment information, as well as business and industry donations in cash and non-cash to Riverland Community College through the Riverland foundation.

Riverland also sought and received a Minnesota Office of Higher Education administered state legislative grant for incorporating more career and technical courses into concurrent enrollment programs in Minnesota.

Goal 5 Objectives

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Progress Update for Programs of Study and TSA

Please be sure to include progress on technical skill assessments in your explanation.

Our consortium has identified current programs of study for the consortium and are working to implement these at the college and in our partner high schools. The consortium now has 6 solid state approved POS and one RPOS that were selected using region LMI and input from business and industry and other stakeholders in the region. Going forward, we plan to further refine our programs of study and implement the re-design our Rigorous Program of Study that will be inclusive of all of our regional schools and the college. We had multiple phone conferences and two day long working sessions with POS consultant, Ginny Karbowski to implement our CPIP grant. In this work we met with two teacher-faculty groups throughout the year to work on our Programs of Study and analyze what TSA's we were giving in our classrooms. After the work we took a plan to the consortium Executive Board to advise and approve the plan to narrow down our state approved POS and to change the RPOS from Accounting to Maintenance, Installation and Repair. We then looked at approved TSA's and the assessments teachers and faculty were already doing in our classrooms. (This is documented in the POS attachment) We discovered that many of the secondary teachers were actually giving approved TSA's but were not reporting them to the districts so they did not get reported on the P-File. Postsecondary will continue with the TSA's and we hope that the data sharing agreement will permit more of the data to be more widely reported on these. Teachers and faculty were able to discuss which TSA's matched their classes the best and would give them appropriate feedback for their instruction.

We identified TSA's for each POS that the college and the schools are already giving and we looked at approved TSA's in each POS that we should be giving. One significant challenge has been getting these results incorporated and reported at the districts. This has been a barrier and perhaps the biggest obstacle to solve for more accurate TSA reporting. Individual schools report these TSA results to the people that submit the P-File and some are not getting these TSA's reported. We are going to work on a system this year to make sure they are getting reported.

The college has continued to work with college faculty and administration to implement a RPOS and POS that fit with the regional LMI that we continue to update and that also work with our regional high school partners. The College has worked with the Institutional Researcher (IR) and the faculty to make sure that we are recording the cohorts correctly and that we are gathering data for the POS initiative. This year the data sharing for several of the postsecondary programs prevented us from seeing results in areas that we have TSA data, but cannot use because of inter-agency data sharing issues.

The college automotive program again had a 100% pass rate for the ASE TSA. The college and secondary faculty are working well together and are working to find ways to make POS fit for small as well as larger high schools in the consortium.

Programs of Study

Career Fields	Career Clusters	Career Pathways	State-Approved Postsecondary Assessments	State-Approved Secondary Assessments	Other TSA Assessment	In which CTE Program?	At which High School? College?	In which course (use course code) or at what time in the program?
Business, Management, & Administration	Finance	Accounting				SEE ATTACHMENT ON MTG WITH GINNY ON POS PROGRESS		
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction				SEE ATTACHMENT ON MTG WITH GINNY ON POS PROGRESS		
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Food Products and Processing Systems				SEE ATTACHMENT ON MTG WITH GINNY ON POS PROGRESS		
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance				SEE ATTACHMENT ON MTG WITH GINNY ON POS PROGRESS		
Engineering, Manufacturing, & Technology	Manufacturing	Maintenance, Installation and Repair				SEE ATTACHMENT ON MTG WITH GINNY ON POS PROGRESS		

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Improvement Report

Status Report on Improvement Report and Plan

QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target.

Secondary:

We did improvement reports for several performance indicators this past year, but we were very close on a couple of them and our districts have been implemented some strategies to help reach these indicators.

1S1-Reading-We were very close in this area--just over 1%. We have many reading interventions in our Districts to help reach the goal here.

1S2-Math-We were less than 1% away in this area and met this goal last year, so we believe our current Math interventions will help us meet this goal.

2S1-TSA's-Our POS Meetings this year helped us identify approved TSA's in these areas and we discovered that many of our teachers are giving TSA's and just not reporting them to the district to get reported to the state.

4S1-Grad Rate-One of the things that is being implemented into schools is a 4-year plan, and we think helping our students set goals and identify the right classes to take for graduation will help this grad rate,

6S1-Non-trad-This is another area that we are hoping our 4-year plan will help in. We believe this will get our students into the right classes that will help them meet their career goals.

Postsecondary:

1P1. The College continued to collect and analyze college assessment data for CTE Programs. The CTE Dean, IR, Director of Admissions and Enrollment, Postsecondary Coordinator systematically worked with programs to assess what strategies are needed to improve TSA data for programs. In the re-design of the programs of study attention was paid to making efforts to communicate the need for data on the TSA in each program area.

The college continues work on the development of program data snapshots to provide the CTE Program Directors/ faculty with information on enrollment history, enrollment change, sections offered, grade distribution, graduation rates, demographics, completion rates, and related employment rates. This is providing staff the ability to analyze at the program level and make adjustments to increase performance on various aspects that make up this indicator.

This year Administration has reviewed results with faculty and are implementing strategies to increase performance in the registered nursing program, we are also looking at the improvement in pass rates for the LPN program to tease out what were the factors that led to an increase.

Further changes are being implemented in the health occupations curriculum (in place for fall 2018) and programs that we plan to lead to improved pass rates for students.

4P1: The College has implemented an engaged advising model to improve student completion rates and we are working with the IR and the Placement Specialist to ensure the data we are submitting under this indicator is correct.

The College has a new Institutional Researcher (IR) who is working with the postsecondary coordinator to work with data from the EPM11 system to review data on placement by CIP code and program to start to isolate factors that affect placement. With this information the college has begun to develop strategies for programs to implement to increase placement. Our plan includes a much more robust advisory committee process and involvement that in part is an effort to move the needle on placement. Riverland offers a variety of support services for placement, including being a participant in College Central for students, alumni and employers. Program faculty continue to emphasize the importance of skills and knowledge necessary to be successful in graduates' employment search. These resources are currently available to Students for Career/Job Placement: Student / Alumni College Central, The Riverland Student Success Center, connections to business & industry employers through program focused events (such as the Health Occupations day in March of this year) and connections to employment through our Austin and Albert Lea Campus State of Minnesota Workforce Centers. While we do not have a formal Placement Director (the functions of this area are dispersed across several areas) the postsecondary coordinator will communicate with the Dean of Student Affairs and the VP of the College regarding how the college is meeting the placement needs currently and develop strategies for any gaps that we have and how we can improve placement services going forward. The college is also in the planning stages for adding a more formal "Career Center" to assist students in placement.

5P1: In Looking at our trend data, we made some progress on this indicator from the previous actual performance of 14.89% to 15.79 % for 2016. While slight it is moving in the upward direction. The Postsecondary coordinator continued to work with College IR to review program enrollment data, and to communicate with CTE Dean, Director of Admissions and Enrollment regarding this performance indicator. Specifically, to improve on this indicator the College is adopting a new advising system that will make use of an intrusive, or engaged, style of advising students. In this model the College advisors will be trained to

understand the importance of giving career advice to students about non-traditional career opportunities to all students. The college requires that All students take the student success course, "On Course" and in combination with the "wrap around services" in the engaged advising model it is planned that students who might leave a non-traditional career pathway will have support services necessary to continue. Additionally, program faculty were made aware of systemic reasons non-traditional students leave programs, and targeted professional development was be done to assist faculty in the area that they identified as an area where we need to focus efforts to support non-traditional student success.

5P2: The Postsecondary coordinator worked with the College IR and the Director of Advising to review program completion/enrollment data, and to communicate with CTE Dean, Director of Admissions regarding this performance indicator. Our trend data shows that we are now exceeding this performance indicator in the report for 2016-2017 reporting year. To maintain and continue to improve on this indicator the College is adopting a new advising system that will make use of an intrusive, or engaged, style of advising students, and special focus will be given to CTE programs, and nontraditional students as a sub population of all students to address this performance indicator. Program faculty /advisors will have professional development to intervene with the appropriate action/method to help keep non-traditional students in a career program through completion.

QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports.

We took advice and input from our executive board, Operations Team, Chambers of Commerce, Workforce Centers, college administration and from our partner district administration. We met with CTE teachers and faculty to determine how to approach the changes that were needed based on assessment of our data and the factors that impact these performance indicators. We discussed which TSA's to offer and how to use the results to improve teaching and learning, as well as reflecting progress in meeting performance indicators goals.

The biggest thing that the numbers did for us was that as the Operations Team talked about where we were falling short, we were able to sit down and talk about what is happening at the college and in each one of our consortium's schools. We were able to discuss some of the challenges in some schools, as well as some of the strategies some schools are using, like the 4-year plan, to help meet these goals. Many of the schools in our consortium, especially the smaller schools, really use their student organizations to attract students to their classes. We are now implementing concurrent courses with our partners from Riverland in many CTE classes in our consortium, and we believe that is also going to make a difference.

The College continues to work with the IR and administration to review data available from the enrollment system to better understand enrollment trends, and to measure if the investment in engaged advising will assist in meeting performance goals. We are working toward "program snapshots" that use data to inform program faculty and administration about enrollment, retention and trends by program.

QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts?

We, as a consortium, plan to continue to make progress in the area of TSA's and nontraditional participation and completion. The college is also working with the IR to better inform faculty of the data that gives a picture of their program and to set targets based on the data that we have access to. We are always hoping to meet or exceed the performance indicators. In working toward consortium goals we anticipate that the changes we have made will move us closer to reaching performance indicators while it improves opportunities for our students.

We are obviously hoping the data changes and improves based on this year's efforts. We know the TSA scores will now be included, but realize we had some gaps in how we were reporting this data to the State and that we are on our way to fixing this. Part of this has to do with how our districts are reporting this information. The 4-year plan and our time at our schools talking about careers and using career software such as MCIS will help students get into the right classes as they pursue their career paths. Also, continuing to add concurrent classes with Riverland should be a big boost for our programs.

The college continues to work toward improving performance on all the postsecondary indicators, and we are looking for results from the engaged advising model to improve our over-all performance. Another area that we see promise in is in the revision of the performance goals so that improving one indicator does not inversely and adversely impact on another postsecondary goal. We are working with our Chief Diversity Officer, our Honors program and our program faculty to continue to close achievement gaps for special populations.

We are working with the administration, the IR and the Director of Advising to assist program faculty in understanding their program data to further develop strategies to support our students in their experience in postsecondary.

Improvement Plan Action Steps

Other Information

Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.

2S1-

Action Steps: We met with two different groups of teachers last year to go over the TSA's that are approved for each POS and selected which TSA's to give.

Resources Needed: Funds for TSA's

Timeline: End of school year to give TSA's

Person: Troy Watkins, secondary coordinator

Progress Documented: Reported on P-File

Sub-Pops: Making sure teachers are giving approved TSA's and reporting them

Contextual Factors: We discovered the problem in our consortium has been reporting approved TSA's. We need to make sure that we have a system in place for all schools to get these reported accurately and entered into P-File.

6S1-Non Traditional

Action Steps: Non-traditional participation is always something we are working on at our high schools. Teachers are certainly encouraging students take CTE courses that do not traditionally take CTE courses and find that these non-traditional students often find success. Half the battle sometimes is to get students exposed to the careers and classes that we offer at our schools. Currently, our schools are focusing on a 4-year plan for our students to make sure they are getting in the classes that will get them into the career that interests them the most. Counselors and Connect Teachers help students develop these 4-year plans.

Resources Needed: Counselors and 4-year Plan

Timeline: Registration--Dec

Person: Troy Watkins, secondary coordinator

Progress Documented:

Sub-Pops:

Contextual Factors:

POSTSECONDARY

5P1: Improvement plan

Action Steps: 1. The College has adopted a new engaged advising system that uses a model of intrusive, or highly data driven, engaged advising of students.

2. College advisors were trained to understand the importance of giving career advice to students about non-traditional career opportunities to all students.

3. All students are required to take the student success course, "On Course" and this in combination with the "wrap around services" in the engaged advising model, is designed to support students who might leave a non-traditional career pathway will have the targeted services necessary to successfully continue.

4. Program faculty have been made aware of systemic reasons non-traditional students leave programs, and targeted professional development was done to assist faculty in the area that they identify as the place where we need to focus efforts to support non-traditional student success in a program.

5. Professional development offered to enrollment advisors, academic advisors, counselors to address what our data tells us about non-traditional students by CIP code and by program code, and with a focus on where our largest gaps are regarding which groups we are not retaining.

Resources Needed: Additional funds for continuation of these action steps and to add to the number of enrollment advisors for the engaged advising model to succeed.

Timeline: Engaged enrollment model will be fully in place for FY19

Person: Jean Kyle, postsecondary coordinator in collaboration with college personnel including the President, VP and Deans, Directors of Admissions and Advising, Institutional Researcher, Chief Diversity Officer and faculty and staff.

Progress Documented: The College continues to have an enrollment increase and continues to close the achievement gap for students of color.

Sub-Pops: The college continues to work with enrollment data and to use data to impact decisions on where to develop additional strategies to meet the needs of special populations.

Contextual Factors: The college has three campuses (Austin, Albert Lea and Owatonna) and making sure that all efforts are college-wide and that students at any of the three campus environments fully benefit from these action steps.

5P2: Improvement plan

Action Steps:

Postsecondary coordinator worked with College IR to review program completion/ enrollment data, and communicated with CTE Dean, Director of Admissions regarding this performance indicator. Our trend data shows that we have often meeting this performance indicator, with a one year gap in performance for the 2016 reporting year. A significant variable for this performance indicator is employment in our market/region is virtually at 100% and students are getting employment offers and some leave before completing programs.

1. The College is adopting a new advising system that will make use of an intrusive, or engaged, style of advising students, and special focus will be given to CTE programs, and nontraditional students as a sub population of all students to address this performance indicator.
2. Program faculty /advisors will have professional development to intervene with the appropriate action/method to help keep non-traditional students in a career program through completion.

Resources Needed: Additional funds for continuation of these action steps and to add to the number of enrollment advisors for the engaged advising model to succeed and to assist program faculty in retention/completion efforts.

Timeline: Engaged enrollment model will be fully in place for FY19.

Person: Jean Kyle, postsecondary coordinator in collaboration with college personnel including the President, VP and Deans, Directors of Admissions and Advising, Institutional Researcher, Chief Diversity Officer and faculty and staff.

Progress Documented: The College continues to have program completion success for nontraditional students.

Sub-Pops: The College continues to work with enrollment data and to use data to impact decisions on where to develop additional strategies to meet the needs of special populations, including nontraditional by gender.

Contextual Factors: The College has three campuses (Austin, Albert Lea and Owatonna) and making sure that all efforts are college-wide and that students at any of the three campus environments fully benefit from these action steps.

Related Improvement Plan documents

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

Other Summary Comments

QUESTION: Summary Comments

If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.

The Riverland Consortium is making progress in several major areas including Consortium structure and governance, re-design and implementation of Programs of Study and building a regional career fair that is modeled on the Central Lakes-Brainerd Bridges Career Fair, and adding additional CTE courses through concurrent enrollment. A big win for the consortium is that we have active representation on our Consortium Board from the two largest regional employers, Mayo Health Systems and Hormel Foods. We also have active representation on the Executive Board from the Workforce Center, and our 3 area Chambers of Commerce. The secondary and postsecondary coordinators serve on the Chamber of Commerce Education Committee and are working to develop more connections between business and education through this commitment. With the help we received from having additional funding through a system office CPIP grant this past year, we feel we are on the path to re-energize our consortium Programs of Study. We may still need some further help operationalizing our Rigorous Program of Study model and implementing it quickly. We have plans in place for continued efforts to fully implement and refine our POS this year. We have applied for an additional CPIP grant to assist us in the implementation phase for our RPOS. We hope to have further guidance with the next phase which is to continue to add POS and to further develop the state approved ones we have.

Attachments

File Name	Description	File Size
2018 Secondary Equipment List.docx	Perkins Secondary Equipment List	16 KB
Career Day FY18 with video link.pdf	Career Day FY18 with video link	226 KB
Copy of FY2018 Non-Cash - Cash Donations to Riverland Career Technical programs (002).xlsx	Riverland leveraged equipment,cash non-cash donations FY18	37 KB
Membership and Terms FY18.pdf	Riverland Consortium Executive Board list	161 KB
PSEO Brochure.pdf	PSEO Brochure Riverland	1.4 MB
River Days Flier 2-Up.pdf	River Days student activities	628 KB
Riverland graphic for Mn Career Fields and Assigned Advising Model.pdf	Riverland graphic for MN Career Fields Advising Model	410 KB
Riverland POS grid.pdf	Riverland POS grid	113 KB
SSC Brochure - 2018.pdf	Riverland Success Center Brochure	532 KB

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 1 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Verification

I have looked over these budget numbers.

2017 Riverland Career Exploration Day

October 25, 2017

See the highlights at:

<https://www.youtube.com/watch?v=3Y4uQNPoKw&feature=youtu.be>

This year approximately 1100 high school juniors from 15 area high schools are participating in the event. These students will be exposed to a wide variety of careers represented by both Riverland faculty and business and industry partners.

Noted below is a brief summary of Career Fields represented and examples of activities/demonstrations that will take place within those areas. Observe, partake, learn and enjoy!

EAST BUILDING:

Library: Social Sciences, Humanities, Human Services, Honors Program

- Psychology: Participate in activities that will introduce you to perpetual principles introduced by Gestalt psychologists, test the speed of neural transmission, and test your ability to recognize emotions in others.
- Philosophy: To be or not to be... learn about careers as a philosopher!
- Human Services: Correctly answer human services questions and win a prize.
- Honors: Meet some of Riverland's Honors students who will tell you about their service project on self-advocacy as well as the many benefits of being part of an honors program.
- English as a Second Language: partake in an English Language multiple choice trivia game and win a prize!

N108: Business, Business & Office, Finance, Accounting

- Explore a wide variety of careers in business
- Take part in an interactive game "The Wheel of Your Future" to learn about various business careers.
- Take a personality test to see what career best suits your personality.
- Meet business professionals from Mayo, Hormel, Jensales as well as other local business & industry leaders.

C107 & C110: Military

- Learn about military career opportunities from various military branch representatives.
- Check out your skills on the National Guard climbing wall!

C123: Elementary Education/Literature

- Meet students in the Riverland/Winona State Elementary Education 2 + 2 program who will share their experiences.
- Learn about teaching careers and how you can earn a Bachelor's Degree in Elementary in Austin.
- Participate in activity involving Children's Literature.

C124: Legal Careers

- Come meet a local attorney and a legal assistant.
- Learn about the fabulous career opportunities in the legal field.
- Check out what a court pleading looks like and how they operate.

C112, C118, Theater, E102: Fine Arts, Music & Theater Careers

- Check out our art studios and student work
- Make your own hands-on music creation using interactive music stations
- Be a part of acting and theater games, including a "Quick Change" costume race, a scene change/prop race and a transformation improv game. Yes – there will be prizes!

GYMNASIUM LOBBY: Athletics, Personal Training, Coaching, Wellness

- Test your fitness skill at various work out stations, including TRX and warrior ropes.
- Try your hand at athletic training, including first aid skills.
- Talk with area professionals from the YMCA, Impact Fitness & Impact Fitness.
- Meet a Sports Medicine professional from Mayo Health Systems.

WEST BUILDING:**A140: Cosmetology & Massage**

- Check out the Cosmetology Salon and get your hair styled.
- Get a free chair massage!

B114: Health Care – Nursing, Phlebotomy, Medical Assistant

- Observe a medical simulation using a state-of-the-art SIM person.
- Try your hand at giving an injection.
- Visit our health care interactive stations in Obstetrics, wounds & dressings, respiratory care and much more.
- Don't miss the candy station – we even have gummy organs!

B103 & A175: Health Care – Radiography

- Observe X-ray demonstrations.
- Play bony twister.

- Don't miss the opportunity to see the state-of-the art Anatomage table (a virtual autopsy table) in action!

E102: Building Trades: Carpentry & Construction Electrician

- Take part in a nail pound contest and a screw gun contest
- Help build stools to be donated to local day care centers.
- Learn how to install an operating door bell
- Learn how to do remote Wifi switching of home devices
- Explore careers in the building trades by visiting with representatives from the Rochester Builders Association, the Southern MN Carpenters Union, Dewalt Tools, Bold Construction Company & Knutson Construction.

B111, B112, B201, B203 & B217: STEM Careers: Science, Engineering, Math

- Check out the wide variety of great STEM Careers.
- Rotate through science station demos in microbiology, chemistry, streak plating/bacterial growth, anatomy & physiology and botany.
- Learn to do ECGs & EKGs, check out a digital microscope, extract DNA from strawberries, make cheese.
- Meet with math instructors and learn about careers in math.
- Talk with Engineers from Hormel & the City of Austin about their work.

D102: Manufacturing & Transportation

- Try your hand at a welding simulator.
- Check out the award-winning golf hole designed by the Industrial Maintenance & Mechanics students.
- Talk to manufacturing experts from Viracon, Hormel & Ellingson Drainage.
- Take part in a slot car race.
- Check out cool equipment used by Auto & Diesel mechanics.
- Try out the hands on electrical bench and bore scope.
- Talk to transportation experts from Firestone, OTC and other companies
- Check out all the CDL training vehicles; tour the inside of the vehicles and learn about the job demand in truck driving

C102, C104 & C105: Public Safety

- Shoot a fire extinguisher!
- Check out the EMS/Fire Center, including the fire/EMS training house and the emergency vehicles
- Try out the Criminal Justice Simulator
- Observe a crime scene

C103: Media Careers

- Explore media careers, including television & radio

A109, A237: Computer Technology

- Using an android system to guess how many days you've been alive.
- Learn hacks to recover a lost password.
- Take part in a virtual reality exercise.
- Check out the Computer Tech Snap Chat filter!
- Meet IT staff from local industry, including Hormel, IBI Data, and the Minnesota State IT Center of Excellence.

A115: Agriculture & Food Science

- Tour Riverland's new Center for Agriculture and Food Science Technology.
- Always wanted to drive a combine? Try the Riverland Combine Simulator.
- Meet students in the FFA Post-Secondary chapter.
- Observe how drones are used in precision agriculture.
- Visit with Agriculture and food science experts, including professionals from the Mower County Soil and Water Conservation District, Farm Business Management instructors, the Southern MN Center for Agriculture, Farm Bureau Financial Services, Wells Fargo Ag Lending, and the Start Up Factory.

Membership and Terms

Members on the executive board will be selected by the represented constituents. Except for the college administration, members should not serve more than two consecutive terms.

The term of membership on the executive board is three years arranged, when possible, so that one-third of positions are vacant each year. A term of membership starts on July 1 and concludes on June 30. Membership of the executive board:

Position	Member	Representing	Term
College Administration	President Atewologun; Designee —	Riverland	
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 Dean or designee	Kelly McCalla	Riverland	July 1, 2016 – June 30, 2019
Secondary Administrator – Large District	VACANT		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	Christina Ebeling	Albert Lea	July 1, 2015 – June 30, 2018
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
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		July 1, 2015 – June 30, 2019
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	

POST-SECONDARY FACTS

Save Money with PSEO!

The cost of college varies greatly based on where you attend and how many credits you earned in high school. Below is the yearly cost for a full-time (30 credit) college student and includes tuition and fees:

Riverland Community College	\$5,570
Winona State University	\$8,411
Minnesota State University, Mankato	\$8,161
University of Minnesota – Twin Cities	\$14,414
Minnesota Private Colleges and Universities	\$37,063*

Source: minnesotastate.edu, April, 2018. *Average cost.

Top Five Transfer Schools for Riverland PSEO and Concurrent Participants

1. Minnesota State University, Mankato
2. Winona State University
3. University of Minnesota, Twin Cities
4. Southwest State University
5. University of Minnesota, Duluth

"I am participating in PSEO because it is a great way to get a jumpstart on college. I'll have to worry less about the cost of college knowing I already earned several credits before graduating high school."

– Samuel Cano, Albert Lea High School



Questions?

Jean Kyle
Director of Partnerships & Transitions
507-433-0568 | jean.kyle@riverland.edu



RIVERLAND
Community College

Austin | Albert Lea | Owatonna | riverland.edu

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Published April 2018

GET THE EDGE

Earn College Credit While In High School



Samuel Cano, PSEO Student



RIVERLAND
Community College

SAVE TIME • **SAVE MONEY •** **GAIN SKILLS •**

College classes at the high school apply toward your college degree and meet high school graduation requirements.

Tuition and books are covered, reducing your college expenses and student loan debt.

Experience the academic rigor, strengthen study skills, and accelerate your progress toward a college degree.

Riverland Community College has established itself as a leader in providing college options for high school students in the region. Innovative strategies have been implemented that allow high school sophomores, juniors, and seniors to explore career options and to begin their college studies while in high school, saving families nearly a million dollars in tuition and book fees every year.

High school students wishing to get an early start on college may choose from the following full-year registration options:

- **Advanced Placement (AP)**
- **Advanced Standing Articulation Agreements**
- **Concurrent Enrollment**
- **Post-Secondary Enrollment Options (PSEO)**
- **Early/Middle College**

Advanced Placement (AP)

The Advanced Placement (AP) program is a curriculum sponsored nationally by the College Board which offers standardized courses taught to high school students by high school instructors. Riverland will only award credit for Advanced Placement test scores of three or more.

Advanced Standing Articulation Agreements

Through Advanced Standing Articulation Agreements between the high school and college, secondary students enrolled in approved high school courses will receive college credit when they graduate and enroll in an aligned Riverland career and technical program. Students must meet the requirements outlined in the agreement in order to obtain the free college-level credit for that course work.

Concurrent Enrollment

Concurrent Enrollment is a program administered by Riverland where students earn high school and college credit at the same time. Courses are taught during the regular school day by credentialed high school instructors. The curriculum is identical to courses taught on campus at Riverland and students follow the college curriculum, grading, and academic standards.

Post-Secondary Enrollment Options (PSEO)

The Minnesota Post-Secondary Enrollment Option (PSEO) program allows high school students to take courses on campus, online, or via ITV. Students earn both high school and college credit in these courses. In fact, some PSEO students graduate with their associate degree at the same time they receive their high school diploma.

Early/Middle College (EMC)

The Early/Middle College Program allows students who are currently enrolled in a partnered Alternative Learning Center the opportunity to earn college credit towards a high school diploma and an associate's degree/diploma or certification.



Amy Wallin, Alden-Conger Concurrent Teacher



RIVER DAYS WELCOME WEEK

Monday, August 21:

Donuts with the Deans

Austin Campus, East Bldg. Main Street
Free | 8:45 - 9:05 a.m. and 9:45 - 10:05 a.m.

Tuesday, August 22:

Pop & Popcorn with the President

Austin Campus, East Bldg. Main Street
Free | 11 a.m. - 1 p.m.

Wednesday, August 23:

Get the "Scoop" on TRIO Ice Cream Social

Austin Campus, East Bldg. Main Street
Free | 11 a.m. - 1 p.m.

Pizza at the Writing and Math Center Open House

Austin Campus, East Building N104
Free | 11 a.m. - 1 p.m.

Thursday, August 24:

B-I-N-G-O!

Austin Campus, East Building Library
Free | Noon - 2 p.m.

Monday, August 28:

Wellness Day Booths

Austin Campus, East Bldg. Main Street
Free | 10:30 a.m. - 1:30 p.m.

Tuesday, August 29:

Coffee with the Advisors

Austin Campus, East Bldg. Main Street
Free | 10:30 a.m. - 12:30 p.m.

Wednesday, August 30:

Welcome Breakfast with Advisor Kris Gullord

Albert Lea Campus Cafeteria
Free | 8:30 - 10:00 a.m.

Activity Fair Booths

Austin Campus, East Bldg. Main Street
Free | 11 a.m. - 1 p.m.

Grillin' with Student Affairs

Austin Campus, East Bldg.
Outside of the Cafeteria area
Free burgers & hot dogs, 11 a.m. - 1 p.m.
Yard games, 11 a.m. - 3 p.m.

Blue Devils Volleyball Game

Austin Campus Gymnasium
Free | 6:30 p.m.

Bonfire with S'Mores

Student Housing yard, after the
volleyball game
Free | Bring your own blanket/chair

Thursday, August 31

International/Cultural Day

Wear clothing from your home country/
culture and take a selfie in front of the
large map after you pin your home!

*(Map located in the Austin Campus,
East Building Main Street area)*

SHARE THE FUN

#RIVERDAYS



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SHARE THE FUN

#RIVERDAYS

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



FY19 Plan - Riverland Perkins Consortia
Recommendations on State-Approved POS on MnProgramsofstudy.org as of 4/30/18
(7 State-Approved POS Required for FY18 Annual Plan)

State-Approved Rigorous Program of Study	High School(s) and Course(s)	Secondary TSA	College Program(s) or Courses	Postsecondary TSA	MnPOS.org Status
1) RPOS – Maintenance, Installation, & Repair	Albert Lea; Austin; Glenville-Emmons	*Albert Lea, Austin: PLTW IED & POE *Albert Lea, Southland (Pilot) - Precision Exams Welding; *Austin: SP2 Welding *Glenville-Emmons, Albert Lea - Briggs & Stratton – Small Engines, Beginner & Intermediate FY20: Grand Meadow; LeRoy-Ostrander; Kingsland; Owatonna (depending on licensure)	Riverland College: Industrial Maintenance	*Manufacturing Skills Standards Council (MSSC) – Certified Production Technician (CPT) Certification *State Boiler License Specialist, 2 nd class *OSHA -10 hr.	*Austin – Submitted for RPOS to MinnState as of 5/1/18 *Albert Lea – Submitted for Consortia Approval *Glenville-Emmons – will submit to consortia by 5/4 after talking with Principal; then send to state for state-approval
State-Approved Program of Study	High School(s) and Course(s)	Secondary TSA	College Program(s) or Courses	Postsecondary TSA	MnPOS.org Status as of 4/18
2) Accounting	Austin FY 19: Online - Glenville-Emmons FY20: Grand Meadow, Owatonna	Austin - Precision Exams Accounting I	Riverland College: Accounting	*Accreditation Council for Accountancy and Taxation (ACAT) – *Accredited Business Accountant Advisor Exam	*Austin only high school with RPOS approval as of 11/13 & updated 2/18. *E-mailed MinnState on 5/1 on how to move from RPOS to POS; Yingfah has to help us & she is on vacation this week.

3) Health Informatics	Austin	*Precision Exams 21 st Century Skills	Medical Administrative Support; Medical Receptionist	Precision Exams: Medical Terminology	
4) Construction	Austin, Albert Lea; Southland	*Austin - SkillsUSA WorkForceReady System – Cabinet Making *Albert Lea - Precision Exams Construction Trades Foundation *Southland – Precision Exams CAD Mechanical Design I (661) - Pilot	Riverland College: Carpentry	*NOCTI Carpentry *OSHA 10- hr. Certification *OSHA 30-hr. Certification	Austin – State-Approved POS as of 11/13 <i>*Owatonna – POS okay but check as of 5/1/18</i> <i>*Albert Lea – Submitted to consortia for approval; *No POS for South Land</i>
5) Facility & Mobile Equipment Maintenance	Southland, Glenville - Emmons, Albert Lea, Austin	*Austin - SP2 Automotive *Glenville-Emmons; Albert Lea - Briggs & Stratton – Small Engines, Beginner & Intermediate FY20 – Grand Meadow, LeRoy-Ostrander, Southland, Kingsland	Riverland College: *Auto Service *Truck Diesel Technology	Automotive Service Excellence (ASE) Auto Maintenance & Light Repair	Austin – State-Approved POS as of 9/13 – <i>*Austin – POS OK but check</i> <i>*Albert Lea – Need to delete CTE courses to fit POS</i> <i>*Glenville-Emmons – Revised; OK but check</i> <i>*SouthLand, Grand Meadow, Lyle?, Owatonna? LeRoyOstrander?</i>
6) Production	Albert Lea, Austin	*ACT Workkeys – National Career Readiness Certification (Reading for Information; Applied Math/ Location Information) *Austin – CPT?	Riverland College: Welding	Manufacturing Skills Standards Council (MSSC) – Certified Production Technician (CPT) Certification	Austin – State-approved POS as of 4/28/18 <i>*Albert Lea – POS to be consortia approved</i> <i>FY19 - Owatonna – POS but add CTE courses & check; Denise will connect with Troy & Jean</i>
7) Therapeutic Services	Albert Lea, Owatonna, Austin, Leroy-Ostrander	*Albert Lea, Austin, Owatonna, Leroy -	Riverland College: Nursing	NCLEX - National Exam for Registered	Albert Lea –submitted consortia approved ; submit to state for state-approval

		Ostrander - Certified Nursing Assistant/ Home Health Aide		Nursing (RN) Program NCLEX - National Exam for Licensed Practical Nursing (LPN) Program	Owatonna – Revise POS, delete electives <i>*Consortia-approved POS for Leroy-Ostrander; Austin</i>
FOR REVIEW IN FY19 – CONSORTIA -APPROVED					
8) Early Childhood Development & Services – To Be discussed Teaching & Training in FY19	Austin; SouthLand; Albert Lea; Owatonna	Precision Exams – Child Development (320)	Riverland: Elementary Education Broker with South Central: Early Child Care	Minnesota Teacher Licensing Examination (MTLE) Basic Skills Testing (Reading, Writing, Mathematics)	No State-approved POS
ON HOLD TO REVIEW FOR FY19					
1)Food Products & Processing Systems To be discussed in FY19	<u>Agriculture:</u> Southland <u>FACS:</u> Albert Lea, Austin, Owatonna	<u>Agriculture:</u> *Southland - AAFCs: Food Science & Fundamentals <u>FACS:</u> *Precision Exams Foods & Nutrition I *Prostart Certification *ServSafe Certification	Riverland College: Food Science Technology	Riverland College: AAFCs: Food Science Fundamentals	*To be approved next year - State-approved POS - No High School Granted State-Approved POS as of 4/18
9) Plant Systems	Glenville-Emmons HS; Grand Meadow HS; LeRoy-Ostrander HS; Lyle HS	Owatonna? LeRoy-Ostrander?	Riverland: *Farm Business Management	TBD	Tiffany & Crystal needs access to website;
10) Teaching & Training- ON HOLD	Albert Lea, Owatonna	Albert Lea, Owatonna: Precision Exams Child Development	Riverland College: Elementary Education	Minnesota Teacher Licensing Examination (MTLE) Basic Skills Testing (Reading, Writing, Mathematics)	This pathway is to be discussed further in FY19

MOVE TO CONSORTIA-APPROVED POS FOR FY19					
11) General Management – Consortia approved, delete state-approved	Albert Lea – Introduction to Business	?	Riverland College: *Business *Supervisory Management *Small Business Management		Albert Lea, Austin, & Owatonna – RPOS as of 5/14; updated 2/18 Moved to consortia approved
12) Marketing Management	Albert Lea HS; Austin HS; Owatonna HS	Austin: Precision Exams Marketing	Riverland College: ?	Broker with South Central?	Austin – State-approved POS as of 12/12; updated, 2/18 Move to consortia approved
13) Printing Technology	Austin HS	SkillsUSA/Print Ed – Graphic Communications	Riverland: *Web Developer *Web Developer: Game Design???	??????	Austin – State-approved POS as of 11/13
14) Business Finance	Albert Lea – Introduction to Business				Austin – State-approved POS as of 2/18
15) Audio/Video Technology & Film – No longer available	Austin HS		Riverland College: None listed		No State-Approved POS as of 4/18
Consortia-Approved Program of Study	High School(s) and Course(s)	Secondary TSA	College Program(s) or Courses	Postsecondary TSA	
1)Food Products & Processing Systems To be discussed in FY19	<u>Agriculture:</u> Southland <u>FACS:</u> Albert Lea, Austin, Owatonna	<u>Agriculture:</u> *Southland - AAFCS: Food Science & Fundamentals <u>FACS:</u> *Precision Exams Foods & Nutrition I *Prostart Certification *ServSafe Certification	Riverland College: Food Science Technology	Riverland College: AAFCS: Food Science Fundamentals	*To be approved next year - State-approved POS - No High School Granted State-Approved POS as of 4/18

17) Restaurant and Food/ Beverage Services Continue to assess & report at secondary level	Austin HS; Owatonna	Food Safety Administration – Prostart	None Identified	None Identified	No State-Approved POS as of 4/18
18) Diagnostic Services - continue to assess & report at college			Riverland: Radiography (X-Ray)		No State-Approved POS as of 4/18
9) Administrative Support – ON HOLD	Austin, Glenville, Grand Meadow, Albert Lea, LeRoy Ostrander, Albert Lea, Owatonna	*Precision Exams Word Processing *Precision Exams 21 st Century Skills *NOCTI 21 st Century Skills *SkillsUSA Employability			



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



MINNESOTA STATE

Student Success Center



RIVERLAND
Community College

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

SERVICES LOCATIONS

ALBERT LEA CAMPUS

AUSTIN CAMPUS - EAST BUILDING

OWATONNA CAMPUS

All Services are FREE!

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

