

**Enrollment
Management
and Student Success
Division**

**ANNUAL
REPORT
2021-2022**



Rowan College
at
BURLINGTON COUNTY

Table of Contents

Message from the Vice President, Enrollment Management and Student Success	3
EMSS MISSION AND GOALS	4
EMSS Organizational Chart and Special Projects	5
EMSS Departmental Mission Statements	6
Enrollment Snapshot	9
EMSS By The Numbers	10
NEW EMSS INITIATIVES	12
Center of Excellence for Veteran Student Success (CEVSS)	13
Wellness Programming	14
Peer Mentors	15
Staff Spotlight: Ashley Elmes and Peer Mentors	17
Student Success Coaching	18
New Jersey City University (NJCU) Doctoral Student Internship/ Partnership	19
Pipeline Programming	20
First Year Experience	21
Staff Spotlight: Adrienne Dahms and Mallory Martenis	23
Embedded Tutoring	24
Staff Spotlight: James Lawless	25



EMSS GOALS AND OUTCOMES	26
Goal 1: First Time RCBC Students	27
Staff Spotlight: Nick Uster	28
Goal 2: Retention	29
Staff Spotlight: Jamie Cattell	30
Goal 3: Student Success and Satisfaction	31
Staff Spotlight: Lacy Jane Ryman-Mescal and National Student Clearinghouse	34
Goal 4: Affordability	35
Staff Spotlight: Anthony Domingues and FLIP	41
Goal 5: Relationships	42
Staff Spotlight: Kelly Otis	44
Goal 6: Communication	45
Staff Spotlight: Jean Yan	46
Goal 7: Professional Development	47
Staff Spotlight: Alexis Jenkins	51

Message from the Vice President, Enrollment Management and Student Success



The 2021-2022 academic year was one of adapting to ongoing change, reconnection to our campus, and continued dedication to our work and our students. This year's annual report – the first of its kind – highlights the Enrollment Management and Student Success (EMSS) division's performance, strengths, and successes. The entire team focuses our efforts daily on the best interests of our students, while also striving for improvement.

The annual report is framed around the division's 7 goals, first established in 2016 and as true to our work now as they were then. These goals are focused on supporting both our new and continuing students, improving student satisfaction, supporting affordability, emphasizing the strength of relationships with partners both on and off campus, improving efficiency, and remaining focused on continual improvement through professional development. These goals are met through a variety of programs, services, and events highlighted throughout this report.

Noteworthy efforts highlighted here also include the continuation of the college's Title III Strengthening Institutions grant, now in its second of five years, the receipt of the Center of Excellence for Veteran Student Success grant, which established our veterans' center, and the development of wellness and pipeline programs to support our current and future students. All of these represent the continual emphasis on serving our students in new, different, and meaningful ways.

The commitment of this team of professionals is unmatched and this report highlights only a small part of their exceptional work. It is my honor to work with each of them and to serve our Burlington County community.

Best,

A handwritten signature in black ink, appearing to read 'Karen Archambault'. The signature is fluid and cursive.

Karen L. Archambault, Ed.D.

Vice President, Enrollment Management and Student Success

EMSS Mission and Goals

Enrollment Management and Student Success Mission Statement

The Enrollment Management and Student Success division provides students with a high quality educational experience through support and services that encourage access, retention, and student development.

The EMSS team connects students to the resources, services, and staff that contribute to their personal, educational, and professional success.

Enrollment Management and Student Success Goals

1. Support the admissions, registration, and enrollment of first time RCBC students.
2. Support the persistence and retention of RCBC students, either to graduation or to transfer.
3. Improve overall student success and satisfaction with the RCBC student experience.
4. Support the college's affordability mission by promoting financial literacy, encouraging access to financial support (including federal, state, and institutional aid), and supporting effective academic planning to decrease time to degree.
5. Establish and cultivate relationships across campus and with community partners, including high schools, partner institutions, businesses, and community agencies, to support student success.
6. Improve efficiency through communication and standardization of high quality practices.
7. Support professional development for all members of the Enrollment Management and Student Success division.



EMSS Organizational Chart and Special Projects

Vice President, Enrollment Management and Student Success

Dean, Enrollment Management

- Educational Opportunity Fund (EOF) Financial Aid
- Military Education & Veterans Services Registrar
- Student Experience & Welcome Center Student Accounts
- Outreach and Admissions Honors

Dean, Student Success

- Advising & Retention Testing
- Student Life & Leadership Tutoring / Learning Center
- Student Support / Counseling

Rowan Relations

Vice President's Office Special Projects:

- Community College Opportunity Grant (CCOG) management
- Learner Success Lab

Enrollment Management Special Projects:

- Center of Excellence for Veteran Student Success (CEVSS)
- International student programs (housed in Admissions)
- Pipeline initiatives such as dual enrollment, middle school programs, and college readiness (housed in Admissions)

Student Success Special Projects:

- Title III federal grant
- Wellness program (housed in Student Life)
- Emergency fund (housed in Student Support)
- Student Conduct (housed in Student Life)
- Student Success Coaching

Who We Are and What We Do:

EMSS Department Mission Statements

EMSS is comprised of a wide range of offices, departments, and programs.

While they all focus on the success and education of our students, they also provide unique focus to this shared goal.

Advising and Retention

The Office of Academic Advising challenges students to achieve their educational goals. We embrace as a foundational tenet the uniqueness of each student; engaging them in developmental conversations leading to co-created, comprehensive academic plans. The academic advising department strives to empower students to take ownership of their education becoming self-authors of their eventual success. We strive to provide holistic advising, guiding a student from matriculation to graduation and/or transfer.

EOF

The Educational Opportunity Fund Program (EOF) of Rowan College at Burlington County (RCBC) provides equitable access to higher education to eligible students who demonstrate great potential to succeed but may lack the necessary economic and academic resources. The staff is committed to providing comprehensive and financial support that fosters academic success, professional and personal growth, and promotes career development that encourages continued enrollment through graduation.

Financial Aid

The RCBC Financial Aid Office supports students in meeting their educational goals through effective and timely financial aid counseling and processing. In doing so, the Financial Aid Office contributes toward student access to higher education and student retention to graduation.

Military Education & Veteran Services

The Office of Military Education & Veterans Services is committed to providing active service members, veterans, and their families with support transitioning from military through college and into their career through referrals to campus and county resources.

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Who We Are and What We Do: **EMSS Department Mission Statements, *continued***

New Student Experience & Welcome Center

The New Student Experience and Welcome Center is committed to promoting and enhancing the service experience for all who visit the Enrollment Management and Student Success (EMSS) division at Rowan College at Burlington County. By serving as a collaborative partner, liaison, and advocate for students and their families, the office helps to navigate and support pathways to success.

Outreach and Admissions

The Office of Outreach and Admissions promotes Rowan College at Burlington County and supports prospective students in reaching their career and educational goals. The team focuses on outreach and on-boarding efforts that lead to a positive student experience.

Registration

The Office of the Registrar is devoted to maintaining the accuracy and privacy of student records. Through supportive, inclusive, and approachable assistance, we aim to inspire those within the campus community to become accountable, independent, and self-advocating individuals as they navigate new pathways and experiences.

Rowan Relations

The Rowan Relations Office facilitates the partnership between RCBC and Rowan University particularly with assisting student transfer to Rowan University for the completion of a baccalaureate degree. In conjunction with RCBC mission's statement, the department aims to offer a high quality, affordable, and accessible educational experience for students.

Student Accounts

The Office of Student Accounts is committed to providing students with the necessary services and resources to fulfill their financial obligations while maintaining RCBC's commitment to affordability. Student Accounts prioritizes accuracy, compliance, timeliness, financial integrity, and exceptional service to students, families, departments, external business partners, and vendors.

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Who We Are and What We Do: **EMSS Department Mission Statements, *continued***

Student Support

The Office of Student Support is committed to supporting students' varied academic, medical, physical, ability and psychological needs to promote student success. Student Support is dedicated to providing equal access within the classroom setting, through the determination of appropriate accommodations, for students with documented disabilities. We assist students with becoming self-advocates as they are connected to campus- and community-based resources.

Student Life

The Office of Student Life is a student-centered department dedicated to student development, empowerment, and enrichment inside and outside the classroom. We strive to offer educational, cultural, social, and community activities and events that help students learn how to engage with others and the larger campus community. We aim to collaborate with various departments and divisions within the college to create a cohesive campus community. Our goal is to create a positive, exciting, and educational college experience for all of our students.

Testing

The Testing Department provides an excellent testing environment for students and the community. We are dedicated to supporting the needs of candidates in a friendly and professional environment.

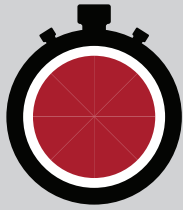
Tutoring

The Tutoring Department provides students with academic services and resources to foster development of skills and academic confidence to be successful. We are committed to providing a collaborative and inclusive environment where students can find academic support.

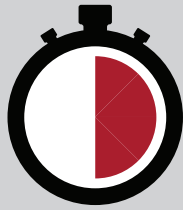
RCBC Enrollment Snapshot

Source: 2021 Annual Institutional Profile

Undergraduate Enrollment by Attendance Status – Fall 2020



Full-Time
3,474
(47.5%)

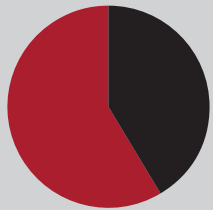


Part-Time
3,842
(52.5%)

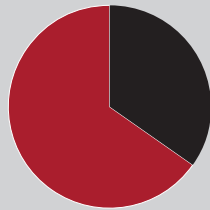


TOTAL
7,316

Undergraduate Enrollment by Gender – Fall 2020



Full-Time
Female
58.5% (2,033)
Male
41.5% (1,441)



Part-Time
Female
65.2% (2,506)
Male
34.8% (1,336)

Undergraduate Enrollment by Age – Fall 2020

Age	Full Time	Part Time
< 18	0.9% (33)	1.7% (64)
18-19	48.6% (1,687)	13.2% (508)
20-21	25.4% (883)	21.9% (843)
22-24	11.2% (389)	19.1% (733)
25-29	6.9% (240)	16.9% (650)
30-34	3.3% (113)	9.3% (358)
35-39	1.8% (63)	6.7% (258)
40-49	1.3% (44)	7.1% (272)
50-64	0.6% (22)	3.7% (143)
65+	0	0.3% (13)
Total	3,474	3,842

Undergraduate Enrollment by Race/Ethnicity – Fall 2020

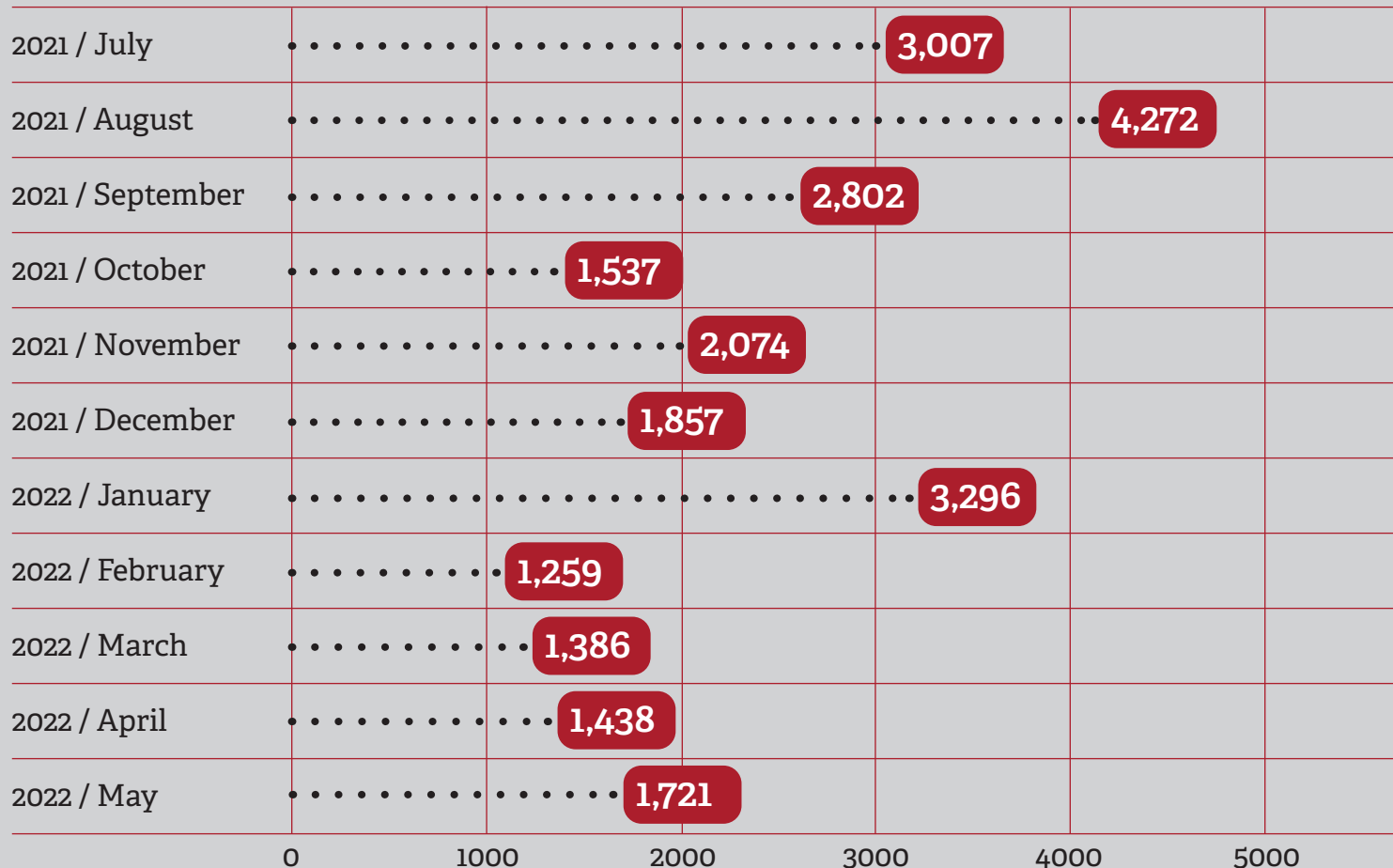
	Full Time	Part Time
White	55.1% (1,913)	54.4% (2,089)
Black	15.9% (552)	19.7% (757)
Hispanic	14.0% (487)	13.3% (510)
Asian*	5.3% (183)	4.5% (174)
Amer. Ind.	0.1% (4)	0.3% (10)
Alien	2.9% (102)	1.4% (52)
Unknown*	6.7% (233)	6.5% (250)
Total	3,474	3,842

*Note: Asian includes Pacific Islanders; Unknown includes two or more races. Percentages will not add to 100% due to rounding.

EMSS By The Numbers

The Division of Enrollment Management and Student Success serves students in many ways - including appointments with students, email and phone communication, and large-scale programs and initiatives. The numbers below and on the next page demonstrate the extent of the division's connection to students and the wide range of ways in which we serve our population.

EMSS Appointments



183,646+
Emails...



26,071
Calls...

... received between Advising,
Student Accounts, Financial Aid,
Outreach & Admissions, and Registration

continued on next page

EMSS By The Numbers, *continued*



5,000+
Attendees...

... at on-campus
programs and
events



794
Students...

... with a military
affiliation



100%
Retention Rate...

... among First Year Experience
(FYE) participants

\$1,102,329 revenue from 3+1 programs in spring 2022

\$23,611 generated from testing

21,990 credits transferred in to RCBC

8,664 transcript requests (9/1/21-4/29/22)

5,496 students enrolled in payment plans

5,419 Student Help Desk requests

3,092 tutoring visits (online, supplemental
instruction, in-person)

2,500 meals provided to students on campus before
Saxbys

2,078 participants in wellness programs

1,171 college transcripts evaluated

920 tests administered at the Testing Center

913 attendees at orientation

821 accommodations provided

610 student attendees in Spring Ahead

\$600+ raised by EMSS for CHOP Pajama Day

173 3+1 graduates in May 2022

137 student participants
in College Readiness
Now (CRN)

105 middle school student
participants in College
for the Day (CFTD)

85% retention rate of students through the
inaugural summer bridge program,
Peer Empowerment Program (PEP)

80 wellness programs

70 EOF students

58 student success coaching appointments

34 College Acceleration Program (CAP)
partnerships

32 active student organizations on campus

21 high schools participated in Spring Ahead

20 courses with embedded tutoring

18 partnership agreement with community
organizations and businesses

4 new 3+1 programs launched

New EMSS Initiatives in the 2021-22 Academic Year

With the support of the college's Board of Trustees, EMSS launched several initiatives in the 2021-22 academic year. These include advanced support for our veteran students, emphasis on holistic care, and multiple ways to support our students' academic success.

In addition, these new initiatives demonstrate the division's focus on effective utilization of college resources through both grant seeking and through partnerships with external organizations.

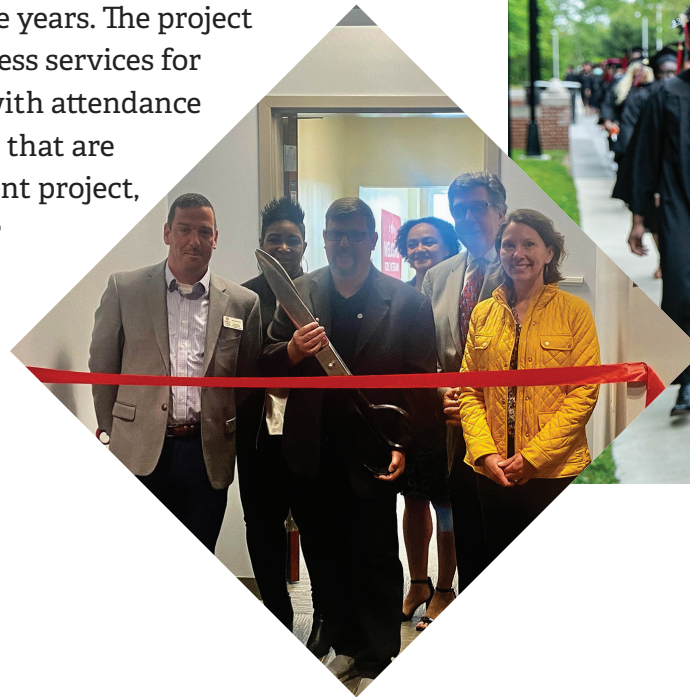


Center of Excellence for Veteran Student Success (CEVSS)



RCBC was awarded a Center of Excellence for Veteran Student Success grant in August of 2021 to run from October of 2021 to October of 2024 with a total award of \$376,473 over the three years. The project

is focused on dedicated space, advising, and success services for students. RCBC veterans in particular struggle with attendance and completion, despite having grades and GPAs that are above the college average. As one part of this grant project, the college held the ribbon cutting for the center on Saturday, April 30 in conjunction with an on-campus VFW sponsored event.



Wellness Programming

The initiative launched in the fall 2021 semester and is housed in Student Life. Students were initially surveyed on their knowledge of the term “wellness”, and a follow-up survey was administered in the late fall semester to assess knowledge of certain dimensions of wellness. Based on the survey results, students had the highest need in the following dimensions of wellness: physical, emotional, nutritional, sexual, and financial.



80 wellness programs occurred in the 2021-2022 academic year with a total participation of 2,078 students. Events were offered virtually and in-person and covered a variety of topics including: therapy dogs, intramural sports tournaments, smoothie bar, healthy eating seminar, inflation and finances, mental health programming, alcohol and drug education, sexual wellness programming, GAYpril Week to celebrate LGBTQIA+ community and allies, and Wellness Wednesdays that featured a different wellness topic monthly.

In March 2022, over 125 students participated in intramural and recreational activities. Examples of these programs include: flag football, sports on the quad, cornhole tournament and volleyball. Summer intramurals are scheduled and will be open to incoming and returning students.

Based on surveys that were given to participants in wellness programs:

- 100% felt more connected to the campus community after attending the program
- 100% of participants would recommend Student Life/Wellness events to friends
- 80-100% of participants gained insight into the respective dimensions of wellness being addressed at the program



Peer Mentors

As part of the Title III grant, students were hired during the fall 2021 semester into this valuable role within EMSS. The responsibilities of the Peer Mentors include: providing campus tours, providing success coaching, facilitating workshops, tabling initiatives, and helping to facilitate and support other programming on campus (i.e. College for the Day, Information Sessions, First-Year Experience).

The Peer Mentor Program is designed to assist students in:

- Building strong peer relationships
- Fostering a sense of belonging and community for students
- Encouraging personal growth and fulfillment
- Expanding on essential skills necessary for student success

“Just wanted to pass along a stellar review. The parent of Jasmine Hernandez said that the two student workers [peer mentors] that gave them a tour today did an amazing job, were thorough, and deserve 5 stars.”

..... Email from Admissions Counselor to
New Student Experience/Welcome Center
Manager

Tours

In conjunction with Outreach and Admissions staff, Peer Mentors provide weekly tours to prospective students. Tours were also offered during the Spring Ahead programs and the spring Open



House. 593 high school students participated in the Spring Ahead tours and approximately 77 individuals participated in tours during the spring Open House. Peer Mentors have also been asked to give campus tours to RCBC prospective employees and new hires.

continued on next page

Peer Mentors, *continued*

Success Coaching

During the fall 2021 semester, Peer Mentors participated in ongoing training about campus resources and coaching strategies to be best prepared to serve students. All Peer Mentors completed the Eduology Peer Mentor Certification course. This course includes 14 units that align with the College Reading and Language Association (CRLA)'s recommendations under their level 1 mentor training certification, which address the following competency areas:

- 1) Understanding the Peer Mentor's Role and Responsibilities
- 2) Applying the Do's and Don'ts of Peer Mentoring
- 3) Building Communication Skills in Listening and Asking Questions
- 4) Building Rapport and Motivating Mentees
- 5) Increasing Cultural Awareness
- 6) Preparing Students to Study through Academic Coaching
- 7) Utilizing Campus and Community Resources and Referral Skills
- 8) Navigating Legal and Ethical Issues in Peer Mentoring
- 9) Developing a Safe Space
- 10) Making Effective Counseling Referrals

Workshops

The Peer Mentors hosted two workshops during the spring 2022 semester centered around stress management and goal setting. While attendance was low at these events, attention and effort are being committed to planning more workshops for the fall 2022 semester, which will include navigating Blackboard and stress management.

Tabling

The Peer Mentors have assisted with multiple tabling events throughout the year. During finals week in fall 2021, they provided supplies to students. During the month of April 2022, Peer Mentors connected with over 300 students while tabling in academic buildings reminding students to register for courses for summer and fall semesters.

Staff Spotlight Ashley Elmes and Peer Mentors



Ashley Elmes has been working at RCBC since August 2020. She started as a part time temporary staff member in Registration and transitioned to the New Student Experience/Welcome Center Manager in November 2021. However, she is no stranger to RCBC. Ashley took advantage of CAP credits during high school and attended RCBC during her college career to fulfill general education requirements, explore academic options, and to save money.

Ashley believes that her work and that of the Peer Mentors is a valuable addition to EMSS and the larger campus community. “I have one foot front-facing and one foot back-facing”, which she goes on to describe being aware of what the student experience is while also being able to report back to the directors and others on the division’s leadership team to strategically think through making the experience of the students make the most sense.

“There is something powerful and special about students seeing students!” Ashley goes on to explain the multiple ways that the Peer Mentors serve prospective and current students - through tours, workshops, tabling events, and special events.

Isaiah Warner, Information Assurance and Cybersecurity student and Peer Mentor, explains, “As a peer mentor you have to be very versatile. That’s one reason why we are so important. We can do a wide range of jobs in the school, from tabling, to assisting departments with tasks and projects, to student life, to workshops, and tours. One of my favorite things about being a peer mentor is the tours and getting the chance to help run FYE. I love the social interactions with not only students but staff as well and helping to direct students or give them advice about school and classes, or even about student life.”

Ashley explains that she loves working in higher education and believes that one of the most important aspects of working at a community college is serving students who come from all different experiences and backgrounds. Ashley notes, “We all know how difficult school can be, and I think it’s awesome that we give students opportunities to explore their academic and professional goals!” Jalen Marsh, Psychology student and Peer Mentor comments, “The effort that we put into our jobs to care for students as peer mentors can be very impactful. There have been times where students didn’t know who they could talk to or relate to, but the peer mentors were right there to help. We give other students the opportunity to feel comfortable at our school, and get involved in student life activities.”

While the Peer Mentors is a new initiative within EMSS, Ashley states that the vision is to continue expanding the opportunities that they have to connect with and support students. Looking ahead to the 2022-2023 academic year, there are plans for increasing tabling opportunities and intentional workshops that will span a wide array of topics rooted in student success. Tatiana Elo, Communication Arts student and Peer Mentor states, “When I was tabling during finals week students were excited and felt less stressed when I told them they could take the free food and little trinkets that were placed out on the tables. I believe that in general when assisting students it helps that I am their peer because they might not feel as intimidated to talk to me compared to the head of a department.”

Check out another Staff Spotlight on page 23!

Student Success Coaching

In summer 2021, RCBC started developing a Student Success Coaching program. The Success Coaching program was envisioned as a bridge between the Advising Department services and the counseling services offered through the Office of Student Support. Throughout the fall 2021 semester, the college hired a Student Success Coordinator. A training program was developed with both online and in person training components.

Success coaching is designed to:

- Support students with specific skill development, such as goal setting, time management strategies and study skills.
- Establish an additional connection point with a student to increase a sense of belonging on campus and an additional resource for problem resolution and / or referrals
- Assist students referred to EMSS through faculty alerts by creating connections and working towards strategies that can help them overcome the identified issue.

As a foundation for coaching sessions, the program used two models: Assess, Prioritize, Teach (APT), as described in Bennett, Unrau, Gray and Dawson (2020) and SMART Goals: Creating goals that are specific, measurable, attainable, relevant, and time-bound.

There are three types of coaches available to serve students:

- Part time coaches - hired to assist with the coaching appointments and the program promotion.
- Peer Mentors - completed additional training to serve as peer coaches for specific cohorts, ie: orientation cohorts.
- Faculty & Staff Volunteer Coaches - offered as an additional option for professional development to assist with limited student appointments.

The Student Success Coaching program was promoted in several key ways. The Student Success Coaching serves as a landing page for students to see and read about the coaches and complete an appointment request form. Postcards were also printed for tabling events. The Coaching Corner, which is located on the second floor of the Student Success Center was established and has coaching-centric banners and posters encouraging students to schedule an appointment.

During the spring 2022 semester, 58 total appointments occurred.

The top five topics requested in the pre-coaching form were:

- Creating and Achieving Goals - 100%
- Studying Effectively - 100%
- Balancing Work and School - 50%
- Managing Time Effectively - 50%
- Personal Goals - 50%

New Jersey City University (NJCU) Doctoral Student Internship/Partnerships

Through a joint program with NJCU, three educational leadership doctoral student interns were assigned to RCBC to assist with developing training for faculty specific to supporting minority students.

The project was focused within two priorities of the institution, both tied to initiatives funded through the Title III grant - 1) improving retention and completion of Minority Male students and 2) increasing access to faculty professional development.



The fall 2021 semester was focused on identifying and researching training topics, training models and delivery options that can serve full time and adjunct faculty. Once the topics were reviewed and confirmed with the academic division in spring 2022, the doctoral interns created a comprehensive training program focused on diversity and equity in the classroom. The training includes:

- Module 1: Introduction: Educate the Educator Program
- Module 2: Culturally Responsive Teaching
- Module 3: Microaggressions
- Module 4: Creating an Anti-Racism Classroom
- Module 5: Meaningful Feedback Presentation
- Module 6: Conclusion

These modules will launch in fall 2022 in an online format for faculty to access. Additional in person sessions are scheduled for the fall and spring semesters through the Faculty Excellence Coordinator.

Pipeline Programming

College Readiness Now (CRN) and College For The Day (CFTD) are two pipeline programs provided by RCBC. CRN partners with high schools and targets students in their junior and senior year to support students becoming academically “college ready” before high school graduation. This program specifically provides developmental math education and ensures that students graduate ready for their next steps.

CFTD partners school districts to encourage their 8th graders to consider a future that includes college. This program targets low income school districts and districts where a large number of students would be the first in their families to attend college. CFTD is foundation and grant-sponsored, with all program costs funded without operational dollars. The program first launched in 2019 but was re-energized with the return to in-person events this year. 77 students participated this year – a three fold increase from when the program started! Participants had the opportunity to hear from faculty, staff, and students about RCBC and the college experience.

Information about partnering schools and student numbers in the two programs is found below:

College Readiness Now

- Burlington Township
 - Fall cohort - 20 students
 - Spring cohort - 22 students
- Cinnaminson - 10 students
- Delran - 58 students
- Pemberton - 13 students
- Willingboro - 14 students

College for the Day

- Beverly City School - 28 students
- Palmyra Middle School - 77 students

First Year Experience

The First Year Experience (FYE) course is designed to help new students with the transition to college. Throughout the seven-week course, students learn about campus resources, time management and communication skills, tips for academic success, health and wellness, career exploration, financial literacy, and how to get involved in campus life. Students in the course have the opportunity to meet different staff and faculty members and to develop skills to assist with their educational and professional careers.

In fall 2021, 13 students completed the inaugural course and had 100% retention from fall to spring. 19 students completed the course in spring 2022 and retention rates are pending fall registration.

FYE students were provided with a survey at the start of the semester and at the end to demonstrate the impact of their experience. Results are below, representing the average for responses. Students responded on a 5 point scale (1=low, 5=high).

The chart to the right demonstrate a positive experience in all five surveyed areas both semesters. Students were provided with a Google Chromebook as an incentive to participate in the course.

	Fall 2021			Spring 2022	
	Week 1	Week 7		Week 1	Week 7
I feel connected to the RCBC campus community.	3.08	4.25		3.56	4.50
I know what resources RCBC has to help me be more successful.	3.00	4.75		3.06	4.83
I have the knowledge and skill sets to achieve my academic goals.	3.46	4.25		3.56	4.56
I have the knowledge and skill sets to achieve my personal goals.	3.77	4.25		3.78	4.50
I think I'm doing well this semester, and look forward to taking more classes in the spring or summer.	3.15	4.00		3.67	4.72

continued on next page

First Year Experience, *continued*

Our students said:

"I just wanted to say thanks again for the FYE program! I know, I did originally come here for the Chromebook. But I actually learned a lot from the program in the end and it was so much more useful to me than I thought! I really appreciate your enthusiasm throughout the program and how you helped us learn more about the college. It was a great atmosphere! Thank you again, and I will definitely make sure to reach out to you if I have any questions!"

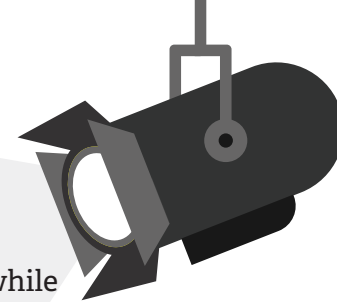
"Thank you for the course. I feel that it was very informative, well laid out, and well run. It was a pleasure meeting you and all the speakers. I enjoyed the class, and as a bonus, it was nice to receive the Google Chromebook. I'm sure that I will get a lot of use out of it."

"Thank you for such an amazing first semester experience! The class was truly invaluable and seeing a friendly face around campus has made me feel right at home."



Staff Spotlight

Adrienne Dahms and Mallory Martenis



Adrienne Dahms (pictured far left) and Mallory Martenis are two staff members who have been integral in the planning and implementation of the FYE program during the 2021-2022 academic year. Adrienne has been working at RCBC since June 2008 in Student Life and Mallory started working at RCBC in November 2021.

They explain that FYE was an initiative that had been attempted in the past but the effort never quite stuck. Once RCBC was awarded the Title III grant, Adrienne approached EMSS leadership because she saw opportunities to make FYE better. The process began with Student Services Generalists outlining a 7-week experience that Adrienne then fleshed out while still connecting to the important learning outcomes that guided this work. The incentive for students to take the course during the 2021-2022 academic year was a free Google Chromebook; looking ahead to fall 2022, students will be able to get 1 academic credit for taking the course. The first semester (fall 2021) program consisted of students that were identified by Advising and Retention staff. The spring 2022 offering of the course was open to all RCBC students to expand enrollment.

Mallory explains that “a number of comparable community colleges do not offer a FYE course. By being uniquely offered here at RCBC, I have enjoyed being a constant person to keep in contact with students and for them to ask questions.” Mallory comments that she wants students to feel welcomed and to know that she does not want them to get the runaround when engaging with the college.

She relates to non-traditional students, and understands that while school is a priority, balancing work and life can be a challenge for a lot of our students. FYE can help these students.

John Costa, Director of Student Life & Community Standards comments, “I’ve attended many of the [FYE] classes and her students in the class just love her. Her personality and commitment to the program really make her the best candidate to teach this course. Throughout the course, students learn about key departments, develop vital soft skills they will need in their careers, and develop a sense of belonging at RCBC. Equally as important, they gain an amazing support structure at RCBC in Mallory. She is their biggest cheerleader and is always so proud of the work they accomplish.”

Adrienne adds, “I was a student on academic probation for the first 3 semesters of college. I was a student who never should have been at a 4-year institution; I didn’t know what I wanted to do and I was struggling.” She explains that her motivation for this work is to figure out what a student may be struggling with and to help them. She also explains that the FYE course provides lots of opportunities for students to connect with each other and campus resources. The age range of students in the course has been 18 to 60, and students can connect on much broader topics than simply a shared class. Mallory comments, “It was great to see the growth and development of students over the course of the semester and how they discovered things they had in common and blossomed as students!”

Check out another Staff Spotlight on page 25!

Embedded Tutoring

Embedded tutoring is a nationally recognized best practice that puts tutoring support into the classroom, in courses where students traditionally struggle but where they may not be actively seeking support. This support includes both a tutor in the class sections, where they are visible to the students and in communication with the faculty member, and provides supplemental instruction outside of the class time

The program at RCBC was started in fall 2021 and showed dramatic results, with significant increases in completion in 75% of the course sections in which it was offered as compared to the sections of the same course without embedded tutoring. In addition, the comparative retention rate for courses with an embedded tutor was higher in all but one of the sections with an embedded tutor. Of note – there is a clear correlation between success rates in courses and the extent to which students took advantage of supplemental instruction. Every course where at least 10% of students took advantage of supplemental instruction saw successful completion rates increase by at least 9.5%.

While outcome data for the spring is still being compiled, survey data responses from students suggests a high level of value for this approach, with almost 90% of students saying that they would recommend an embedded tutor course to another student and only 1.2% of students saying that they would not be interested in a future embedded tutor course.

Fall 2021 Courses:

ENG 101 MTH 130
MTH 075 MTH 118
MTH 112

Spring 2022 Courses:

BIO 110 MTH 107
ENG 060 MTH 113
ENG 101 MTH 130
ENG 102 MTH 142
MTH 055

Our students said:

“The embedded tutor was very helpful. I looked forward to seeing her. Our tutor was very nice and competent. She was willing to help at any time. She had a huge impact on my grade for the class. I hope to continue to work with her.”

“It was nice to have an embedded tutor in every class. One teacher is good, two is better.”

“The embedded tutor was very helpful when I needed major help on a few problems that were confusing me to the point where I almost gave up on the problems. Once I received help from the tutor, I understood how to do the problems and got them correct each time. The tutor even taught me some tricks as well.”

Staff Spotlight James Lawless



James Lawless started working at RCBC as an adjunct math professor in summer 2009 and became a tutor in the following fall semester. Two years later, James realized that tutoring was more of a passion area for him. In fall 2016, James was promoted to a full-time position at the college as a Testing and Tutoring Specialist. During summer 2021, James was in an Acting Assistant Director role, and as of May 1, was named Tutoring Center Manager. Regardless of the role James holds, he wants students to feel heard and supported and values the importance of building relationships so students will come

back again in the future if assistance is needed.

In his over 10 year tenure at RCBC, James comments that tutoring has historically been underutilized by students and not to the desired extent. While there were some previous attempts at embedded tutoring, there were some obstacles of approval as well as buy-in and interest from students. James comments, "If we just wait for students to come to us, we may not get them when we can be most helpful. If we can take the lead and meet them somewhere instead of waiting for them to act, we may see a better outcome by engaging them earlier." Embedded tutoring is supported by this approach, with tutors being in the class and serving as an additional resource for students. James explains that a great benefit of embedded tutoring is that with the tutor being in the class, they know what and how material is covered and can be an additional resource for students. Additionally, if a student feels shy or uncomfortable to approach their professor, the tutor can assist and can also act as a conduit between the student and the faculty.

James explains that in fall 2019, there was some work surrounding embedded tutoring and finding ways to enhance work that previously had been done. The work was to begin with English faculty in spring 2020, but this did not happen due to the COVID-19 pandemic. During the 2020-2021 academic year, there was some preliminary work with VLC English courses, but the approach with tutoring occurring in Webex rooms did not go as planned. In fall 2021, since tutoring services were still being offered online due to COVID-19, embedded tutoring for in-person classes served as a tutoring service on campus. Five inaugural courses with embedded tutoring were launched in the fall 2021 semester and the program will continue to grow.

Cathy Briggs, Dean of Student Success, comments that "working in collaboration with Academics and OIR, James compiled courses with high rates at which students got D or F grades, or withdrew from a class, and identified partners to host tutors in the classroom with supplemental instruction options throughout the week. In addition to the identification of courses, faculty, and tutors, James also compiled significant data that showcased the overall impact of the fall 2021 pilot, increases in tutoring access by students in courses with embedded support and recommendations for additional growth in the program."

Check out another Staff Spotlight on page 28!

EMSS Goals and Outcomes

The work of the EMSS division is grounded in our seven goals. These goals are directly connected to the college's strategic plan and are lived daily in the work of each and every staff member.

What follows are highlights of the work done within the division to meet these aims, including staff spotlights to demonstrate the skill and work brought to these efforts by a variety of team members.



GOAL 1: First Time RCBC Students

Support the admissions, registration, and enrollment of first time RCBC students

- Campus tours led by Peer Mentors are offered to prospective students twice a day on Tuesdays and Thursdays. Prospective students then meet one-on-one with Admissions staff.
- *Spring Ahead* allows students to register for classes, complete orientation, and take a tour of campus. Lunch is also provided during this visit. During the spring 2022 semester, 21 high schools participated, bringing 610 incoming RCBC students to campus!
- From September 2021 through May 2022, approximately 60 prospective students participated in information sessions to learn about RCBC.
- Staff participated in 27 high school visits, presenting information about RCBC and the admissions process.
- During the fall 2021 semester, the open house welcomed 212 attendees and the spring 2022 open house welcomed 215 attendees.
- Software updates empowered students to lead their academic planning and provided RCBC staff with rich data to offer a student-friendly schedule.



Student Luca Jones (pictured left), a political science major who is involved with SGA, says that he chose RCBC due to financial reasons but truly enjoys his time here as a student. Luca attended Spring Ahead and explains, *“I went to Palmyra High School and I really appreciated participating in the program. Before starting my academic career at RCBC, I was able to learn more about the campus and had great support to register for my fall classes. Any questions that I had were answered, and I did not have to worry about messing up anything because someone was right there with me to help me through the process!”* Luca remarked that there is more life and energy on campus than he originally expected!



Staff Spotlight **Nick Uster**



Nick Uster joined the RCBC Admissions team in November 2021 as a counselor. Although he joined towards the end of recruitment season, Nick was immediately in high schools doing visits. Nick commented that he hit the ground running and created a new admissions presentation and had the opportunity to test that immediately. The scope of his work has transitioned from actively recruiting to actively enrolling students for the upcoming semesters.

Nick comments that “being a first-generation student was difficult for me coming from a family who did not attend college. I went into college uninformed, which led to a lot of frustration. That’s why I try to embody the advisor I wish I had, because students need assistance and guidance when they are starting to go to college.” Nick goes on to say, “If students don’t get the proper help, it could make or break their success. I like to be a guide for students so they make good choices and informed choices.” Nick shares that he wants students to feel confident and comfortable after meeting with him, acknowledging that many may feel overwhelmed before embarking upon this academic endeavor.

While Nick realizes the importance of supporting students through the admissions process, he believes that knowledgeable staff with updated information is just as important. Nick shares, “when I started, I was the only admissions counselor; I took all of my notes from my training and on-boarding and created a manual, which we jokingly call ‘the bible.’” Nick explains that this helpful tool that he created is approximately 35 pages and has been a benefit for the admissions staff, since it provides timely information for all and removes the need to ask for information more than once.

Kelly Otis, Director of Outreach and Admissions, comments “Nick has created a newly updated training manual for our student-facing staff and supports his fellow staff members when they have questions. He understands the importance of making sure the team is up to date on information so they can best serve the student.”

An email from a parent stated, “Regardless that my daughter is [only] ... starting off with a simple Spanish class this summer, Nick treated me AND my daughter with nothing less but exceptional service, especially in a world where customer service lacks greatly and employees like Nick are very hard to come by. I needed to express to someone what an amazing job Nick did for us and especially his utmost patience on working with us. He was a joy to work with and is truly an asset to RCBC...if we could only have more Nick’s in the workforce, the world would be a better place!”

Nick acknowledges that in his own experiences as a student, those who were most helpful to him were those who were knowledgeable and helpful. A guiding quote for Nick is by Abraham Lincoln and reads: “Give me six hours to chop down a tree and I will spend the first four sharpening the axe.” Nick explains that he would prefer to spend time on the front-end to ensure preparation to better set up himself, and others, for success.

Check out another Staff Spotlight on page 30!

GOAL 2: Retention

Support the persistence and retention of RCBC students, either to graduation or to transfer.

- Momentum Year, an effort focusing on decreasing time to graduation for students, launched with a presentation at the spring 2022 Faculty Welcome Back. Topics included the 15 to Finish initiative, Accelerated Developmental Education Pathways & Career Preparedness
- Retention in the 3+1 program from fall 2021 to spring 2022 was 95.6%, which is a 2.6% increase from fall 2020 to spring 2021, and a 3.6% increase from spring 2021 to fall 2021.
- Through online, supplemental instruction, and in-person tutoring services, there were 3,092 tutoring visits during the 2021-2022 academic year to support students academic success.
- Embedded tutoring increased from 5 courses in fall 2021 to 9 courses in spring 2022.
- Through a collaborative effort in August 2021, the minority male summer bridge program launched, with 40 students participating. Retention amongst these students was over 85%, dramatically higher than the overall rate. The commitment to this effort was so strong that participants launched a club on campus for similar support throughout the academic year.

- The Emergency Fund, established in 2019, assists students by providing resources for food, counseling, and transportation. 363 requests were received by students during the 2021-2022 academic year. These students received not only monetary aid, but also emotional and psychological support for navigating through the challenges they faced.
- Previously unable to participate due to federal regulations, the first cohort of international students in the 3+1 program entered junior year in fall 2021 (6 students) and spring 2022 (2 students) and 4 are successfully transitioning to senior year for fall 2022.



Student Isaac Feil (*pictured left*), a psychology major, explains that his parents expected him to attend Rowan University. However, he chose to attend RCBC, which is much closer to his home in Tabernacle, NJ. He is in the 3+1 program and is close to finishing his RCBC coursework. Isaac explains that he started at RCBC in fall 2019 and really enjoyed the life and energy of the campus. Isaac was involved in the National Society for Leadership and Service and the Creative Arts Guild; now he is involved with the Human Services Club and serves as the VP of Student Engagement in SGA. Isaac shares that there are many resources and support available for student success, including advising, tutoring and citation workshops. As a 3+1 student, Isaac provides accolades for the Rowan Relations team and the advising plan that has helped him to plan his time at RCBC.

Staff Spotlight

Jamie Cattell



Jamie Cattell has been working at RCBC as a member of the Title III team since December 2021. “[Jamie] has been with the Title III team for less than 6 months but has made significant contributions to the work funded by the grant. This is most evident in her leadership of the guided pathways project”, Title III Assistant Director Heather Conger explains.

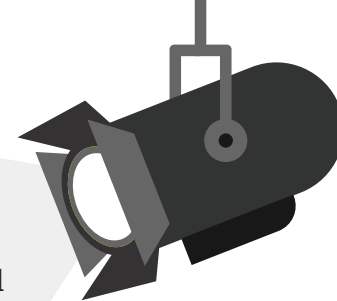
Heather goes on to share that “the guided pathways project will provide . . . support for our students from the start of their college experience, continuing with a high level of support throughout their college career and beyond graduation into their successful transfer or career placement.” Further, “by providing transfer and career resources more readily and clearly, the pathways will assist our students in successfully transitioning to a 4-year institution or to a career placement.” According to Jamie, “this is the big picture for the college - for students to grow and to reach their goals. For many students, they want to graduate or to transfer to a 4-year institution.”

Jamie plays an integral role in the implementation of many initiatives funded by the grant. Specifically, she is the Coordinator for activity 1: Momentum Year, and works closely with Cara Pitone Lawton, Director of Academic Advising & Retention. Jamie explains that she spends a lot of time organizing projects related to Momentum Year, which includes: 15 to Finish, math developmental education program restructuring efforts, working with Career Services to enhance experiential learning opportunities, dynamic planning development tool in Self-Service, and updating program webpages to ensure that all curricular and co-curricular resources are all in one place.

Jamie accomplishes the above tasks by being a very methodical person. She acknowledges that sometimes the “harder way” is what is going to help students the most (resources, time, money, people, etc.) and she likes to think about two things: 1) How does this help a student? And 2) What can I do to help support the students?

Jamie leads many administrative tasks related to this work around persistence and retention and is always excited to celebrate advancements towards the bigger picture with the rest of the college community working towards these deliverables and goals. Jamie approaches her work with colleagues and students from a place of care. “I want colleagues to feel supported and not overwhelmed through this process. I also try to bring as much research and resources to meetings as possible to help everyone see the value and importance of what we are doing. For students, I want them to know that the [Title III] team is committed to supporting them through graduation and beyond!”

Jamie acknowledges that there are many colleagues at RCBC who are doing the amazing work on the ground and she is excited to serve the RCBC community in this way.



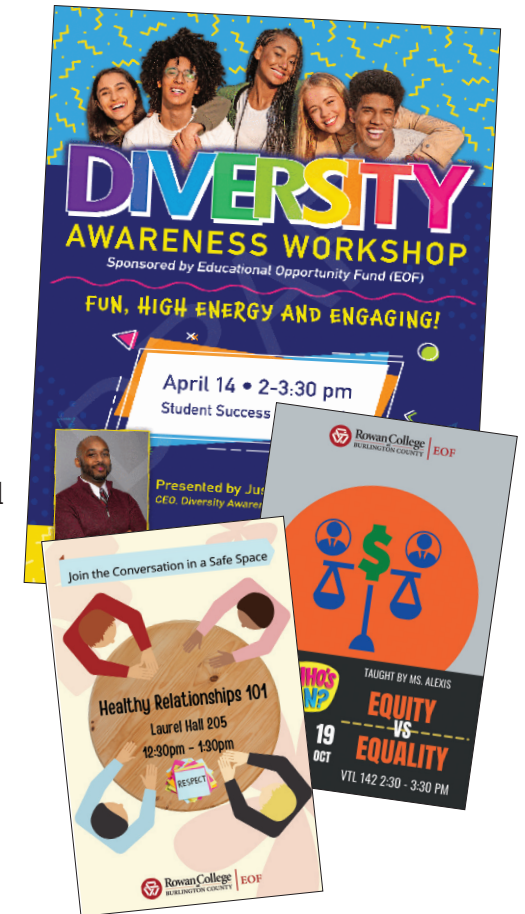
Check out another Staff Spotlight on page 34!

GOAL 3: Student Success and Satisfaction

Improve overall student success and satisfaction with the RCBC student experience.

- 500 students utilized modules on Student Lingo during the 2021-2022 academic year. 35 of these participants were EOF. The offerings included:
 - 10 Tips for Success in Your Online Course
 - Acing Final Exams - It's Not Over 'til it's Over!
 - Creating Your College Bucket List Explore, Experience, Succeed
 - Discover Your Learning Style Preferences
 - Effectively Communicating Online
 - How to Reduce Test Anxiety
 - How Your Personality Style May Impact Your Academic Success
 - Mental Health & Suicide: Helping Yourself & Others
 - Online Courses: Staying Motivated & Disciplined
 - Stress Management Techniques
 - Study Tips & Note-Taking Strategies
 - Success Strategies For Probation Students
 - The Future of Work: Packaging Yourself for the Changing Job Market
 - The Science of Happiness & Well-Being Lessons Learned During COVID
 - Time Management Strategies For Success

- EOF offered 7 workshops this academic year centered around student success:
 - Equity vs Equality
 - Self-Care Ain't Selfish
 - Career Services
 - Healthy Relationships
 - Diversity Awareness Training
 - Student Guide
 - Satisfactory Academic Progress (SAP) Workshops
- The chosen name process was redesigned and the website was created to aid students in making the process more seamless. This process supports students who wish to use names on campus that reflect their identity and lived experience.
- The EOF office was relocated to create a dedicated space for this student group. Students utilize the lounge area for studying, relaxing between classes and visiting staff for one-on-one appointments.



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GOAL 3: Student Success and Satisfaction, *continued*

- EOF student success stories include:
 - Brenda Morgan and Damaikaly Ortiz earned the Dean's list in fall 2021
 - Teyonna Napier was nominated for National Society of Leadership and Success (NSLS)
 - Christina Scillieri was accepted into the Seton Hall Law School pre-legal studies program and Stetson University
 - Natasha Barnett was accepted into Rutgers film school
 - Ciyhanni Robinson will be attending Rutgers business school, double majoring in Finance and Business analytics
 - Maria Kondratenko will be transferring to Rowan University and majoring in marketing
 - 4 scholars had the opportunity to attend the men of color student leadership summit at Montclair State University in March 2022
 - 12 EOF scholars were recognized at the virtual EOF Statewide Graduate Achievement Award ceremony for having a GPA of 3.2 and higher
 - 17 EOF scholars will be inducted into Chi Alpha Epsilon (XAE) National Honor Society on April 29, 2022
- 3+1 student successes include:
 - Joseph Randazzo (December '20; Biological Sciences) – currently in St. George Medical School
 - Harrison Patrizio (May '20; Biological Sciences) – currently in Rowan University's Osteopathic Medicine School
 - Ivan Trancon (May '22; Nursing) – Team Lead at American Red Cross
 - Timothy Koger (May '21; Computing & Informatics) – Employed at US Defense Counterintelligence and Security Agency
 - Faith Orozco (December '21; Psychology) – Master's program in Mental Health Counseling at Holy Family University
 - Gina Abate (May '21 Psychology) – job with Taylor Care Adult Partial Care
 - Desire Forman (May '21 Psychology) – Master's program in Counseling- Education Setting at Rowan University
 - Robert Rodgers (May '21; Computing & Informatics) – Masters in Computer Science at Rowan University

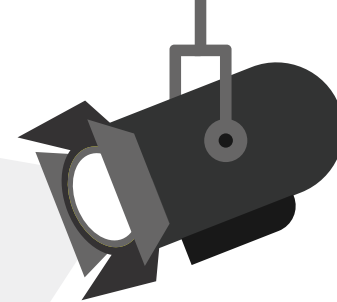
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GOAL 3: Student Success and Satisfaction, *continued*

- Students can now submit a graduate inquiry document to report their future plans after RCBC. This is especially helpful for 3+1 students who need to plan ahead, even thinking about graduate school while at RCBC.
- Partnership with the National Student Clearinghouse (NSC) to process transcript requests dramatically reduces the time needed to provide students and their future schools and employers with up to date transcripts. The process launched in November 2021 and currently accounts for 23% of the transcript load; this will likely increase as more students are familiar with the process, further increasing efficiency and student satisfaction.
- New student organizations that were created this year included:
 - Culinary Club
 - French Club
 - Intergenerational Alliance Club
 - Muslim Student Association
 - PEP Club
 - Spiritual Club
 - Yoga Club
- Reactivated student organizations this year included:
 - ASL and Deaf Culture Club
 - International Students Club
- The National Society of Leadership and Success (NSLS) had 331 students join the society this year and 53 of them completed all steps to induction. This 17% induction rate is higher than the national average of below 10%.



Staff Spotlight **LacyJane Ryman-Mescal and National Student Clearinghouse**



LacyJane Ryman-Mescal has been working at RCBC since 2016 as the college's Registrar. She values student success and satisfaction, commenting that "advancing with technology, adding options to make processes easier, and supporting students are all the right things to do. We want to be better for our students, and, ultimately, happy students become happy alumni."

The National Student Clearinghouse (NSC) project is one that greatly supports student success - allowing students to have options when requesting transcripts. The NSC gives students the ability to choose a printed or electronic transcript that is handled directly by the vendor and can be sent directly on the student's behalf. This process is done almost instantly and eliminates the processing and waiting time that would be incurred when requesting transcripts through RCBC. While some students still choose this option, the benefits have been instantly felt by all. Katy Vickers, a Student Services Specialist, comments, "This was a months-long process, and it has paid off in convenience for both students and staff."

LacyJane explains that while the timeline to launch this took about 4 months, the initial planning conversations launched over 4 years ago. However, due to staff turnover and other obstacles, the project was not able to be completed. As a result of the COVID-19 pandemic and shifted operations, there was a new wave of energy and recommitment to this initiative. Upon the return to campus, this became a priority to be completed and launched successfully in November 2021.

LacyJane extends appreciation to colleagues across campus who assisted in making the National Student Clearinghouse a success. Notably, she praises the Registration team, commenting, "I would not have gotten NSC to where it is today without the involvement and support of [them] in helping to troubleshoot and work through the process!"

Check out another Staff Spotlight on page 41!

GOAL 4: Affordability

Support the college's affordability mission by promoting financial literacy, encouraging access to financial support (including federal, state, and institutional aid), and supporting effective academic planning to decrease time to degree.

In addition to keeping tuition low, RCBC also provides extensive financial supports to our students. These include grants, loans, scholarships, payment plans, and the financial benefits of the 3+1 program.

- **\$26,414,242.61** was awarded in financial aid during the 2021-2022 academic year.
- RCBC was granted **\$3,750,316** from the Higher Education Emergency Relief Fund (HEERF) that is part of the federal Coronavirus Aid, Relief, and Economic Security Act (CARES Act). This funding was to provide emergency financial aid grants to students for expenses related to the disruption of campus operations due to COVID-19. Eligible recipients were prioritized by 1) income and 2) programs that have higher costs and include many hands-on and/or clinical courses.

- RCBC was granted **\$8,855,454** from the Higher Education Emergency Relief Fund (HEERF II) that is part of the federal Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) of which \$1,875,158 was appropriated for student emergency grants. As of September 2021, \$1,875,158 was awarded and transmitted to 710 student accounts. Eligible participants were prioritized by date of application and funding was awarded based off a predetermined formula based on a student's EFC.
- RCBC was granted **\$17,970,041** from the Higher Education Emergency Relief Fund (HEERF III) that is part of the federal American Rescue Plan (ARP) of which \$8,985,021 was appropriated for student emergency grants. \$5,901,750 was awarded and transmitted to 6,336 students during the 2021-2022 academic year.
- During the 2021-2022 academic year, 6,373 students were awarded financial aid (including HEERF).



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GOAL 4: Affordability, *continued*

The following information is representative of financial aid from federal, state, and institution-funded programs for 2021-2022 academic year.

RCBC had \$21,464,726.16 in federal aid provided and \$3,545,970.50 in state aid, as well as \$957,034.95 in scholarships and waivers.

Federal Programs – \$21,464,726.16

	Amount	Percentage	Students
Pell Grants	\$11,876,241.16	55.33%	2,821
College Work Study	\$134,089.00	0.62%	21
Perkins Loans	\$0	0.00%	0
SEOG	\$230,800.00	1.08%	782
PLUS Loans	\$164,557.00	0.77%	21
Stafford Loans (Subsidized)	\$1,300,223.00	6.06%	457
Stafford Loans (Unsubsidized)	\$1,857,066.00	8.65%	559
SMART & ACG or other	\$0	0.00%	0
CARES ACT - HEERF Student Aid	\$5,901,750	27.50%	6,336
Total	\$21,464,726.16		10,997

State Programs – \$3,545,970.50

	Amount	Percentage	Students
Tuition Aid Grants (TAG)	\$1,340,768.00	37.81%	938
Educational Opportunity Fund (EOF)	\$58,711.00	1.66%	68
Other State Programs (OSRP, NJ-GIVS, WTC, etc.)	\$0	0.00%	0
Distinguished Scholars	\$0	0.00%	0
Urban Scholars	\$0	0.00%	0
NJ STARS	\$547,467.00	15.44%	165
CCOG	\$1,544,619.00	43.56%	711
NJCLASS Loans	\$54,405.50	1.53%	9
Total	\$3,545,970.50		1,891

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GOAL 4: Affordability, *continued*

Scholarships and Waivers – \$957,034.95

	Amount	Percentage	Students
Foundation Scholarships	\$132,250.00	13.82%	103
Outside Funds, Scholarships	\$159,986.44	16.72%	78
Outside Book Voucher/ Scholarship	\$13,090.71	1.37%	37
RCBC-Follett Book Scholarships	\$25,843.80	2.70%	58
Academic Excellence Scholarship/Waiver	\$33,813.00	3.53%	7
Athletic Scholarship/Waiver	\$55,125.50	5.76%	22
Institutional Scholarship Waiver	\$1,406.00	0.15%	2
National Guard Tuition Waiver	\$13,177.00	1.38%	8
RCBC Institutional General Waiver	\$8,611.00	0.90%	2
Get Started Waiver	\$205,240.00	21.45%	507
BattleProven Benefit	\$285,721.50	29.85%	2,260
Welcome Back Waiver	\$22,770.00	2.38%	55
Total	\$957,034.95		3,139



Student Nazim Tijani (*pictured left*) graduated RCBC in 2021 and has returned to RCBC to take some prerequisite courses before planning to enroll in a physical therapy assistant program. While on campus, he was a student leader and now holds a lead position in the RCBC Food Pantry. Regarding affordability, Nazim comments, *“What is being done here at RCBC is amazing. The price point for college, in general, is a big component of whether people want to go to school, or back to school. The financial aid that I received and a customized payment plan helped me to afford RCBC. I was just paying a few hundred dollars a month. I also work in the food pantry and help students who may be food insecure. I love helping students in this way, too, since I can help others afford to be here by providing resources for which they don’t have to worry about the expenses.”*

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GOAL 4: Affordability, *continued*

Baron Benefits focuses on supporting specific needs of various students during the 2021-2022 academic year to encourage them to continue progress toward their education. The program provided three unique focus areas:

- **Battle-Proven Benefit** credited students 50% off books for students who attended RCBC in spring 2021 and chose to continue for a 15-week term in fall 2021. If students took another 9 credits in spring 2022, they received another 50% off books. **A total of \$285,721.50 was awarded to 2,260 students.**
- **Get Started Grant** provided students with free tuition for a 3-credit course in spring 2022 when they enrolled in 30 credits throughout the summer, fall and spring semesters. **A total of \$205,240.00 was awarded to 507 students.**
- **Welcome Back Benefit** provided students with free tuition for a 3-credit course when they enrolled in at least 9 credits for fall 2021. This benefit was reserved for students who had previously earned 45 credits. **A total of \$22,770.00 was awarded to 55 students.**

Several options were developed to expand the 3+1 offerings for students:

- **BS in Business Administration: Global Business and Leadership-** junior year started fall 2022 *Includes a pathway for AS-MBA
- **BA in Construction Management** fall 2022 juniors begin; students began signing up for this program in fall 2021
- **BS in Healthcare Management and Administration-** fall 2023 junior year begins; students started signing up for this program in spring 2022
- **New pathways created for RN-MS in Nursing and AS-MS in Cybersecurity**

Below are numbers for students enrolled in payment plans. Student Accounts works with students and external vendors to ensure that students have as much flexibility in making RCBC affordable.

2021 Fall

- 2021FA - 2,476
- 2021F71 - 64
- 2021F72 - 133
- 2021FTW - 299

2022 Spring

- 2022SP - 2,025
- 2022SPJ - 13
- 2022STW - 271
- 2022S71 - 54
- 2022S72 - 161

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GOAL 4: Affordability, continued

Our students express their thanks for the scholarships RCBC provides through partnership between financial aid and the college's Foundation:

"As a mom to three young kids money seems to come and go and unfortunately my tuition seems to be at the bottom of the list. I am extremely grateful to be able to continue my education without additional student loans."

– Patricia Cramer (Advanced and Continuous Studies)

"I thank you so very much for the scholarship! This is awesome because it will allow me to focus on my one class left for my prerequisites for my nursing major and perhaps the most difficult one (statistics). If I was not granted this scholarship, then I would have had to take another class for financial aid just to be covered. I am so grateful and happy for this blessing!! I cannot express how I am at ease that I can just focus on this ONE class."

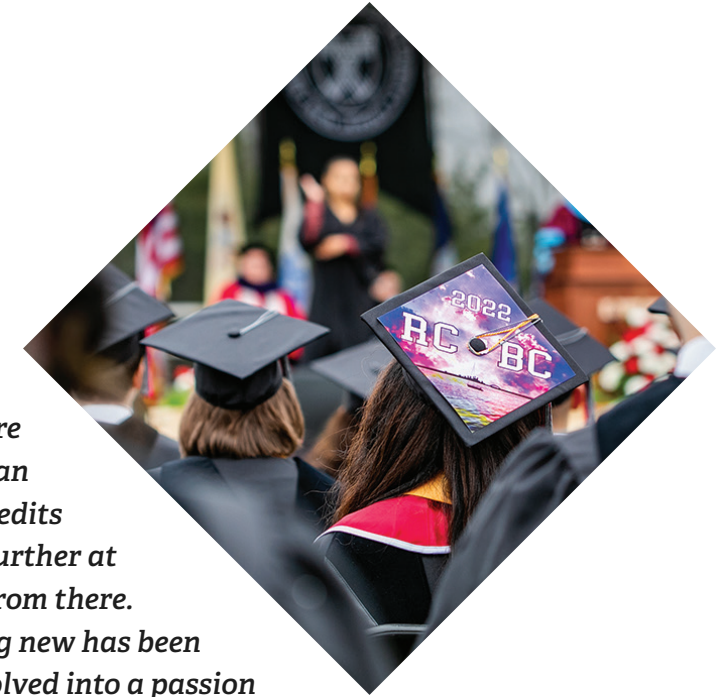
– Tameekia Hardwick (Health Science)

"This truly is a gift for me and my continuing education. I am a student traveling over two hours to come to campus every week for the Paramedic Program. It's a labor of love which carries some burdens. This scholarship will surely be put to good use! Thank you!"

– Casey Drummond (Health Science)

"This scholarship will help me tremendously with paying for tuition, putting less financial stress on me, and allowing for more time to focus on my classes. My plan is to finish earning my required credits at RCBC, and take my education further at Rowan University and graduate from there. The intrigue of learning something new has been core to who I am, and that has evolved into a passion for photography and astrophotography. It's that same love for knowledge that has led me to college. I believe that receiving a college-level education is so important in today's society, and I look forward to using the credentials I earn from school to aid me in life. Once again, I thank you for this scholarship, it has motivated me to keep learning and think about my future as a college graduate!"

– Nicholas Giannini (Liberal Arts & Sciences)



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GOAL 4: Affordability, continued

“The award could not have come at a better time. In March I was permanently laid off from my job of 8 years due to workforce reduction because of the effects Covid had on the business. The scholarship has made it easier for me to take the classes I need to update my skills and better prepare me for the next chapter in my career.”

– Frances Rohloff-Murdock (Business Management Technology)

“Even though I am still learning how to navigate all the challenges of being an older student and the technology that goes along with it, I feel now, with your encouraging gift, that I can reach those goals. I am hoping once my time at RCBC is done to have a degree in the healthcare field. My ultimate dream is to work where I can make a real difference, in a hospital or care facility. To help others stay healthy and be able to reach their dreams as well. With your award I know this will happen. Thank you all so very much.”

– Holli Kausch (Health Science)

“Thank you for granting me the scholarship award. Not only are you supporting a future nurse, you are also supporting a mother of three children who is working less than 16 hours a week while going to school full-time. Your small contribution will go a long way. Again, thank you!”

– Angela Samuel (Nursing)

“This scholarship is a big help for me. I have the goal to major in marketing with a minor in the Korean language. This scholarship is a big help because my parents came up from poverty and are doing their best to give me the best education. As the first generation of an immigrant family, my goal is to make my family proud and to be a role model to my brothers and others. I want to show them that with sacrifice and hard- work, you can obtain what you want. My parents are also very thankful for the support you are providing me with this scholarship.”

– Kimberly Yanez (Business Administration)

“I am a second year student. Pursuing a degree in Business Administration. But I am also a father and a full time employee working in the manufacturing industry. My intention is to use this degree to further my career in manufacturing management. But also to set the right example for my daughter who aspires to pursue a career in veterinary medicine. Working, attending school, and navigating the challenges of childcare through the pandemic has been extremely challenging. Being awarded this scholarship lightens my burden and helps ensure that I can continue forward uninterrupted. For that you have my deepest gratitude.”

– Karl Mathis (Business Administration)

Staff Spotlight Anthony Domingues and FLIP



Anthony Domingues began working at RCBC in January 2021 working with the Title III grant as the Activity Coordinator for Momentum Year and then transitioned to the Student Services Generalist role in September 2021. While working with Momentum Year, one of Anthony's biggest projects was the 15 to Finish campaign. At the crux of this campaign is to help students save both money and time by engaging in intentional academic advising and planning to pursue 15 credits per semester or 30 credits per year. Although he has held two roles at RCBC, Anthony remains committed to furthering efforts related to affordability for students.

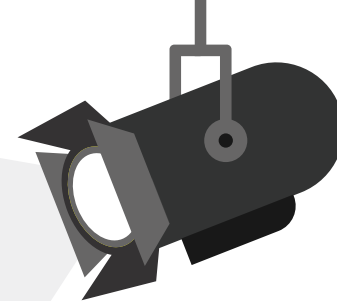
Anthony's personal experience from being a returning, non-traditional student, informs his passion for helping students make informed decisions. In reflecting on his own college experience, he comments that he went through it slowly and missed out on foregone income. He did not see an academic advisor until his senior year of college and is committed to changing the culture around what is "normal" for taking credits and helping students make informed decisions based on their unique responsibilities, including familial or work obligations.

In his current role as a Student Services Generalist, Anthony works with the FLIP (First-generation, Low-income Participants) program, which is dedicated to providing holistic student services and advising to a specific cohort of students. Anthony advises liberal arts majors, and two of his colleagues advise STEM majors and health sciences majors, respectively.

Anthony is passionate about working with first generation and low income students and hopes to mitigate the experience of students as a cohort advisor. Serving in an integral role of the planning and implementation process, Anthony values the importance of truly "flipping the script" for students at RCBC who identify in this cohort.

Being a first-generation or low-income student can sometimes be associated with negative connotations. However, in designing the FLIP initiative, Anthony was mindful about language and the impact of that on the program. In choosing to include the word "participants" in the name, Anthony explains that "this implies that students are actively involved in their story and in their education." The FLIP website is a landing page for students to learn about campus resources and tools to be successful.

Anthony explains, "the student is the expert of their own experience, and it is important for me to listen to the student, ask open-ended questions to learn more, and to make sure I am giving them the right tools to guide them in the right direction. I want them to feel heard, motivated, and empowered about their journey at RCBC." Anthony also wants students to learn from his experiences, one that was defined by a lack of financial literacy. Centered in his work is to provide students with the resources they need while in pursuit of their educational goals so they can save time and money and maximize the amount of time in the workforce.

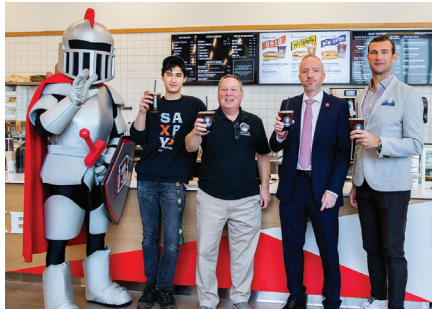


Check out another Staff Spotlight on page 44!

GOAL 5: Relationships

Establish and cultivate relationships across campus and with community partners, including high schools, partner institutions, businesses, and community agencies, to support student success.

- Partnering with Saxbys and Career Services, three internship roles, including the Student CEO (Owen Tyler), were held by 3+1 Business Administration students.
- In partnership with the Student Support Services office, the New Jersey Council of County Colleges has provided support in the following initiatives related to student mental health:
 - Mental Health First Aid Training
 - Question-Persuade-Refer (QPR) Training
 - New Jersey Center for Student Success' Every Mind Project: Addressing the Mental Health Needs of Community College Students
- During the 2021-2022 academic year, 84 RCBC students, faculty and staff completed QPR training, and 59 students, faculty and staff completed Mental Health First Aid.



- Fall Into Good Health Wellness Fair brought 10 community agencies to campus to provide students with information about their services in Burlington County
- RCBC has College Acceleration Program (CAP) partnerships with 34 high schools in and around Burlington County. 32 of these schools hosted CAP classes for their students in 2021-2022.
 - 2,148 students participated in CAP classes in 2021-2022
 - 762 CAP courses were available in 2021-2022
- Pathways in Technology Early College High School (P-TECH) program combines high school and college courses in their curriculum (along with mentorship opportunities) and allows for students to graduate with a high school diploma and associate's degree in 6 years. The courses are either pre-existing CAP credit opportunities or approved classes such as TEC 101 and 201 and 202. There were 47 students registered in the program for 2021-2022 between these three courses.
- Pennsauken High School and RCBC partner to support the high school seniors who are participating in Senior Year Option. Students take a course at Pennsauken in the morning and then have an early dismissal to come to RCBC to take college courses. Students meet individually with EMSS staff who assist them with picking classes for the upcoming semester. Currently, there are 10 students enrolled in this partnership.

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GOAL 5: Relationships, *continued*

- Partnership agreements exist with the following 18 community organizations and business in the area, many of which provide in-county tuition or cover the cost of tuition:
 - Allies Inc
 - Amazon
 - Bancroft
 - Burlington County Regional Chamber of Commerce
 - Control Point Associates, Inc
 - Denton Vacuum
 - Edmund Optics
 - GEICO
 - Katz JCC
 - Lutheran Ministries
 - Moorestown Fire Department
 - Rizzeri
 - Sigma Imaging Technologies
 - ShopRite
 - Title Resource Group
 - Virtua
 - Wawa
 - Weisman Children's Rehabilitation Hospital



Student Ashleigh Giffin (*pictured left*), joined the RCBC community in December 2020, as a history major. In her time on campus, she has been heavily involved in student life - from being a member of student organization Voices and Votes, creating a student organization (ASL and Deaf Culture Club), being a student employee, and serving as an officer in SGA. She describes RCBC as home and comments that she never wants to leave. She came to RCBC wanting to study elementary education but is now studying history and ASL/deaf studies, and has plans to transfer to Rowan University in the future. Through her involvement, Ashleigh has experienced first hand the value of relationships and their impact on student success. She comments, *“One of the things that stands out most for me about my time at RCBC is how friendly, approachable, and supportive the entire faculty, staff, and administration are. There are many people - including Mike (President Cioce) and Karen (Vice President of Enrollment Management and Student Success), who I know on a first-name basis. My involvement with SGA and other organizations helped me to get connected with them and know they are always in my corner.”*

Staff Spotlight Kelly Otis

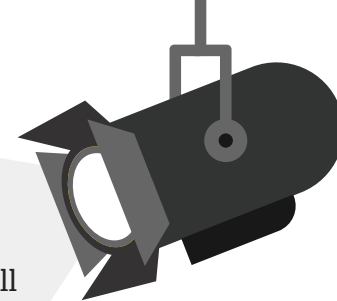


Kelly Otis has been at RCBC since June 2021, serving as the Director of Outreach and Admissions. In this role, she is responsible for building and sustaining relationships with community partners that share a united interest in student success.

While no two days are ever the same, Kelly spends time supervising her team and ensuring that they have what they need to be successful, working with outside partners and local k-12 schools, and participating in institutional committees and initiatives.

Kelly comments, "I think building partnerships is important because it is one of the ways we can influence a student's experience and education with RCBC. We have a duty to the community to assist Burlington County with educational needs." Further, she explains, "partnerships with middle and high schools, local organizations, and other departments within RCBC all contribute to enhancing the experience for students so they can get the most out of their time at RCBC - whether it is for a class, a degree, or their experience with us through a pipeline program. We are here to provide the best experience for prospective and current students."

Kelly celebrates and recognizes the role that her staff plays in all of these initiatives, as they maintain a consistent focus on helping other departments and supporting students. Along with her team, they believe strongly in the role that a community college plays, asserting that education should be available and accessible for all. She summarizes the importance of her department by explaining, "it is our responsibility to help students navigate the higher education process."



Check out another Staff Spotlight on page 46!

GOAL 6: Communication

Improve efficiency through communication and standardization of high quality practices.

- The “BarryBot” Chat Bot was implemented during the 21-22 school year and integrates a wide range of content for nine areas at the college:
 - 3+1
 - Admissions & Outreach
 - Advising & Retention
 - Financial Aid
 - General
 - Public Safety
 - Registration
 - Student Accounts
 - Student Services
- The chat bot is essentially “taught” over time to increase its ability to answer questions effectively, beginning with a webcrawl of the RCBC webpages and then increased as question answers are verified by the team. The chat bot is available 24/7 to answer questions, filling in “gaps” when staff may not be available to respond immediately to students. In the first 6 months of operation (Oct 2021 to March 2022) we estimate that the chatbot has saved 133 hours (almost 4 weeks) of staff time.



The chart on the right presents the accuracy of the chat bot, as provided by the vendor as of March 21, 2022. The accuracy was calculated by dividing the number of correct answers by the total number of questions asked.

- Parent and family outreach efforts have continued to be enhanced this year with the dissemination of a monthly newsletter that covers the depth and breadth of EMSS initiatives, deadlines, and processes to inform this group. Through ongoing efforts, the newsletter membership consists of 465 subscribers and has increased steadily every month since July 2021.

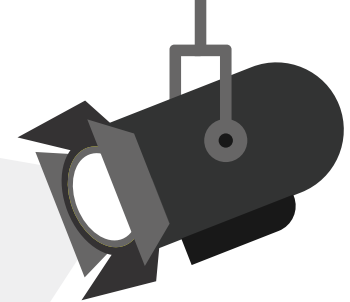
BOT	All-Time Accuracy %
3+1	97%
Advising & Retention	98%
Financial Aid	97%
General	97%
Outreach & Admissions	98%
Public Safety	96%
Registration	98%
Student Accounts	98%
Student Services	97%

Staff Spotlight **Jean Yan**



Jean Yan has been at RCBC for 20 years and works as a cashier in the Office of Student Accounts. Jean focuses on assisting students with account issues and processes business end reporting and reconciliation for the department. While speaking about money and finances can be frustrating and confusing, Jean values the importance of relaying accurate and efficient account information and payment solutions to students and their families. “Advising our students on these topics is important to keep in mind when designing processes,” Jean comments.

Jean believes that having others know they can rely on her to have their issues resolved quickly and efficiently with a smile is most important. She further explains, “Kindness and understanding is my approach to working with students. When working with payments, being understanding of individual student situations and budgets is just as important as getting the bill paid. Working with them to create a payment plan that best suits their needs and patiently teaching them how to view and pay for things online is my best approach.”

A graphic of a spotlight shining from the top right corner of the page towards the text on the right.

Myles Lawhorn, Director of Student Accounts, explains, “the reporting, reconciliation, payment/refund processing, account adjustments, audits, and financial aid postings that Jean engages in daily are vital to the financial health and functioning of the Office of Student Accounts as well as the college at large.” Although some of these processes are in the background and sometimes unnoticed to others, Myles comments, “the department may not feel as short-staffed at times because Jean operates with the efficiency of more than one person.”

Check out another Staff Spotlight on page 51!

GOAL 7: Professional Development

Goal 7: Professional Development

Support professional development for all members of the Enrollment Management and Student Success division.

- The Vice President of Enrollment Management and Student Success launched an employee-led professional development committee in spring 2022. The membership consisted of:
 - Ashley Elmes, *New Student Experience/Welcome Center Manager*
 - Anthony Domingues, *Student Services Generalist*
 - John Costa, *Director of Student Life & Community Standards*
 - Jarrett Kealey, *Dean of Enrollment Management*
 - James Lawless, *Acting Assistant Director of Testing & Tutoring*
 - Katy Vickers, *Student Services Specialist*
 - Louise Hill, *Financial Aid Junior Officer*
 - Myles Lawhorn, *Director of Student Accounts*
 - Rhonda Seaborn, *Test Coordinator*
 - Shannon Violetti, *Student Wellness Coordinator*



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GOAL 7: Professional Development, *continued*

- Based on feedback from the division, the committee organized monthly professional development sessions in the following areas: leadership and communication, wellness, and student development theory.

- **February**

- *Advising African American Males*, Dr. Terrance J. McClain | Eduology
- *Mentoring Students of Color*, Bonnie Taylor and Anil Shetty | PaperClip Communications
- *Honoring Names: A Simple Way to Promote Belonging*, Zaragosa “Mito” Diaz-Espinoza, Ph.D. | Academic Impressions

- **March**

- *True Colors*, facilitated by John Costa (Student Life)
- *Communication and Leadership in the Workplace* article discussion, facilitated by Shannon Violetti (Student Life) and Anthony Domingues (Advising & Retention)
- *Book Club discussion*, facilitated by Ashley Elmes (New Student Experience/Welcome Center)
- *Webinar and discussion*, facilitated by James Lawless (Testing & Tutoring) and Louise Hill (Financial Aid)

- **April**

- *Dimensions of Wellness*, facilitated by Lynda Smith (EOF)
- *Virtual Reiki and Meditation*, facilitated by Catie Baxter, Kata Wellness
- *DIY Intention Bracelets*, facilitated by Mariby Madrigal and Shannon Violetti (Student Life)
- *Introduction to Journaling*, Workpartners

- **May**

- *Student Transitions*, facilitated by Karen Archambault (Vice President, EMSS)
- *Student Identity Development*, facilitated by Barry Hendler (Project Manager)
- *Cognitive Development*, facilitated by Ashley Elmes (New Student Experience/Welcome Center Manager)



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GOAL 7: Professional Development, *continued*

In addition to the numerous professional development opportunities provided by EMSS, the following external opportunities were pursued by members of the division, many at no cost to the institution:

- *A Framework to Approach Equity Work in Higher Education*, IUPUI
- *Administering F-1 Student Employment*, TTS. Chad Teman. DSO/PDSO Training Package
- *Appreciative Advising*, Joe Murray/FAU
- *Calm Clarity: Deconstructing Unconscious Bias Using Neuroscience and Mindfulness*, Due Quach (sponsored by WDI)
- *Changing Immigration Status: To and From F-1*, TTS, Chad Teman. DSO/PDSO Training Package
- *Clearinghouse Enrollment Reporting Support: 1800 series*
- *College Scholarship Awarding Committee*, Parris Gaehring Memorial Scholarship (PGMS)
- *Comprehensive Project Management*, John Juzbasich (sponsored by West Chester University)
- *COVID 19 impact on International Students*, TTS - Chad Teman. DSO/PDSO Training Package
- *Dismantling Our Self-Imposed Superhero Complex, Setting Yourself Up for your next step in your career, Mental Health in Higher Education*, sponsored by EOFPANJ
- *Diversity, Equity and Inclusion in the Workplace* certificate, University of South Florida Muma College of Business
- *ECHEAO (East Coast Higher Education Assistance Organization)*
- *ECSI 1098-T training*
- *Effective Communication Enhancing Interactions*, sponsored by WDI
- *Eliminate Tobacco Use Summit*, The University of Texas MD Anderson Cancer Center
- *Embracing Change*, Mary DeLello (sponsored by WDI)
- *EOFPANJ Bi-Annual Spring Conference*
- *EOFPANJ Spring Conference*
- *Excel Basic*, Laurie Steidel (sponsored by WDI)
- *Excel Intermediate*, Laurie Steidel (sponsored by WDI)
- *F-1 Student Record Keeping and Appeal Process*, TTS - Chad Teman. DSO/PDSO Webinar Training Package
- *Friday 5 Live! Continuing the Conversation: Supporting Black Male Students*, Innovative Educators
- *How to Make Your Bot Stronger*, IVY.ai
- *Introduction to International Education*, TTC - Chad Teman
- *Issuing the I-20*, TTS - Chad Teman. DSO/PDSO Training Package
- *Leading Change*, Mary DeLello (sponsored by WDI)

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GOAL 7: Professional Development, *continued*

- *Managing Pressure & Maintaining Balance*, sponsored by WDI
- *Mental Health First Aid*, sponsored by Student Support
- *Middle States Evaluation Team*, Middle States Commission on Higher Education
- NACADA Annual Conference
- NASPA Annual Conference
- National Resource Center for the FYE & Students in Transition Conference
- New Jersey Transfer Counselors Association Conference
- National Intramural-Recreational Sports Association (NIRSA) Region I Connection
- *NJASFAA Support Staff Training*, New Jersey Association of Student Financial Aid Administrators, Inc.
- *Online Student Support: Why Returning To Pre-Pandemic Service Models Won't Work*, Innovative Educators
- *Peer Mentor Programs: Increase Retention, Academic Success & Engagement Across Diverse Student Populations*, FAU Mentoring Project
- *Power to the Transfer* book group, Rowan University
- *Question, Persuade, Refer (QPR) Training*, Burlington County Human Services (sponsored by Student Support)
- *Serving Undocumented Students in Higher Education*, TTS, Chad Teman DSO/PDSO Training Package
- Student and Exchange Visitor (SEVP) Training - Meeting with Customs and Border Patrol Officers from Newark Liberty International Airport
- *Status Violation/Termination/Reinstatement*, TTS; Chad Teman. DSO/PDSO Training Package
- *Student Success Initiatives in a Post-COVID World*, National Student Success Conference Speaker Series, 2022
- *Training Tutors To Help Tutees With Study Skills & Strategies*, Innovative Educators
- *Using Google G-Suite*, Laurie Steidle (sponsored by WDI)

Staff Spotlight

Alexis Jenkins



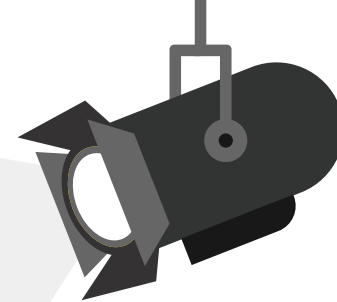
Alexis Jenkins has been at RCBC since April 2021, first as an EOF counselor and then was promoted to an Assistant Director role in EOF in March 2022. Alexis values professional development and ongoing learning opportunities and finds ways to integrate lessons learned into her work.

She explains that having opportunities to engage in professional development helps her to clarify what she wants professionally, where she is going in the future, and helps her to expand her professional network. She also states,

“these opportunities can help to reinstate and reinforce my *why* - sometimes we can forget about it.” Alexis shares that her *why* was first discovered by a mentor who worked as the TRIO director and explains “I knew I wanted to be like her, and that was my main focus. Once I got into my master’s program and began working in residence life, I started seeing my impact on students by showing empathy and incorporating that into my work!” She goes on to say that it has always been important to be relatable and to connect with students, and reminisces about students with whom she is still in contact today. Alexis continues to integrate this into her work with students, and while reflecting on her recent transition - and future roles - she notes, “I don’t care how high I go administratively, I always want to have a connection to students - whether that is through meetings, programs, or popping into a class.”

Alexis explains that much of her professional development comes from her involvement with the Educational Opportunity Fund Professional Association of New Jersey (EOFPANJ). This has provided her with many opportunities to collaborate with colleagues across the state of New Jersey, while gaining experience in program oversight and budgeting. However, Alexis has attended many professional development activities this year, including attendance at the annual NASPA conference. This was the first conference she attended after her transition to the Assistant Director role and comments that “this was a different NASPA experience compared to previous ones.” Alexis reflects that during this conference, she self-identified as a mid-level professional, felt like she had more to contribute to conversations, and was in a position to be a mentor for newer professionals.

Alexis values the ongoing learning and sharing of new knowledge and experiences that comes from attending professional development opportunities. Alexis explains that after each experience, she puts together a powerpoint of lessons learned to share with EOF staff and her Dean, and also engages in one-on-one conversations with her supervisor about what might be applicable to RCBC. While sharing knowledge with others is important, this method of documenting and disseminating information also serves as a personal record of lessons learned along her professional journey.





Rowan College
at
BURLINGTON COUNTY

