

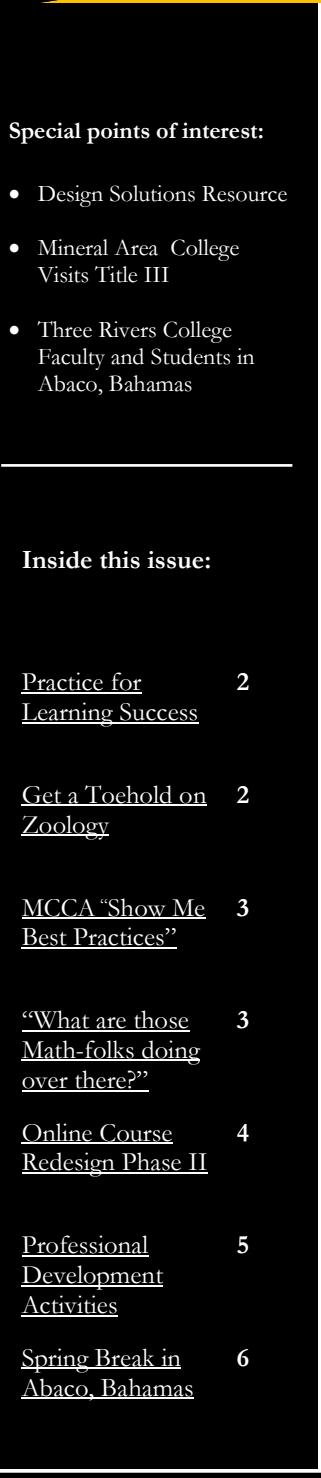
THREE RIVERS COLLEGE

2014

Focus on Learning

Focus on Learning

Office of Planning and Continuous Improvement



Higher Learning Commission Accomplishment

Dr. Maribeth Payne

The Focus Visit Team members from the Higher Learning Commission were impressed with Three Rivers' progress. Many accolades came our way regarding the work of the Continuous Improvement Leadership Team for peer review and our ongoing peer review process. Your work in Strategic Planning Online enabled us to provide a college-wide demonstration of using data-informed decision making to

develop goals and objectives aligned with our strategic initiatives and budget. Your knowledge, understanding, and dedication to our strategic planning process are commendable. BRAVO on a job well done!

"Change is vital, improvement the logical form of change."

James Cash Penney

The college must now focus on a self study in preparation for our 2017 decennial accreditation review with the North Central Association of the Higher Learning Commission.



Planning and Continuous Improvement

The Fifth Annual Three Rivers College Planning Retreat was held at the Landing in Van Buren, on Friday, January 31, 2013. Planning and budget managers were invited to attend the event. During the retreat, Dr. Maribeth Payne presented the Three Rivers College 2014 Master Planner Award to Sikeston Center Director Missy Marshall, System Administrator Kathy Richardson, and Director of Human Resources, Kristina McDaniel for outstanding planning and assessment practices. Twenty college employees competed in a Three Rivers College Family Feud Game to win a Kindle Fire, Godiva chocolate gift baskets and gift cards. A great time was had by all!



Left to right: Dr. Devin Stephenson, Missy Marshall, Kathy Richardson, Kristina McDaniel, and Dr. Maribeth Payne.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Practice for Learning Success

Dr. Mairead Ryan-Anderson



"The improvement of understanding is for two ends: first, our own increase of knowledge; secondly, to enable us to deliver that knowledge to others." John Locke

Since a significant number of students appear to suffer from “chemophobia,” math anxiety, and/or test anxiety, it is no wonder that chemistry students are nervous about their class performance. The challenge is to find ways of making chemistry interesting and understandable. Analogies seem to help, such as having the buildings on campus correspond to energy levels, the floors within the building to sublevels, and the rooms within floors to orbitals. This simplified analogy of the Quantum Mechanical Model of atomic structure helps students grasp the concept.

Despite homework, objectives, and quizzes, many of my students are anxious about tests. In an attempt to address this issue, I decided

that prior to each test I would give the students a practice test. I let them know that the practice test consists of homework type problems and is not the same as the test. However, students are convinced that because it is a “Practice Test,” the assignment will give them insight into the test questions. I ask students to form groups of three or four and they complete the practice test as a collaborative classroom assignment. I insist that all the members of a group work on the same problem at the same time. If someone in the group does not understand a given problem, the other members of the group are required to help their classmate. I am available to assist the group if the members are unable to solve a problem.

I asked students to rate the value of the practice tests. All the comments were positive. Many students felt that the practice tests allowed them to identify weak areas on which they needed to work prior to a test. The students make connections with other students. They feel more comfortable about taking tests, and I have noticed reduced stress levels on test days. In addition, the grades appear to have improved since giving students practice tests. Students still find chemistry to be a difficult subject, but in most cases using these strategies, they seem to have a better attitude and feel that they can be successful.

Three Rivers Students Get a Toehold on Zoology

Dr. Ethel Stanley



Above: Michelle Fisher navigating the exploration.

Left: Student filming bird toes.



Three Rivers students had the opportunity to experience Zoology during an innovative field trip last fall to the St. Louis Zoo. Faculty member Michelle Fisher challenged their taste buds and classification skills during a Cajun lunch featuring invertebrate and vertebrate menu items. This was followed by an investigation of structure and function at the zoo. Her students discovered that this

assignment involved more problem solving than simple observation. The students worked in small groups to capture images of toes for amphibians, reptiles, birds, and mammals. These images were then used to develop a poster explaining how these classes of animals varied in their adaptations for locomotion.



MCCA “Show Me Best Practices”

The Title III Math redesign was named by the Missouri Community College Association (MCCA) as an innovative best practice in course redesign for Developmental Education.

Click on the image to the right to view the video created by Jonathan Atwood to showcase our Title III Transitional Math redesign during the MCCA Convention.

Select the link below to view each of the videos selected to be hosted on the MCCA website.

[View videos](#)



[Click to Play](#)

Narrated by Nicole Sifford

Title III: Transitional Mathematics “What are those Math-folks doing over there?”

Nicole Sifford

Our traditional Developmental Mathematics Courses previously offered at Three Rivers were a typical lecture class where an established curriculum was covered within each course. The course outline generally required five or six exams over the material to be averaged for a grade at the end of the semester. Students would receive either a credit for the course (a 70% average or better on the given material) or no credit. If the student did not receive credit for the course, they would be required to retake the course before moving forward to the next math course. This resulted in students sitting through the same material again with no regard to what the student already knew, and extending the time required to complete the remedial sequence. One example of this challenge was with the lowest level math course (MATH 05), which started with adding/subtracting/

multiplying and dividing whole numbers. It was not uncommon for students to be in MATH 05 due to their inability to work through fractions, ratios, equations and geometry. Regardless, the student would have to sit through whole numbers and decimals again, even though they already knew the material. Therefore, in the traditional model, a student could enter MATH 05 without a mastery of fractions but do well enough on the rest of the material to get the required 70% average while still not mastering fractions. This scenario would often result in a student devoting time and resources to complete a course but did not truly improve their needed skills.

The redesign of Developmental Mathematics, now titled “Transitional Mathematics,” has enabled us to rectify both challenges for our students. The courses are now

designed so students may pretest around material they already know, which allows them to concentrate on the material they don’t understand. One of the major advantages of this model is if a student does not succeed due to either lack of attendance or not completing the material, the student does not have to start back at the beginning of the course, but is allowed to continue where they left off. This gives every student a sense of some type of success.

Continued on next page

*Title III
makes
significant
progress!*



Collaboration skills are reinforced in the Transitional Math Computer Lab to enhance learning, provide peer-to-peer interaction, and content engagement.



Kevin Wheeler provides student assistance in the math lab.

"It is shown that understanding the impact that assessment has on learning requires a broader focus than the feedback intervention itself, particularly the learner's responses to the feedback, and the learning milieu in which the feedback operates."

***~Dylan Wiliam,
Emeritus Professor
Institute of
Education,
University of London***

"What are those Math-folks doing over there?" Continued

Within the redesign, we also incorporate a mastery learning program, which addresses the challenge of students completing courses and still having the same deficiencies they previously had.

Our redesign was purposeful in allowing a student that just needs a refresher course to very quickly become "college ready" without spending three full semesters to meet the requirements.

Our courses are now designed to allow students to progress through each of the three Transitional courses within the same semester, and several students have been able to do just that! One of the best examples of this is a student who applied to Three Rivers 10 years ago as "college ready" in mathematics. This student experienced a few life challenges and was unable to attend college at that time. The same student was recently able to come back to Three Rivers. By this time, the student no longer had the

math skills necessary to begin with College Algebra and tested into our new Transitional Program to remediate. As the student began working on the course material, many of the latent math skills rapidly returned, and the student was able to complete all three courses in approximately seven weeks. With our old developmental course design, it would have taken this same student three semesters to catch up. With our redesign, we were able to get this student's mathematical skills back up to a level that enabled success in College Algebra in just seven short weeks. The student was then able to start a College Algebra course offered in the second eight weeks of the same semester, and complete the entire required math in just one semester. This is just one student that has taken advantage of the opportunity to complete multiple math courses in one semester. We have had many others.

Our Developmental Course

redesign for Mathematics is now in the fourth semester and is by no means perfect. The Math Department is continually assessing outcomes in line with the success of the students in the course and looking at ways to improve student learning. We have identified specific course content that is difficult for the students and are exploring methods to offer the content in a different way to help students succeed. In some cases, the material needs to be broken into smaller sections to help avoid confusion; in others, some of the problem sets need to be evaluated for difficulty. Recently we discovered a need to create our own videos to supplement what is being offered in the courseware as well as developing a partnership with our Tutoring and Learning Center (TLC) to better serve our students.

Online Course Redesign Phase II

In our second phase of the Title III Project, Meegie Wheat, Instructional Designer, is leading the redesign of our online courses. As a result, of the redesign efforts, Three Rivers will have master courses in all gateway courses and eventually across the curriculum. The first round of course redesign began during the fall 2013 semester with 11 courses: Social Sciences (4); Mathematics (2); English; (4) and Information Technology Systems (1).

Quality Matters

Quality Matters (QM) is our faculty-centered, peer review process implementation for Title III and all eLearning courses. Any faculty currently teaching a web-based course who has not completed the Quality Matters, "Applying the QM Rubric" workshop should contact Meegie Wheat to register for the next session.

Three Rivers College now has five QM Peer Reviewers, Michelle Fisher, Justin Hoggard, DeAndre Prater, Tiechera Samuels, and Meegie Wheat. Our first QM peer review began Spring 2014 term on HIST 112, ENGL 111, and MATH 163.

Professional Development Activities

Dr. Ethel Stanley



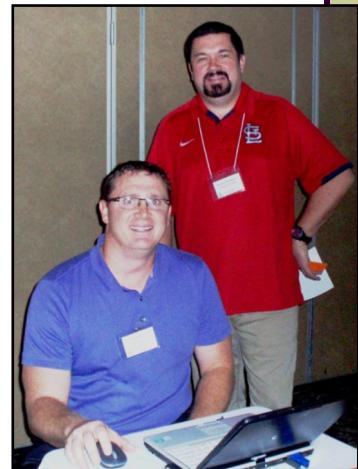
During the fall 2013 semester, the Title III project supported three faculty members and three Title III professional staff to attend the Midwest Regional Association for Developmental Education (MRADE) 2013 Conference, "Bridging the Gap." Conference attendance resulted in a positive, collegial discussion of best practices in mathematics, reading, and writing. The MRADE Conference sessions focused on exploring roles, goals/outcomes, resources, tools, and strategies to construct a bridge between students' life transition points. Not only did our group have the opportunity to engage at length with each other during conference sessions and meals, they were able to

interact with conference participants who were in different stages of their own Title III Projects.

On Thursday, December 12, 2013, 17 faculty and staff attended a Title III sponsored webinar, "Why Students Cheat and What We Can Do About It" presented by James M. Lang. Lang is an Associate Professor of English and Director of the Center for Teaching Excellence at Assumption College. He is author of *Cheating Lessons: Learning from Academic Dishonesty* (Harvard UP, 2013); *On Course: A Week-by-Week Guide to your first semester of College Teaching* (Harvard UP, 2013); and *Life on the Tenure Track: Lessons from the First Year* (Johns Hopkins

UP, 2005). Faculty and Title III staff participated in the webinar, collaborated on topics presented and enjoyed pizza.

Meegie Wheat, Instructional Designer, is creating Blackboard Training sessions that reflect best practices developed from Quality Matters. Throughout the fall semester, Wheat developed and presented a series of workshops designed to provide faculty with an in-depth understanding of online pedagogy and application of course development for their course redesign. Professional Development will continue throughout the spring and summer 2014 semesters.



During the conference Kenny Bullington (standing), facilitated the Pearson MyLabs informational session.

Mineral Area College Visits Title III

Three Rivers College hosted a team of faculty members from Mineral Area College on January 21-22, 2014, to explore the new Academic Resource Commons and our Title III Project. Dr. Maribeth Payne, Dr. Mary Lou Brown, Dr. Ethel Stanley, and Dr. Henry Pitman, Meegie Wheat, Nicole Sifford, Jason Cowan, Amanda Casey, and Samantha Gerecke met with the MAC team to share insights from the revised transitional courses in Mathematics, Writing, Reading and ACAD 101.

Engagement Survey

As part of our ongoing Title III research, a Course Engagement survey was developed and administered to Transitional Math, English and ACAD 101 students during the 2013 Fall Semester. The survey will be administered during spring 2014, and each semester going forward. The Title III Team will analyze the comparative data and share results college-wide.

Phi Theta Kappa (PTK)

The largest group of Phi Theta Kappa (PTK) inductees (72), walked across the Tinnin stage during the month of November 2013. This large increase in students is due to the excellent work of Dr. Mairead Ryan-Anderson! The average GPA of the inductees was 3.0 and many PTA students are also Honors Program participants. We have 64 currently enrolled PTK members this term.

Assessment Workshops

A series of Student Learning Outcomes (SLO) Assessment Workshops developed by Dr. Henry Pitman will begin for all faculty during the Spring 2014 semester. Assessment resources will be provided to all faculty. The workshops will continue to be offered during the 2014-15 academic year.



New Blackboard Landing Page eLearning Student Support Area

On January 10, 2014, the new Three Rivers College Online Blackboard landing page went live! This page introduces our online learning management system platform, Blackboard Learn, and provides resources for students.

<http://trcc.edu/blackboard/>

- Skills
- Technology requirements
- Self-assessment for being successful as an eLearner
- Blackboard help videos:
 - * Assignments
 - * Discussion Board
 - * Communication
 - * Grade Center
 - * Calendar Organizer
 - * Tests and Quizzes
 - * Common Issues
 - * Netiquette

Are eLearning Courses For Me?

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Are eLearning Courses For Me?

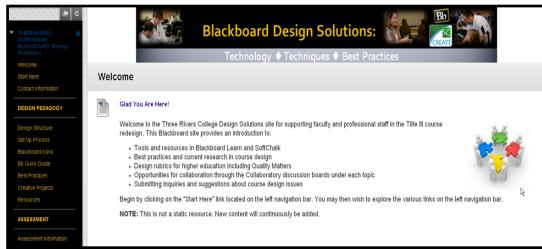
Q: Is eLearning the right choice for you?

A: Successful eLearning students are usually self-starters, have good time management skills, are self-motivated to complete tasks, and are able to use basic computer skills.

It is important to have access to high speed DSL or cable Internet 24 hours per day, 7 days per week.

New Faculty Development/Sharing Resource in Blackboard

Meegie Wheat



On March 31, 2014, a new course hosted on Blackboard, [Design Solutions](#), designed by Greg Hicks, Meegie Wheat and Dr. Ethel Stanley, was made available to full-time and adjunct faculty. This resource is intended for faculty working on eLearning courses and Quality Matters (QM). The QM framework was adopted

by Three Rivers College for best practices in online course design. Design Solutions provides eLearning pedagogy, layout tips, alternatives for student engagement, and examples of best practices. Faculty can also use this resource to consider adding online activities in face-to-face

courses.

We look forward to featuring you in Three Rivers College eLeaders in Education by sharing ideas on how you have engaged, motivated, and provided strategic learning opportunities in your courses.

Log onto Blackboard to access Design Solutions. We hope that you are as excited about this new resource as we are by:

- Exploring research using technology in the classroom
- Sharing ideas
- Participating in discussions on each topic
- Becoming an eLeader

Spring Break Abaco, Bahamas

Dr. Henry Pitman



Left to right: Angela Calloway, Vallarie Santhuff, Ruth Pitman, Shataria Flye, Dr. Henry Pitman, Madawn Traxel.

A group of Three Rivers College faculty and students lead by Assessment and Curriculum Specialist Dr. Henry Pitman spent their Spring Break on a service-learning trip to Every Child Counts School for challenged children in Abaco, Bahamas. They spent 10 days on this small island which, although only 200 miles offshore of Florida, is mostly unknown to Americans. They took time to see some of the sights and have some fun but the primary purposes for the trip

were to serve and to learn.

When you talk with the team, it is not too long until they tell you some of what they learned. They learned how to view the challenged child as a child first and challenged second; that people who live in another country and culture are people first and different - well, maybe not at all. They learned about themselves; that patience can grow when you are tested, and that getting out of your comfort zone provides opportunity to have your

confidence expand. We all have gifts that can make a difference in the life of someone else. Finally we learned a lot of new information: what a conch is and how to pronounce it; that coconuts are really hard to get out of the shell; how much we have in the U.S. compared with others, and how easy it to care for people who are our new friends.

This kind of learning opportunity is something for interested faculty to consider. Leaving the country is not a requirement, although it sometimes helps. How about a couple of days in Chicago's Chinatown or a trip to an Indian reservation, or even visiting a part of the U.S. that we would not normally connect with? A couple of my former colleagues take a group of students to New York for three or four days on a trip focused on writers of New York. Creativity and willingness on your part are all that is needed. So who is buying tickets for the next trip?

Focus on Learning

Office of Institutional Effectiveness

Volume 2 Fall Issue

Office of Institutional Effectiveness

Dr. Maribeth Payne
Dean of Institutional Effectiveness

Michelle Lane
Assessment Coordinator

Amber Christian
Administrative Assistant

Special Points of Interest

- Three Rivers College New Mission Statement
- Preparing for Our Future
- Strategic Planning Steering Committee
- Title III Faculty Travel to Chattanooga State Community College

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Office of Institutional Effectiveness

At Three Rivers College, the ultimate measure of institutional success is student success. Every department at the college exists to support student learning. The strategic planning and assessment processes are fully integrated and shared through an electronic planning system known as Strategic Planning Online (SPOL). Educational programs focus on effective instruction, student engagement, and an array of support services to facilitate learning by helping students overcome obstacles that enable them to take advantage of opportunities; while administrative processes provide the infrastructure to allow students and employees to perform at their highest level. The

purpose of the Office of Institutional Effectiveness is to develop quality planning, assessment, and processes for data analysis across all programs at the college to align these activities with best practices.

The Office of Institutional Effectiveness is the college's official source for institutional research and information. Our primary purpose is to analyze data, and conduct research in order to provide information that supports policy development, institutional planning, and informed decision making. To achieve this purpose, the Office of IE compiles and evaluates institutional data, assessment results, student enrollment, graduation and retention data;

conducts ad hoc studies and focus group interviews designed to support planning and effectiveness; develops and analyzes student, faculty, and staff survey data to provide administrative support for various quality initiatives.

The IE Office designs the structure that supports student learning by providing administration, faculty and staff with quality data analysis, and the methodology regarding student learning outcomes assessment processes and program planning in areas targeted for curriculum development. Through the use of assessment results we are able to make programmatic adjustments that are targeted for continuous improvement.

Three Rivers College New Mission Statement

As part of the development process for the 2020 Vision Strategic Plan, the mission and mission statement of the college were reviewed and the Strategic Planning Steering Committee recommended a change in wording to the mission statement. Many hours of work and much thought was put into the new mission statement. During the November Board Meeting, the proposed mission statement was approved by the Trustees. The new mission statement of the Three Rivers College will officially go into effect during 2015 and is as follows:

Three Rivers College inspires, prepares, and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve.

The Strategic Planning Steering Committee has been working on the new strategic plan since September 2014. The new plan will begin during the 2015 planning year. The committee dedicated their Friday afternoons from September to December in an effort to create the 2020 VISION.

The initial draft of the plan was sent to community members and was reviewed by the Strategic Planning Steering Committee. On December 10, 2014, the 2020 VISION draft of the strategic plan was approved by the Board of Trustees at its December meeting. During the annual planning retreat in January 2015 all of the budget managers from the college will have the opportunity to expand the plan to include specific action items as appropriate, in an effort to begin to operationalize the plan for the 2015-16 planning cycle.

Three Rivers College
THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Showcasing Our Successful Journey



During the 2014 Annual Conference of the Higher Learning Commission (HLC), Dr. Maribeth Payne conducted a presentation on our successful HLC Focus Visit, and the implementation of Strategic Planning Online

(SPOL). Through SPOL, Three Rivers College was able to demonstrate compliance with the full integration of strategic planning and budget development using data informed decisions. The focus of Payne's presentation was on the positive impact the use of Strategic Planning Online has on creating a college culture of continuous improvement. Payne described the

Continuous Improvement Leadership Team, noted by the HLC Visiting Committee as a best practice in Higher Education.



"Learn from yesterday, live for today, hope for tomorrow."
- Albert Einstein

Preparing for our Future

With our eye on the future, Three Rivers College embraces the challenges ahead. Three Rivers College will have a decennial visit from the Higher Learning Commission during 2017-18. During the 2014 Fall Semester several college team members traveled to conferences for professional development opportunities. Many of

these opportunities centered on building skills and an understanding in areas of assessment, and methods for developing student learning outcomes practices. A team traveled to Baltimore, Maryland, for a Quality Matters, Soft Chalk Conference, and a group attended Midwest Regional Association for Developmental

Education (MRADE). Another team was sent to the Annual Assessment Institute where authors and scholars in areas of outcomes assessment presented and showcased their best practices. The fourth group attended the HLC Assessment Academy in November, and will represent the college as team leaders for our HLC Quality Im-

provement Project. The HLC Team Leaders are as follows: Assessment Coordinator, Department Chairs and Dean of Career Education and Workforce Development.



Michelle Lane, Assessment Coordinator



Michelle Lane recently joined the Office of Institutional Effectiveness as the Assessment Coordinator. She has worked for Three Rivers College as the Assistant Coordinator of the Dexter location for the past two years, and as an administrative assistant on the Poplar Bluff campus two years prior to that time in the offices of Student Services, Academic and Career Outreach Services, and Student Life. She has been an Academic Life Strategies, ACAD 101 Adjunct Instructor

for the last three semesters at the Dexter location.

Lane received her Associate of Arts degree from Three Rivers in 2011 and her Bachelor of Science degree in Psychology in 2012 from Central Methodist University. She will complete her Master of Arts in Higher Education Administration from Southeast Missouri State University in December 2014.

When asked about her transition to the role of Assessment

Coordinator, Lane remarked, "I'm very excited to delve into such a crucial facet of the institution during such a pivotal time. With a new five-year strategic plan to roll out in the near future, we can expect even more great things to come from Three Rivers College and I am honored to be a part of the team." A native of southeast Missouri, Lane currently resides in Dexter.

THREE RIVERS COLLEGE STRATEGIC PLANNING STEERING COMMITTEE

Thanks to the Strategic Planning Steering Committee we have a newly developed five-year strategic plan, 2020 VISION. Our new strategic plan will begin during the 2015 planning year. Since September 2014, the committee has dedicated many hours to create a plan that will take Three Rivers to a new level of excellence!

- ◆ Amanda Taylor, Coordinator, Academic and Career Outreach Services
- ◆ Andrew Rivetti, Instructor, Foreign Language
- ◆ Ann Matthews, Dean of Student Services
- ◆ Arisa Coffer, Student Government Representative, Facilitator, Three Rivers College Dexter
- ◆ Ben Gordon, Coordinator of Distance Learning
- ◆ Bryan Sherrer, Basketball Recruitment and Player Development Coordinator
- ◆ Bridgett Barnhill, Accounts Payable Clerk
- ◆ Charlotte Eubank, Chief Financial Officer
- ◆ Chris Adams, Director of Enrollment Services
- ◆ Debbie Young, Coordinator of Library Administrative Services
- ◆ DeAndre Prater, Instructor, Industrial Technology and Drafting
- ◆ Dionne Thompson, Instructor, Medical Laboratory Technology
- ◆ Don Crandell, Adjunct Faculty, Mathematics
- ◆ Dr. Brenda Russell, Dean of Career Education and Workforce Development
- ◆ Dr. Mairead Ryan-Anderson, Instructor, Physical Science and Director of Phi Theta Kappa
- ◆ Dr. Maribeth Payne, Dean of Institutional Effectiveness, Committee Chair
- ◆ Dr. Mary Lou Brown, Dean of Academic Instruction
- ◆ Elizabeth Deken, Instructor, Industrial Technology
- ◆ Faye Sanders, Instructor, Teacher Education
- ◆ Fulton Poston, Jr., Coordinator of Housing
- ◆ Heather Carlton, Instructor, Information Systems Technology
- ◆ Jason Alford, Director of Student Accounts and Billing Services
- ◆ Jennifer Inman, Payroll Coordinator
- ◆ Jesse Vaughn, Assistant Network Administrator
- ◆ Jonathan Atwood, Coordinator of Media Services
- ◆ Judith Davis, Adjunct Faculty, History
- ◆ Justin Hoggard, Department Chair, Social Sciences, and Director of Title III Program
- ◆ Kathy Richardson, System Administrator
- ◆ Kristina McDaniel, Director of Human Resources
- ◆ Margaret Orlando, Instructor, Speech Communication
- ◆ Mark Poor, Instructor, English
- ◆ Mark Sanders, Department Chair of Languages
- ◆ Mary Beth Sanders, Instructor, Coordinator of Nursing
- ◆ Melanie Hamann, Registrar
- ◆ Michelle Lane, Assessment Coordinator
- ◆ Missy Marshall, Director of Three Rivers College Sikeston
- ◆ Nicole Sifford, Department Chair of Math and Sciences
- ◆ Regina Morris, Assistant Director of Financial Aid
- ◆ Rob Tomlinson, Director of Physical Plant
- ◆ Robby Calvert, Coordinator of Disability Services
- ◆ Steve Atwood, Director of Technology and Computer Services
- ◆ Tami Cunningham, Instructor, Emergency Medical Services Program
- ◆ Teresa Johnson, Director of Communications
- ◆ Tim Thompson, Director of Tinnin Fine Arts Center

2020 VISION /Strategic Themes

Excellent Student Service

High Quality Instruction

Learning Environment

Resource Development

Student Enrollment, Retention, & Transfer

Team Member Development



Judith Davis is an adjunct faculty member for Three Rivers College teaching history, government, and geography classes in face-to-face and ITV instruction. She is always willing to try new methods and hopes to implement blended learning and flipped classrooms into her teaching. Davis has been teaching since 1993 at public, private, for-profit and higher education colleges. In addition to having taught all core subjects and many electives, she also has three years experience as a manager in a tutoring business. Her Master's degree is in Secondary Education Social Studies. She has been teaching for Three Rivers College since 2004, and regularly since the fall of 2010. Davis lives in Poplar Bluff with her husband, Alan. Their daughter and son-in-law live in Columbia, Missouri.



"A teacher affects eternity; he can never tell where his influence stops."
-Henry Brooks Adams

Carole (Cara) Wilson-Armour has taught and tutored English at Three Rivers College for the last three years. Wilson-Armour graduated cum laude with a bachelor's degree in English from University of Missouri at Kansas City. She taught English as a Graduate Teaching Assistant and graduated with High Honors and as a member of Phi Kappa Phi. She is currently attending Southern Illinois University as

a PhD candidate in Education Administration with an emphasis in Higher Education. Married to Brent Armour, a Sikeston native, Wilson-Armour and her spouse live in Cape Girardeau, MO.

"As an English teacher, my theme throughout the classes I teach usually involves me arguing that writing is about connecting with people in the same ways as we speak to connect with people. Students love to tell stories, but writing those stories down is usually a struggle for some reason or another. Also, having a variety of in-class activities has a better chance of casting a wide net, engaging the students that say, "I hate writing." I certainly don't reach them all, but I try."



Meegie Wheat M.S., Instructional Designer has worked for Three Rivers College since April 2013. Wheat holds a Master's degree in Instructional Design and Development from the University of South Alabama.

Her professional experience with faculty training and creating online learning began as the Personal Computer Application Specialist and Coordinator of Distance Learning for the University

Meegie Wheat, Instructional Designer

of South Alabama for 10 years.

Wheat has also worked with faculty in the public school system and professionals for corporate institutions. Her research, Content Analysis of Distance Learning Course Management Systems in Higher Education: Effectiveness of Online Communication, received outstanding honors in 2008. She has presented at the BioQUEST Summer Workshop, University of Delaware, Newark, DE; Professional Education and Student Conference, Lawson State Community College-Bessemer Campus, Bessemer, AL; Mid-South Educational Research Association, Mobile, AL; Association of Educational Communications and Technology,

Louisville, KY; Alabama Community Leadership Network Conference, Auburn University, Auburn, AL, to name a few.

Wheat's professional affiliations include Society for Applied Learning Technology (SALT); Association for Educational Communications and Technology (AECT); and Texas Association for Educational Technology (TCEA). She is also a Science Case Network Steering Committee Member.

Wheat is leading the redesign efforts for Three Rivers, incorporating the Quality Matters (QM) Rubric in the course redesign process. During Fall 2013, selected gatekeeper courses began the redesign process including, ENGL 111, GOVT 121,

HIST 112, MATH 153, MATH 163, IST 100, PSYCH 111, SCOM 110 and SOCI 111. The next group of courses starting the redesign process this fall includes ACCT-211, ARTS-123, BIOL-101, BUAD-120, ECD-126, ENGL-112, HIST-111, HPER-110 and MUSC-123.

Recent data from reports and surveys on the redesigned courses demonstrate student progress, course completion and enhanced student engagement. All full-time faculty teaching online courses will have completed the required QM online workshop, "Applying the QM Rubric", by the end of Fall 2014. There are now 18 QM faculty designers and nine Quality Matters certified Peer Reviews as a part of our Title III redesign efforts.

Title III Faculty Travel to Chattanooga State Community College in Tennessee

Did you know that during the fall semester each year, approximately 70% of students taking the COMPASS Exam for the first-time, place in at least one Transitional Course? Three Rivers College offers Transitional Courses in areas of mathematics, writing and reading. The first phase of our Title III Project focused on the redesign of courses to support students who wish to become college ready. A group of Three Rivers faculty traveled to Chattanooga State Community College (CSCC) on September 23-24, 2014, in support of this initiative.

The Three Rivers Math faculty members met with consultant John Squires to discuss the transitional math

redesign at Three Rivers as well as view the CSCC Math Lab operations. They met with Squires two years prior to explore the implementation of the Emporium Model for transitional mathematics which is recognized as a best practice in higher education.

Nicole Sifford is the lead faculty member for the TIII redesign of the transitional math courses. She is also the department chair for mathematics and science and the online redesign of College Algebra using the Quality Matters (QM) methodology.

Kenny Bullington is actively involved in the transitional math redesign

efforts and shares the training responsibilities for the adjunct instructors who teach transitional mathematics using the Emporium Model.

English faculty members met with Anna Harrington from CSCC to observe Writing and Developmental Reading courses in session in the Instructional Materials Center. Several issues surrounding implementation were discussed in a session after their tour of the center.

Amanda Casey is the lead faculty member for Developmental Reading, and has been piloting revised transitional courses. She is now implementing READ01 and READ02

courses and has introduced the use of a Visagraph for reading diagnostics.

Jason Cowan is the lead faculty member for the transitional writing course as well as the transitional writing lab for students who co-enroll in College Writing. He is also the lead faculty member for the online College Writing course redesign, utilizing the QM rubric.

The group compared strategies for supporting students engaged in self-paced learning with online modules. Differences between the lab experience for learners in math and those in writing and reading courses were discussed.

Right: Local hosts at Chattanooga State Community College included Dr. John Squires and Ann Harrington shown with transitional reading, math, and writing faculty members: Amanda Casey, Nicole Sifford, Jason Cowan, and Kenny Bullington (with Kevin Wheeler on the phone with Bullington).





Left: Sandra Ward (seated), Amanda Casey, Chris Adams, and Samantha Gerecke listen as they prepare to present.



Above: Justin Hoggard introduces the Three Rivers Title III project to start off the presentation, "Embracing Change: Transitional Course Redesign to Facilitate Student Engagement".

professional development

share
experience
know
create
continuing
responsibility
education
engage
two-directional

TRC Faculty and Staff Present at 2014 MRADE Conference

The 2014 Midwest Regional Association for Developmental Education (MRADE) Conference was held at the Lake of the Ozarks October 1-3. Among the questions asked as part of a roundtable on Embracing Change was "Why did we start Academic Life Strategies (ACAD 101) class at Three Rivers College?" Samantha Gerecke and Chris Adams pointed out that in order to persist in college, transitional students need to:

- engage in academic life both in and out of their classes;
- take ownership of their own education;
- complete all transitional courses early.

The numbers of students enrolling in higher education who are underprepared for academic work are growing nationally. This changing population of incoming students requires faculty at Three Rivers to explore new best practices and to identify opportunities for diverse learners to engage in the classroom.

Gerecke explained that the ACAD 101 course is designed to

help new transitional students face the challenges of being "college ready." The course allows students time to engage within the class, involves them in college activities, and provides opportunities for more interaction between non-traditional and traditional students who bring different strengths to college.

Adams emphasized there is still more to do in the development of our ACAD 101 course. We had 900+ students referred for attendance in one semester last year, and many of those students were transitional. There are many positive impacts, and students who complete ACAD 101 do succeed! Data indicates that transitional students make the choice to withdraw from a course at the same rate as "college-ready" students. Other data also reflect "college-ready" choices.

For example, the length of time spent by transitional

students in our new Tutoring and Learning Center increased 16% within the past academic year.

Adams and Gerecke emphasized that successes for students can be personal as well. They shared the following ACAD 101 student's reflection:

**"If you want something,
Go Get it.
Period."**
-Will Smith

"On our first day of class, we watched a clip from Pursuit of Happiness. Will Smith was talking to his son and he said, "IF YOU WANT SOMETHING GO GET IT...PERIOD." When I heard this I wrote this down in my notebook. This became my anthem. When I felt I was too dumb to do college, I would look at that quote. It didn't say, go get it only if you're smart enough. It didn't say go get it only if you're rich enough. It didn't say go get it only when you are not tired. It said go get it. Period. No excuses. Don't let nothing or no one stop you from what you want."