

THREE RIVERS COLLEGE

2015

Focus on Learning

Focus on Learning

Office of Institutional Effectiveness

Spring/Summer Issue

Office of Institutional Effectiveness

Dr. Maribeth Payne
Dean of Institutional Effectiveness

Michelle Lane
Assessment Coordinator

Amber Christian
Administrative Assistant

Special Points of Interest

- Higher Learning Commission Updates
- Library Outreach Services
- Student Internship Experience a Success!
- Quality Truly Matters
- Shift Happens

Inside this Issue

Assessment	pg.1
Higher Learning Commission	pg. 1-2
TRC Project TEACH	pg. 2
Library Outreach	pg. 3
Student Internship Experience	pg. 3
Title III Update	pg. 4
Engaging Instruction =	pg. 5
Quality Contagious	pg. 5
Quality Matters	pg. 6
Just Doing What Matters Most	pg. 7
Shift Happens	pg. 8
2014-2015 Professional Development	pg. 9



Assessment

The purpose of the Office of Institutional Effectiveness is to develop quality planning, assessment and data analysis practices across all programs and to align these activities with best practices in higher education. In an effort to provide the college with

a consistent methodology for the collection of data and to maintain best practices in research and assessment, the Office of Institutional Effectiveness provides guidance, oversight and support for the creation and dissemination of college-wide assessment activities and analysis of data.

College-wide assessment activities may be but are not limited to surveys, focus group interviews, program review, and student learning outcomes assessment, accreditation compliance and data analysis.

The Office of Institutional Effectiveness hired Michelle Lane this year to coordinate assessment activities for the college. We nominated Ms. Lane and she was awarded a scholarship to attend the “Data and Decisions Academy” sponsored by the National Association of Institutional Research. She will participate in courses such as *Introduction to Learning Outcomes* and *Overview of Survey Design* during the 2015-16 academic year.

Higher Learning Commission (HLC)



HLC Assessment Academy Project

The Criteria for Accreditation through the Higher Learning Commission are the standards against which an institution of higher learning is measured to determine its initial or reaffirmation of regional accreditation. The Criteria are designed to seek evidence of continual improvement by a member institution. The criteria is established by our peers as a minimal expectation of quality.

The HLC has three pathways for reaffirmation of accreditation. Three Rivers College has chosen to be evaluated under the Open Pathways. The Open Pathways requires that institutions complete a Quality Initiative (QI) as part of the process. The

college requested and was approved to participate in the HLC Academy as our Open Pathways Quality Initiative (QI). Our Quality Initiative is known as “Assessment and Program Review for Improved Learning” (APRIL). The members of the Three Rivers HLC Academy Team are our Department Chairs, Michelle Lane and the APRIL Project Leader, Justin Hoggard.

On June 3, 2015, our HLC Academy Team met in the TRC Board Room for a full-day retreat. The team shared research in areas of Program Review and General Education assessment. Each team member was given a copy of author Linda Suskie’s new book “Five Dimensions of Quality: A Common Sense Guide to Accreditation and

Accountability” In preparation for our June Paramedic Program Accreditation visit the IE Office facilitated a program review. Through this process, our Paramedic Program was the first to use the draft of our Program Review Template. Paramedic Program Director Tami Cunningham demonstrated the use of the template during the retreat. The Office of Institutional Effectiveness worked closely with Ms. Cunningham to assemble the review. She demonstrated the use of the proposed template and shared her experience of going through the program review experience and provided the team with valuable feedback. The QI Project is moving forward and will benefit all TRC programs.

Competency-Based Education

In response to a Federal agenda, new expectations for colleges in the area of Competency-Based Education were approved during the month of June, 2015. The Higher Learning Commission (HLC) is in the process of developing new protocol for colleges that will provide guidance. The Office of Institutional Effectiveness will share this

new information with you as soon as it is made available to the college.



Faculty Credentials

Beginning January 1, 2016, our regional accreditors the Higher Learning Commission (HLC) expects institutions will be in full compliance with faculty qualifications requirements. Peer review teams will be reviewing Assumed Practices on faculty qualifications. HLC will review faculty qualifications at the time of an institution's comprehensive evaluation or at other times if it becomes a matter of con-

cern, as articulated in HLC's guidance. In response to this mandate and to strengthen our reserve to be in full compliance, Three Rivers College Office of Institutional Effectiveness is implementing the new Strategic Planning Online (SPOL), Faculty Credentialing Module. Our new SPOL Module will be operational by January, 2016.

Multi-Location Visit

During the Fall 2015 semester the Higher Learning Commission (HLC) will conduct a Multi-Location Visit by a peer evaluator from the Higher Learning Commission. The purpose of this visit is for HLC to be assured that Three Rivers College is operating efficiently. The peer

reviewer will confirm the quality and oversight of the education at our additional locations. HLC monitors colleges in this manner as a part of the process for reaffirmation. The following multi-location college operations



will be evaluated during the visit: Institutional planning; facilities; instructional oversight; institutional staffing and faculty support; student support; evaluation and assessment; continuous quality improvement; and accuracy

and alignment of marketing and recruitment materials. The Office of Institutional Effectiveness will facilitate the visit and the Director of our Sikeston location, Missy Marshall, is our co-chair.

Three Rivers College Project TEACH

Sally Gragg and Elisa Hogg

Project Teach is an ongoing faculty development program designed and led by Sally Gragg and Elissa Hogg, both retired teachers from the Poplar Bluff School System. Mrs. Gragg taught 4th grade and is currently working with student teachers in the Hannibal-LeGrange University program. Ms. Hogg taught high school English and has led many in-service training programs in our district. The

goal of the program is to enhance the teaching skills of our college faculty to increase student learning. In the first phase of the program, Three Rivers College Project Teach was designed to help instructors develop stronger and more varied instructional practices in order to facilitate greater student engagement in the classroom. Sixteen volunteer participants attended seminars

on various topics related to instruction and student learning. Additionally, each participant opened his/her classroom for observation and feedback. The goal was to have more active participation by the students and for instruction to be varied and connected with different learning styles. During the 2015 Fall Semester, phase II of this project will continue with various

seminars that focus on lesson design in an effort to foster greater student engagement and learning. Participants will be designing lessons, attending guided seminars, and observing classroom instruction. Also, the workshops offered during the first phase of the program will be repeated for a new group of faculty.

Library Outreach Services

Kathy Sanders

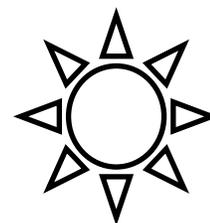
Rutland Library expands its instruction and outreach services to all students enrolled in classes, to students enrolled and to both full-time and adjunct faculty at all locations. Beginning in August of 2014, a series of video instruction sessions was added to the library's web page. These sessions focus on teaching how to access a wide variety of electronic resources at the library. Through a series of seven sessions, students and faculty can explore the library's offerings in the online catalog, can retrieve a wide range of databases, can learn how to request books using the Mobius interlibrary loan system, and can receive instruction on searching some specific databases. The sessions are narrated by library staff and includes

screen shots of the web pages, these informational sessions have helped fill a need for library instruction at times suitable to students' and faculty's schedules. Library sessions also help to supplement the information given to students during library tours and ACAD 101.

Another important outreach activity will supply and equip the library/resource center located at our recently-opened Sikeston location. Located on the second floor of the new building, the Sikeston facility library will house books and other materials, along with several computers which can be used to access electronic library materials. Students and faculty in Sikeston should have the ability to locate and use a wide variety

of resources in the Rutland Library and from other Missouri academic institutions. A basic collection of books was donated to the facility by the Matthews family; these books will serve as the core of the monograph collection. Additional titles and formats will be added as needed.

During the Fall of 2014, the library employed an additional staff member whose title is "Library Outreach Coordinator." Karen Harpole joined the staff on October 6, 2014, with responsibilities that include connecting with personnel and students at all TRC locations. Karen has instituted a monthly, electronic "Acquisitions List" of new materials, and met with faculty regarding



library resources needed for their classes. Karen is helping to design materials that will explain the library and its services. Our Sikeston location hired additional library staff for the new facility. Watch for ongoing outreach activities from our Rutland Library!



Student Internship Experience a Success!

Dr. Martha Kirkman

All of the AAS Business Management students are required to complete a 3-hour internship during their final semester of course work. The Poplar Bluff business community as well as the surrounding communities support this program year after year by providing our students with opportunities to learn valuable skills and put the knowledge they have gained in the classroom to work.

Last spring the Poplar Bluff Downtown Development Office worked with student Candice Pearson. During her internship, Candice worked closely with Penny McGrath

to plan and coordinate the annual Iron Horse Festival. This experience gave Candice a great opportunity to see first-hand all of the steps necessary for event planning.

Penny took Candice to every city meeting that was scheduled to try to put Candice in front of community leaders, give her some exposure and to network. Through these meetings Candice met Steve Halter, who is the Executive Director for the Poplar Bluff Chamber of Commerce. Steve was able to see Candice's good work with the Iron Horse Festival and the other jobs Candice was a

part of, such as the Downtown Farmer's Market. Steve was impressed with Candice's performance and when Candice graduated in May of 2014 Steve offered her the Office Manager position with the Chamber. She has been with the Chamber for almost a year now and is doing a fabulous job.

Without the internship program Candice would not have had the chance to meet and work with Penny, learn the hands-on skills, or networking opportunities. Our AAS Business Management internship experience is just one example of our commit-

ment to student success and our focus on learning!



Title III Update

Justin Hoggard

The final year of our Title III Strengthening Institutions grant will begin October 1, 2015. It truly has been an eye opening experience to be a part of this amazing quality initiative. It is difficult to put into words the energy, effort, collaboration, and research that resulted from Title III in areas impacting the development of various new college curriculum and services. All of our faculty are now Quality Matters (QM) certified and many faculty benefited from a significant increase in professional development opportunities. Due to this initiative, our outdated methods are replaced with advanced methods which provide

opportunities for more engaging courses for our students. Many of our courses have been through a redesign. Beginning in the Fall semester of 2015, all of the transitional Math, English, and Reading courses will be four-hour courses. The additional credit hour is dedicated to tutoring and computer assisted learning. Additionally, our full-time faculty are collaborating more with adjunct instructors in collecting formative assessment data to improve the quality of courses to foster greater student success.

A second phase of our Title III project is underway to

redesign of all college "gateway" courses offered online. Currently, we have 10 trained faculty peer reviewers and 23 courses going through the online redesign process. The combined effort of transitional and web redesigned courses is an impressive accomplishment. The teamwork and dedication of our faculty and staff toward making this project a success is commendable. Long after the Title III funding is gone, this project will continue. The first priority is our students and there is no doubt these efforts will proceed as we attempt to

provide the best possible learning experience and opportunity for Three Rivers' students to be successful!



Summer Professional Development Opportunities !

Working on your online course this summer? Join us for four professional development workshops!

- ◆ Learner Support
- ◆ Enhanced Collaboration
- ◆ Learner Orientation and Measurements
- ◆ Evolving Learning for the New Digital Era

**1 -1/2 Hour Workshops
start at 11:00 am in room A-302.**

Tuesday, June 23

- ◆ Empowering Students Using Reciprocal Teaching Strategies in Discussions.

Presented by: Nicole Sifford

Tuesday July 14

- ◆ Student Support: Effectively Using Blackboard Retention Center

Presented by: Tiechera Samuell

Tuesday, July 21

- ◆ Information and Results: Using Informed Decision Making in Blackboard Learn

Presented by: Justin Hoggard

Tuesday, August 3

- ◆ Creating Videos for Web Courses

Presented by: Margaret Orlando

Engaging Instruction = Quality Instruction

Jeff Kropp

During the academic year, the Computer Literacy course (IST 100) was chosen to be redesigned due to poor student retention rates and was added as a priority for our Title III Redesign Project. As a part of this review, the course title was changed to Computer Applications to better describe what students will learn in the course. Reading Course prerequisites were also added. The course objectives, learning modalities, and course structure were reviewed by the Business & Information Technology Department to revamp the course and make it easier to

navigate for online learners. As such, learning objectives were adjusted to include instruction on utilizing college systems (Blackboard, library, et-al) and on securing an understanding of technology basics needed to be able to trouble shoot the computer. The department selected the Pearson MyITLab to provide students with skills based training and tools to learn Microsoft Office software (Microsoft Word, Excel, Access & PowerPoint) which are major outcome of this course. Redesigning the course also included the development of a Master Course within Blackboard, which was

rolled out in Fall 2014 for all full-time and adjunct instructors to utilize. As a result, students are not only provided with more internally developed preparatory activities, but also given the opportunity to test out of learning modules that they are already proficient with (most notably Microsoft Word and Excel). By being taught to self-manage their devices and having step-by-step instructions for all learning opportunities within the course, students are better able to navigate in the absence of a face-to-face instructor. In collaboration with of our adjunct faculty we have created a “Getting Started Vid-



eo” as well as embedded assignment links to provide our students with multiple ways to be engaged with the course, apply the learning resources to help them remain current with the required course activities. Quality instruction is truly the result of engaging students in learning!

Quality is Contagious

Meegie Wheat

During Fall 2014, six college employees attended the Annual Quality Matters SoftChalk Conference and presentations in Baltimore, MD. Our TRC team consisted of Margaret Orlando, Faye Sanders, Jason Cowan, Kristy Niblock, Tiechera Samuell, and Instructional Designer, Meegie Wheat. They attended various presentations on applying the QM Rubric in eLearning and viewed demonstrations on how other colleges redesigned courses at their institutions. SoftChalk also provided presentations by institutions using SoftChalk. Ms Wheat met with Sue Polyson Evans, CEO and co-Founder of SoftChalk LLC who arranged a hands-on session for our team with David Evans and their online learning specialists, which was a valuable portion of the trip. The team is now able to provide examples and is passing on their knowledge and skills learned to other

faculty on how they were able to not only use SoftChalk in their courses, but also how to meet QM Rubric Standards in eLearning. Presented by our faculty:

- *Early Student Engagement: Using SoftChalk in the Start Here Module*, on QM standards 1.1, 1.2, 1.4, 1.5 and 1.6, by Jason Cowan
- *Student Practice Activities: Learning Environment Practice Experience with Course Content*, QM standards 3.4, 5.1, 5.2, by Tiechera Samuell
- *Student to Course Engagement and Course Alignment*, QM standards 2 and 3

Additional Spring 2015 presentations and opportunity to use SoftChalk:

- April 15, Noon – 2:30 p.m. and/or 3:00 – 5:00 p.m. A-302 computer lab
- April 29, Noon – 2:30 p.m. and/or 3:00 – 5:00 p.m. A-302 computer lab

Quality Matters (QM) has an

ongoing research department that is now teamed with Educause™, and hosted a FREE Webinar: [QM and Educause Learning Initiative](#) on April 8, from 12 – 2 p.m., titled, “*Measuring the Effectiveness of Online/Blended Programs*”. This webinar highlighted tools to design plans that measure the effectiveness of online/blended instructional programs and their impact on learner outcomes and success. Look for future Training and Development announcements!



Left: Sharing what she learned at the conference, Tiechera Samuell presents SoftChalk lessons and activity to other members of the Three Rivers College faculty.

Quality Truly Matters

Nicole Sifford

As a college gateway course, College Algebra was identified early as a course to be included in our quality initiative. The quality initiative included a redesign using the “Quality Matters” (QM) criteria. College Algebra has been taught using several different software programs throughout the years but was currently being taught using Persons’ MyMath Lab. During the redesign process, several key items were identified that could be changed to help students be successful such as including both a seamless integration between Blackboard and MyMath Lab as well as improvement to include strategies designed to increase the engagement of online students with the learning environment.

Prior to our QM redesign, Blackboard was primarily used as an information shell. The syllabus was included in the course along with information on how to get access to the MyMath Lab course. However, once the student learned how to access the MyMath Lab portion of the course, the student rarely ever entered the Blackboard site for future reference. The problem was that MyMath Lab is contained in a completely different Learning Management System which was unfamiliar to the students. Once the student no longer accessed Blackboard, communication also became very difficult to maintain. In creating the new design, time was spent integrating the math portion

of MyMath Lab directly into the modules of the Blackboard course. Students no longer have to access the MyMath Lab Learning Management System because a direct link was created between the Blackboard course and the MyMath Lab course with a single sign-on into Blackboard. Using the QM criteria care was taken in precisely laying out the course in Blackboard with the needed links to MyMath Lab within the learning module. These links now take students directly to the area of MyMath Lab needed to complete the assignment without ever having the student navigate a different learning management system. This change has allowed for a better delivery of the online course to students that are already familiar with our standard learning management system.

The other major improvement made with the redesign is a discussion board that was created to help encourage student engagement. I have to say that I was definitely the skeptic when it came to the idea of creating a discussion board in a math course. I created this as a “mandatory” discussion board where students are required to earn 10 points per unit by either asking or answering questions. Specific guidelines are provided for students as expectations in how these questions should be answered. For example, the

student can’t just state they don’t understand something; they have to give some insight into what they have already tried to work the problem. I provide students with specific information concerning how to use a product called “Jing” which is a screen capture tool that is free for them to use.

Never in my wildest dreams would I have guessed that the discussion board would be so active. Students are asking great questions but even more impressive is the amount of time and thought that students put into answering their fellow student’s questions. Some went to great lengths in creating videos and screen capture snapshots to help answer the problems and to help their peers. They took time to go out and researched other resources to provide to their classmates to help as well. I had one student create a threaded discussion method of study to prepare for an upcoming exam. Overall, the discussion board has been a much better success than I ever believed it would be. Since this first launch of the redesign, I have not always had as active of a group in the discussion boards, but they have always been more than I would have thought. They are definitely engaging more and talking Math, which was the intent.

Having taught this course for over 10 years, my informal observations since the redesign using QM are



that students now persist longer in the course and are more prepared for the exams than they ever were in the past. I attribute a lot of this to their ability to be able to engage with the course in a more streamlined manner as well as the feeling of belonging to a class. The only formal data that we currently have was taken as a comparison of the 51 Fall 2013 online students prior to the redesign, and the 44 Spring 2014 online students after the redesign was implemented. There was a 10% increase in the number of student receiving an A, B, or C in the Spring 2014 semester over the Fall 2013 semester. With only one semester of data, this is definitely not conclusive about our redesign efforts but shows great hope that this quality initiative is making a difference!

Just Doing What Matters Most

Carolyn Cornman

In reflecting back on my teaching methods, I am at a loss to pinpoint any particular strategy that I use with my students. I hope this list of how I relate to my students will help other instructors. First of all, somehow they just know that I care about them and their education. I have, over the last thirty years, developed methods without thinking about how I was doing it. Yet, if I had to list a few principles that I follow religiously, it would be the following:

Safe Learning Environment: from the first day, I tell my students that our class is one of discussion and shared ideas, respect for others opinions, we will laugh with you if you are being funny, but we will NEVER laugh at you.

Tone of Decency: I respect the students, they respect me, and I expect them to respect each other.

Benchmarks: by the second meeting we set our benchmarks for the course and I

clearly communicate this to my students. That means we take out our calendars and together we set dates for when each assignment is due. That way they know when things are due and they work with me to choose the dates.

Structure: I do not skip around in the book. I start with Chapter One and end with Chapter Twelve. The way the book is set up makes sense to me and it helps the student stay on track and know what to anticipate. First we discuss habits such as how long it takes for something to become a habit and how hard it is to break habits. Then we talk about Learning Styles. It is important for the students to understand how they learn best.

Allow Time for Reflection: each chapter builds on the last chapter. When we talk about Test Taking in Chapters Ten and Eleven, we reflect back to Chapters One, Two, and Three. In

every class it seems I am referring the students back to their own learning styles, their habits, and their time management.

Engage Them In Learning: we do many of the activities listed in the lesson plans and in the Instructor's Manual. In any activity or discussion the student must give me two, but I prefer three reasons that support his/her decision. If he/she gets stumped, I tell him/her to use those critical thinking skills that we have discussed. The "I don't know" answer is unacceptable. I engage them by asking questions until the student clarifies in his/her own mind the reason for the decision.

Make Students First: Over and over I stress to my students that they are not there to give me something to do, but that I have job because they, the students, are there. That being said, I tell them nearly every class that if they have questions or do not understand something, to



raise their hands and ask for clarification. If one student does not understand, then chances are others do understand either.

Create an Environment for Learning: We laugh nearly every class. Certainly we have material to cover, but we are relaxed and enjoy learning. I acknowledge to them that I also learn from them. Many times they bring fresh new ideas that I have never thought of, so when I hear something that is good, critical thinking, I give the student the credit for such good thinking. I am always excited to learn something new from a student.



Save the Date!

Three Rivers College hosts Adjunct Training
on Friday, August 7th, 2015

Please check your email during the month of July
for more information!

Shift Happens

Margaret Orlando

Every so often, the ground moves out from under us and our once solid foundation of knowledge takes a new form. As we move into a more globalized society, from analog to digital, and from Polaroids to selfies, there is a paradigm shift happening in education as well. Our students are facing different challenges than we did when we were in their shoes. We, as instructors, are facing our own challenges different than those who came before us. Yet just because our problems may be different than those faced by instructors of yore, the same grit is needed to successfully accomplish the goals set for us in our virtual world of learning.

There's an axiom I learned in grad school: "As technology changes, so does communication." It seems simple enough to accept at first, but as I reflect on all the ways technology has changed the way we live, a heavier truth sets in. Since communication is one of the ways through which learning occurs, we can therefore argue that as technology changes, so will education. We see this happening in the current decade by observing the movement to improve online learning across the nation.

I began working with our Instructional Designer, Meegie Wheat to improve my online course during the 2014 summer term. After attending the Quality Matters (QM) & SoftChalk Conference I realized that we are fortunate to have an Instructional Designer here at the college. Ms.



Left: Three Rivers Team enjoyed spending five days at the Quality Matters/SoftChalk Conference and learning how to enhance student learning in their courses. Pictured are Jason Cowan, Tiechera Samuel, Margaret Orlando, Meegie Wheat, Faye Sanders, and Kristy Niblock.

Wheat brings extensive knowledge of curriculum and instruction and about online learning as well. Her expertise with online learning allows her to collaborate with faculty as the subject matter experts and to be able to help faculty develop a better understanding of how to approach their subject matter to improve student learning.

Through our institution-wide quality initiative to redesign all online courses and apply Quality Matters (QM) standards, I have been able to work with Ms. Wheat and department faculty in applying QM standards to my course. She has helped me brainstorm online learning materials, learning activities and apply instructional strategies to my course. She asks me questions that really make me think about my course from the learner's perspective and her insight is invaluable to me as an instructor. I can honestly say, since I began working with Ms. Wheat until now I see my course with different eyes. The transformation in my course and in the way I think about my course is truly amazing. So far, I have created a new online course by revising my course outcomes and course structure to the point that I am now able to think of a course from the ground up.

When I am stuck in a technological tailspin, Meegie has navigated me back on track by literally telling me how to navi-

gate through the technology. My brain often gets stuck back in 'old school' methods of instruction but now I am able to see how those same methods can be used in online learning. Shift truly happens! I was apprehensive at first, but through this process I don't feel like I am compromising the integrity of my course content, but rather am providing a better educational experience for my students.

Putting the time and effort into designing a quality course has been worth it. I used to feel that I had failed many times as a faculty member in the redesign using dozens of hours of my personal time only to realize that the materials I created weren't conducive to online learning. Working with Meegie through this redesign, using a new methodology, adding engagement activities and prompts for students, revising my course content and format of instruction are both exciting and exhausting at the same time.

Even though we may not all teach the same course, getting together over lunch or finding time during our office hours and collaborating inside of Design Solutions blogs are the best ways to communicate with each other and share the success and failures and the many discoveries made during this process. It is most important to remember that we must work directly with Meegie Wheat to redesign a course to ensure the

most consistent outcomes for our students. The end goal is when a student opens a Three Rivers course we want them to feel at home. Therefore, the course elements should be uniform. Additionally, all Three Rivers' online courses must adhere to the QM standards according to the QM rubric and apply best practices in course design.

The Speech Communications Department has made the SCOM 110 redesign a strategic initiative. The department decided that video lectures should be a part of our course for a variety of reasons. First, so the student can connect with us; Secondly, so there is a variety of learning materials used in the course; and third, so that we can increase camaraderie in our department. So look at the redesign as an opportunity to build teams and collaborate to support of our college 2020 VISION.

I have recently completed the QM Peer Reviewer's Certification and excited to be a part of our QM Review Team. I will continue my work with Meegie Wheat and I will begin reviewing courses with her this fall. I wish you all many successes!

Professional Development Opportunities 2014-2015

Three Rivers College Mission Statement

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.

By participating in conferences, workshops, and trainings, our faculty and staff ensure that the institution is appropriately prepared to meet the needs of our students and remain on the forefront of advancing technology, improving standards, and developing best practices.

Members of the TRC faculty, staff, and administration were participants in the following various conferences and trainings below during the 2014-2015 Academic Year.

Alternative Mathematics Pathways—Columbia, MO
September 11, 2014

EMS Educator Conference—Reno, NV
September 15-21, 2014

Reverse Transfer Conference—Jeff City, MO
September 16, 2014

2014 MRADE Conference – Lake of the Ozarks, MO
October 1-3, 2014

2014 SPOL Users Conference – St. Petersburg, FL
October 11-16, 2014

2014 Assessment Institute – Indianapolis, IN
October 18-21, 2014

Child Domestic Abuse – TRC, Poplar Bluff, MO
October 28, 2014

MCCA Conference—Branson, MO
November 4-7, 2014

N-OADN Convention—St. Louis, MO
November 14-16, 2014

2014 HLC Assessment Academy—Chicago, IL
November 19-21, 2014

Hazmat Symposium—Columbia, MO
December 8-10, 2014

Project TEACH Seminar - TRC, Poplar Bluff, MO
January 21, 2015 April 1, 2015
February 25, 2015 April 29, 2015

MO. Music Educators Conference, Osage Beach, MO
January 28, 2015

MCCTA Conference—Jeff City, MO
February 10-12, 2015

Competency Based Education – Jefferson City, MO
February 11, 2015

2015 NADE Conference – Greenville, SC
February 23-27, 2015

MoSTEMWins Workshop—Kansas City, MO
March 3-6, 2015

Pearson Technology – Las Vegas, NV
March 12, 2015

Federal Grants Management Seminar—St. Charles, MO
March 16-17, 2015

Title III Workshop: Using Softchalk—TRC, Poplar Bluff, MO
March 18, 2015

Supporting Underprepared Students—TRC, Poplar Bluff, MO
March 25, 2015

2015 Annual HLC Conference Chicago, IL
March 27-31, 2015

Why Students Cheat—TRC, Poplar Bluff, MO
March 31-April 1, 2015

Removing the Developmental Math Roadblock—Columbia, MO
April 9, 2015

Innovative Best Practices in Nursing Education Conference—Sedalia, MO
April 9-10, 2015

Nurse Educator Institute—Branson, MO
April 14-17, 2015

Using SoftchalkStandards 1,2,3,4,5&6.5, TRC, Poplar Bluff, MO
April 15, 2015

Universal Design—Poplar Bluff, MO
April 21-22 2015

Fire Department Instructors Conference—Indianapolis, IN
April 22-25, 2015

NEOPA Leadership Conference – Lincoln, NE
April 23, 2015

Using Softchalk—Standard 8—TRC, Poplar Bluff, MO
April 29, 2015

Blackboard Q&A , TRC, Poplar Bluff, MO
April 29-30, 2015

Effective Communication in Groups, TRC Poplar Bluff, MO
May 6, 2015 at 3pm

Focus on Learning

Office of Institutional Effectiveness

Fall Issue

Office of Institutional Effectiveness

Dr. Maribeth Payne
Dean of Institutional Effectiveness

Michelle Lane
Assessment Coordinator

Sandra Batten
Research Coordinator

Inside this Issue

7th Annual Three Rivers College Strategic Planning Retreat	pg.1
Our Purpose	pg. 2
Poised with Solid Foundation	pg. 3
National Community College Benchmark Project	pg. 3
HLC Assessment Academy Team Project APRIL: Update	pg. 4
A Game Changing Initiative: Crossing the Finish Line	pg. 5-6
Gateway Courses: Title III Project Update	pg. 6
Home is Where the Learning Is	pg.6
The College Store—Providing Students Tools to Facilitate Academic Success	pg. 7-8
Now I Understand	pg. 9
New Equipment Leads to New Learning	pg. 9
Past Professional Development	pg. 10
Upcoming Professional Development	pg. 11-12

Office of Institutional Effectiveness

7th Annual Three Rivers College Strategic Planning Retreat

The 7th Annual Three Rivers College Strategic Planning Retreat was held at the Sikeston location, on Friday, January 29, 2016. The fifty-two college unit managers attended the event. During the retreat, our Three Rivers College 2015 Master Planner Awards were presented to the Director of Computer Services, Steve Atwood and the Director of the College Store, Bob Jansen for outstanding planning and assessment practices. These two dedicated college directors consistently use data informed decision making to collaborate, research best practices and use to innovative methods to support our faculty, staff and students.

President Payne presented on the eleven annual planning priorities for the FY 17 planning cycle. Dr. Payne also facilitated the meeting involving the planning managers to establish college benchmarks. The following are the FY 17 Annual Planning Priorities followed by the College Benchmarks:

1. Assess and Improve Policies, Regulations, Procedures and Processes the college will review, revise, and create policies, regulations, procedures and processes as needed to ensure the accurate alignment of current practices. This will better reflect a more systematic, uniform, and efficient approach to the work of the college.

2. Develop Assessment and Data Analysis Processes the College will focus on high-quality planning and decision making. Specific focus will be on the improvement of current

practices and the creation of newly developed, executed, and implemented assessment processes for every planning unit and college program. This effort will align the college to be better informed in the use of meaningful data.

3. Enhance Web Presence the College will place specific focus on enhancing the transparency of the electronic presence of the college's web site, the consistency of the message, the alignment of materials used, and its impact on the internal and external college communities.

4. Improve Student Learning the College will concentrate on the improvement of student learning through a renewed focus on action-based plans with measurable results such as: student learning outcomes assessment (SLOs), processes and activities that support learning, and innovative initiatives designed to enhance student success across the institution.

5. Improve Student Persistence the College will improve the persistence of current students through intensely focusing on improving financial aid processes, advising and other services to students. Specific focus will be on minimizing barriers to student success in an effort to increase the retention and progression of students in all areas of the college.

6. Improve Physical Infrastructure the College will develop and implement a comprehensive deferred maintenance plan for the physical facilities of the college.

Focused attention will be given to improving the learning environment for improved student success.

7. Increase Professional Development Opportunities the College will focus on the professional development of its team members by increasing opportunities that benefit a variety of interests. These include: safety training, computer security, Title IX, innovative teaching techniques, Strategic Planning Online (SPO), emerging technologies, and the use of the Ellucian database system. Specific focus will be given to ongoing professional development with the inclusion of adjuncts, cross-training of team members and opportunities which will provide access to the largest numbers in efficient and effective ways.

8. Learning Resources the College will offer high-quality instruction by maintaining current learning resources appropriate to the curriculum. Each college program shall perform a structured college-wide audit to identify needs in areas of the curriculum such as: learning resources, computer hardware, and computer software specifications. Specific focus will be on the alignment with industry standards as well as accreditation criterion.

9. Maintain Enrollment Above the National Trend the College will focus on the recruitment of students from both traditional and nontraditional populations to ensure that the headcount and credit hour production of the
(Continued on next page.)

7th Annual Three Rivers College Strategic Planning Retreat (cont.)

college is maintained ahead of the national trend in the face of adverse conditions.

10. Maximize Fiscal Resources and Opportunities the College will continue to actively seek training opportunities for non-credit populations in business and industry and methods of reducing costs and operating efficiently so that the use of resources yield the maximum results. The college will continue to focus on the acquisition of funding from both public and

private sources in a targeted manner to move strategic projects forward for the improvement of the college and the success of the students.

11. Strengthen the Team Atmosphere the College will focus on strengthening the

college culture of “esprit de corps” and sense of “team” at the institution for all members. Specific focus will be placed on the inclusion of adjuncts and affiliate groups to increase collegiate oneness.

Institutional Benchmarks

Benchmarking is the process used to evaluate various aspects of the college in relation to best practices as those compared to other institutions. Benchmarking is a way for the college to view data to inform decision making and encourage continuous improvement efforts.

I. Enrollment:

Maintain enrollment at or above “similar institutions” in the state of MO. (i.e. Crowder, Mineral Area, State Fair, and East Central).

II. Retention:

Fall to Spring 75% and Fall to Fall 52.5%

III. Student Satisfaction:

(90% or Better) as measured by the Graduation Survey

IV. Remedial / Developmental Success:

Key Performance Indicator (KPI) (Meet the KPI) through the National Benchmarking Project 66 percentile rank, or improve from prior year or improve by using data from the 3 year rolling average.

V. Completion/Transfer Rates:

Key Performance Indicator (KPI) (Meet the KPI) through the National Benchmarking Project 66 percentile rank, or improve



from prior year or improve by using data from the 3 year rolling average.

VI. College Financial Ratio:

should indicate the college is operating with adequate funds necessary to do so. This data is kept by the Chief Financial Officer of the college. This rate fluctuates based on the college debt ratio and the major building projects.

Office of Institutional Effectiveness

Our Purpose

The purpose of the Office of Institutional Effectiveness is to develop quality planning, assessment, and data analysis processes across all programs at the college. Our primary purpose is to analyze data, and conduct research in order to provide information that supports policy development, strategic planning, and informed decision making to achieve our mission. The Office of Institutional Effectiveness 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 Office of Institutional Effectiveness designs the structure that supports student learning by providing 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. Please refer to the new Office of Institutional Effectiveness Request Form found on the Gateway.

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) that is administered through the Office of Institutional Effectiveness. 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.

Office of Institutional Effectiveness

Poised with Solid Foundation

During the fall 2015 semester, Three Rivers College Regional Accreditor, the Higher Learning Commission (HLC), sent an evaluator to the college for a Multi-Location Visit. The evaluator was specifically reviewing college operations at the Dexter and Sikeston locations. The evaluation included areas of instructional oversight, academic services, student services, facilities, marketing and recruitment processes as well as the adequacy of assessment operations at the college. The visit was chaired by Dean of Institutional Effectiveness, Dr. Maribeth Payne and co-chaired by Sikeston Location Director, Missy Marshall. The institution fared well in all areas and the HLC report noted several areas of efficiency and best practices. According to HLC Evaluator, Dr. Becky Timmons, the college effectively

demonstrated plans for growth and, noted in many areas, was meeting the needs of the students through continuous improvement of the curriculum. Reporting for the academic team were the college department chairs, led by Vice President of Academic and Student Services, Dr. Mary Lou Brown. The academic team provides instructional oversight for the curriculum both at the main campus as well as the external locations. The team was prepared for the visit and demonstrated how well the college supports faculty and addresses student concerns. The student services team, led by Dean, Ann Matthews, demonstrated how well the college delivers, supports, and manages the necessary student services operations. The student services team demonstrated how the external locations provide consistent services to

students in areas of advising, learning resources, testing, disability services, financial and college store services at the external locations. The evaluator found no inadequacies in these areas. The institutional effectiveness team, led by Dr. Maribeth Payne, demonstrated how well the college measures, documents, and analyzes academic quality and student performance as well as strategic planning and continuous improvement processes. The team demonstrated how embedding the departmental goals and outcomes assessment aligns with the strategic priorities of the college. The evaluator noted how effectively the system enables the external locations to be equally invested in the continuous improvement initiatives of the college. The college is now poised with a solid foundation to prepare for the decennial reaffirmation of accreditation visit from the

Higher Learning Commission (HLC) in the spring of 2018. The college will begin a self-study during the spring 2016 semester to compare itself with the standards as defined in the criteria for accreditation. The HLC Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation. During this critical self-assessment, the college will identify strengths as well as challenges and the delineation of the steps necessary to correct those limitations that will further describe, evaluate, and subsequently improve quality.



National Community College Benchmark Project

Three Rivers College is a member of the National Community College Benchmark Project. The project was piloted during the fall 2013 semester with 26 community colleges and in 2015, 248 community colleges participated in the project. The information gathered from the project is used in establishing key metrics and performance measures that help to identify institutional priorities for the college. In a time of limited resources, the ability to recognize disconnects between resources and

institutional goals, and adjust resource allocations to maximize their effect, is critical for the college. Educating students is a complex matter, and knowing more about the process provides higher education administrators with better information on which to base decisions. Community college students come with a wide range of educational, social, and financial needs. Institutional data assists the college in planning and establishing goals to better address these needs to improve student

retention, academic performance and graduation rates.

Three Rivers College strengths identified from the most recent National Community College Benchmark Project as compared to national data, representing 248 community colleges are as follows:

- ◆ % of Students that Received a Passing Grade in College-Level Courses of those that Completed the Course = **98th Percentile**
- ◆ Instructional Cost per FTE Student = **4th Percentile**
- ◆ % of Net Revenue from Total Revenue = **88th**

Percentile

- ◆ % of Students that Received a Passing Grade of those that Completed College Algebra = **86th**

Percentile

The college plans to continue participating in the project. The additional data provides valuable information to assist the college in identifying opportunities for improvement toward fulfilling our mission. The goal of participation is to become better informed to improve student outcomes because our #1 focus is student success.

Office of Institutional Effectiveness

HLC Assessment Academy Team Project APRIL: UPDATE

Three Rivers College continues our culture of actively engaging in college-wide continuous improvement efforts. The Higher Learning Commission requires that the college engage in a “quality initiative”. The project the college chose is the HLC Assessment Academy for the improvement of our assessment processes and the development of a program review process for all college programs. The assessment academy team consists of the Department Chairs and Assessment Coordinator, Michelle Lane. The project selected began during the fall 2014 semester and is entitled “Assessment and Program Review for Improved Learning” (APRIL). The APRIL Project is moving forward in an exemplary manner and several improvements were made to the assessment of our college-wide outcomes and program review process. A third, all-day HLC Assessment Academy Team Retreat was held on Wednesday, January 6th, 2016 hosted by the college.

All too often institutions

work in silos. This project encourages faculty and staff to work together to provide a better understanding of how curriculum decisions have broader implications beyond the classroom. One of the groups that will be active in this process is an assessment review team. The team will be comprised of faculty and staff from across the institution. Many departments will be represented such as Student Services and administration. While the classroom component is certainly critical to student and program success, there are many factors to consider when evaluating the curriculum as a whole. This model is an expansion of the Continuous Improvement Leadership Team, a shared responsibility model that was used during the first phase of the current Three Rivers College assessment process for improving student learning. Admissions, advising, learning resources and financial aid are all a part of the curriculum and are interwoven elements that create an environment to

enable our students to be successful.

Three Rivers assessment committees were comprised of teams of faculty from varying disciplines. This arrangement creates a healthy and holistic dynamic for addressing challenges in the learning environment across the curriculum. Faculty members assess student learning in many ways such as: through embedded assessments, learning artifacts, capstone, and comprehensive examinations. The college continues to use a variety of assessment methods where the data has become a vital element of the curriculum review process and planning. Our process demonstrates effectiveness of what the institution does with respect to improvements made to the curriculum. Many of the college programs utilize courses from the General Education curriculum. This creates reliance of faculty for delivering quality instruction in areas such as information management and communications while at the same time empowering the Career Education faculty to take ownership in areas such as critical thinking. A shared governance model for our college assessment program is designed to encourage and promote cooperative efforts to ensure student success. Through the HLC Academy



Team project, this process will continue and be further defined to strengthen student learning through our assessment processes and results and use of data.

The HLC Academy Team Project will reinforce our college mission, the growing culture of assessment and the strengthening of the learning environment. Potential artifacts or results produced can be shared with other institutions through the HLC Collaboration Network. During the spring semester the team will create: rubrics, assignments, program assessment manual, a cyclical timeline and plan for sustainability. An ongoing program review cycle will include efforts across the college that are fully integrated into the culture of the institution. The HLC Academy Team will travel to Chicago in March 2016 to continue their work on this project. The HLC Academy Team Project has the potential to create the dynamic for numerous faculty development opportunities and the overall strengthening of the institution from the inside-out!



Office of Institutional Effectiveness

A Game Changing Initiative: Crossing the Finish Line

We spend so much of our time recruiting students that it's easy to lose sight of what's most important — ensuring that our students finish what they start. The faculty and staff at Three Rivers College are committed to the belief that open access to education changes perceptions, but that degrees and certificates change lives. Research tells us that a college credential improves a person's earning potential, decreases the chance of unemployment, and enhances overall quality of life.

The college undertook a quality initiative for our students in the form of a Federal Department of Education, Strengthening Institutions Project that many simply refer to as "Title III". During this project, our faculty researched best practices and successful initiatives at other community colleges across the nation. The hope of this project is to provide our students the best possible support to enhance student learning and that they will earn the degree or certificate to ultimately change their lives.

Through our research, it was noted that many community colleges face significant challenges, such as:

- Far too few students pass their courses with a "C" or better.
- Students are consistently unsuccessful in gateway

courses toward an associate degree.

- Student success rates in online courses are low.
- And data was even worse when we researched developmental student success rates.

Our faculty researched best practices and discovered that many successful colleges had a student success course that is designed to increase success rates of students over the course of their college life. The data was promising, and was noted that achieving a 10% increase in student retention could be significant over time. Providing students with the tools they need at the beginning of college life helps them to navigate better when obstacles get in their way of success.

It was unanimously decided by the Three Rivers faculty to adopt a "mandatory" College Success Course for all first-time students who test into remedial developmental courses. Retaining students to matriculate to college—level courses strengthens their chances of completing a degree.

The National Survey of Student Engagement supported by Community College Survey of Student Engagement (CSSE), students who had taken a College Success Course reported the following:

- 63 percent said they enhanced their learning skills
- 69 percent said they improved their time management habits
- 75 percent reported that they better understood their academic strengths and weaknesses
- 80 percent said that they learned about important college services
- 81 percent reported that they learned about critical college processes and deadlines

During the 2012 spring semester the first pilot of the ACAD 101: Academic and Life Strategies Course was launched at Three Rivers College. This course is designed to aid the transitional "developmental" student with successful performance in college by understanding his or her personal learning style, and effective study environments.. These "first-time in college", developmental students also learn about advising, college policies and procedures, setting goals, managing time, memorizing information, reading textbooks for maximum learning, taking effective notes from lectures and books.

The fall 2015 semester marks the beginning of the third year of the college offering a "mandatory" ADAD 101 Course, and we are happy to report that



many successes by this effort. Our students consistently describe a positive ACAD 101 Course experience in their final reflection papers in such terms as "this class was a life saver", "I did not want to attend this course; now I am so glad I did"; "this course has changed my life"; "I cannot imagine going through a college experience without this course". The retention data is equally as compelling with a semester to semester student return rate of 88%, and a fall to fall retention rate of 63%. These numbers represent successful ACAD 101 students that were also taking at least one developmental "transitional" course during the same period. Previous retention rates for the same student population are much lower prior to the implementation of our ACAD 101: Academic Life Strategies Course. This is just one piece of the student retention data that indicates a greater chance of the college retaining students who successfully complete ACAD 101, Academic Life Strategies Course.

(Continued on next page.)

A Game Changing Initiative: Crossing the Finish Line (continued)

The following are additional strategies the college is currently focusing on to improve student retention and success:

- An additional hour of “in-class” time for all transitional courses.

- Made tutoring and learning centers more welcoming.
- Increased the number of tutors.
- Added professional certification for tutors.
- Publicized that tutoring services are free.

- Collaborated with faculty members in tutoring and learning support.
- Development of a 5-year College Retention Plan.
- Increased access to 24/7 online tutoring and learning resources.

Our job isn't done. We continue to build on the

initial foundation and awareness that remedial developmental students require additional support. Constant analysis and focus on ways we can improve student learning are critical to better assist more of our students in crossing the finish line.

Gateway Courses: Title III Project Update

Justin Hoggard, Title III Director

Over the past five years the faculty at Three Rivers has given the curriculum an overhaul. It is often difficult to see the results of those laborers immediately; however, over time, trends often start to develop. For the following Social Sciences gateway courses; GOVT 121, HIST 111/112, SOCI 111, and PSYC 111 this trend became apparent when comparing data over several years of curriculum change.

Using 2009-2010 academic year as a baseline, all five of

the social science gateway courses saw improved student progress by double digits. Student progress in this instance is defined as successful completion of the course with a grade of a “C” or higher. The departmental data is compelling with increases in student progress that range from 10 to 20 % over five years.

Many adjustments were made over the years making it difficult to pinpoint exactly, or point to one single reason for improvement.

Collectively, the Social Science Faculty have: created measurable student learning outcomes, implemented and adjusted prerequisites, emphasized student engagement for both the traditional and online classroom, implemented Quality Matters (QM) Standards, utilized adjunct faculty in department assessment meetings, and created an assessment guide for a common assessment.

Although, no single adjustment in the curriculum can be attributed to our student's success, these modifications

have resulted in increased student progress. The data is encouraging to our faculty. As we look to the future, we will continue to evaluate our assessment methods and adjust our teaching methods for increased student learning.



Home is Where the Learning Is

Dionne Thompson, MLT Instructor



Sometimes a change in scenery and location can make a significant difference in the learning environment for some students. The first day of classes in the new B Building on the Poplar Bluff campus was both exciting

and enlightening. The sophomore Medical Laboratory Technology (MLT) students were quick to mention why they were thankful that the MLT Program was now back on the main campus in Poplar Bluff. One student noted that they would now be able to attend the ACHIEVE “Lunch N’ Learn” sessions and not be late for class due to driving across town. Another student mentioned that it was a much cleaner and safer

learning environment while another student mentioned that they felt more connected to Three Rivers College. I think the realization set in that yes, the entire Three Rivers’ team, and not just Mrs. Thompson, is here to help you obtain your educational goals.

Moving back to the main campus also means that when a student interested in the MLT Program inquires about the program, there is a place right here that they can come and speak with a program faculty member. Now, I know that when a student

is referred to the MLT Program they will be less likely to get lost driving across town to the previous location or just fail to show up out of frustration entirely. It truly is about convenience and meeting the needs of our students. I am very pleased to say that moving back to the main campus is going to assist in promoting the MLT Program. Having a positive learning environment is helping our students to perform better in class and thus they will be better MLT professionals when they graduate from Three Rivers College!

The College Store – Providing Students Tools to Facilitate Academic Success

Bob Jansen, Director of Retail Operations



The learning environment for students is much more than what happens in the classroom, but involves everything that affects student academic success. The learning environment is everything that affects a student's ability to stay in the classroom, in many ways most of which is outside of the classroom. Our ability as a College to successfully address many of these learning environment challenges directly affects student academic success. These challenges are academic, financial, and social in nature. The strategic intent of The College Store is to enable our students by facilitating student academic success. A paradigm shift is needed in how we view and address learning environment challenges.

In my experience, academic tools may be defined as course materials and devices used to directly impact learning. It is my experience over the years, that a handful of large textbook publishers have controlled course materials. The publishers' control and market share of these course materials has been threatened by 3 main dis-

rupters - the used textbook industry, book rental, and digital content providers. In order to protect their control and market share, publishers have resorted to deceptive gimmicks like bundling books with ancillary materials, creating new editions, and now promoting digital books and online learning management systems. I believe the main impediment for student learning over the last 30 years has been the cost of acquiring these course materials for students. The College Store is facilitating student academic success by lowering the cost of acquiring course materials for students.

Required Rental - \$40 book rental fee that is charged at registration keeps the cost of textbooks affordable for students. I believe, next to the faculty member in the classroom, access to academic materials is critical to student success.

Optional Rental - The College Store started offering optional rentals on some buy books, charging a fee at the register that is \$40 or more, but saving the students money over otherwise

having to buy the book. Optional rental has been very popular for students with very expensive buy books, or when students do not like the eBook option through Pearson My-Labs.

Digital Course Packs - When The College Store prints a course pack for a course, we also provide "free of charge" a digital version of the same course pack, so students can have access to those material on any internet enabled device at any time.

eTextbooks - For many buy books, The College Store also offer the same book in an eTextbook version for either purchase or digital rental.

Laptop and Tablet Purchases - The College Store provides an assortment of laptops and tablets available for students to purchase using their financial aid. These technology tools are critical for access to the learning environment and the academic material necessary for academic success. In my experience, our students want their own device. The actual direction of college students within the college store industry is = BYOD (bring your own device).

Amazon Kindle Fire HD 7" Beta Test - The College Store partnering with Amazon is testing a process where The College Store rents digital devices, The College Store owns the digital content, and we push or

remove the digital content from the device remotely. According to The Chronicle of Higher Education (see article link herein) the push is actually towards giving students a choice on a physical book based on how students learn. <http://chronicle.com/blogs/linguafranca/2015/11/30/books-and-mortar/>

The College Store in collaboration with Biology Instructor, Dr. Kathy Prejean conducted a pre beta test with two BIOL 101 students during the fall 2015 semester with the Kindle and eBook. In speaking directly with both students, one of them admitted that he preferred the physical book much more, and gave up reading the biology book digitally on the Kindle, and went back to reading the physical book, and the other student said he had eye fatigue and had to stop at points and take a break. The death of the paper text book is still highly premature, for example, the College Store offered students an optional \$80 rental for ACCT 211/212 this semester over a free eBook from Pearson MyLabs, and almost every student in the class decided to spend the \$80 for a physical optional rental book, rather than the free eBook.

Dr. Prejean in collaboration with the College Store is beta testing with Amazon using Three Rivers online BIOL 253 Course rental eBook for Spring Semester 2016, with

(Continued on next page)

The College Store – Providing Students Tools to Facilitate Academic Success (cont.)

Bob Jansen, Director of Retail Operations

optional Kindle rental. As we move into the future, it would serve the college well to take a very broad approach to looking at how all of these things work together (equipment, content, eBooks, Wi-Fi, IT support, equipment issues, off line use, cost, student learning, affordability for students, outcomes, revenue generation, acceptance by students, rural learning environment challenges, non-traditional students, etc.). Also, as we consider the proposed financial aid changes coming 7-1-16, the future is more about student choice.

Before a student can even attend class, they first must have the financial resources to not only enroll in college but to stay in college - retention. Financial resources are about granting access to education. Approximately 70% of our students are on some form of financial aid, and those financial aid resources are limited and time sensitive. How students effectively manage these limited financial resources ultimately determines their academic success.

Financial Aid – Pell Grants, loans, and other forms of financial aid provide access to the classroom learning environment and for academic tools such as books, laptop computers, and supplies, which would otherwise become learning environment challenges.

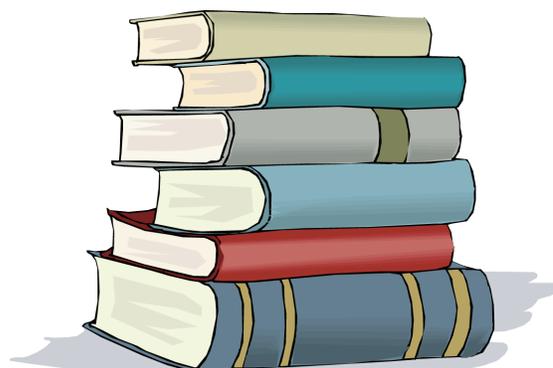
Meal Plan Card – The College Store created the Meal Plan Card to help students

better budget their financial aid toward the cost of attending expenses, like food, groceries, and gasoline. The Meal Plan Card acts as a bridge between payouts on the Raider OneCard, allowing students to spread their financial aid over a longer period of time. The Meal Plan Card is a retention tool. The following are comments from our students: “The meal plan card has helped me out tremendously between paycheck for gas and food”; “The meal plan card has helped a lot. I was able to have access to my funds so I could get groceries and gas to go back and forth to college. Thank You the meal card is an excellent idea.”

Financial Restitution – The College Store has embarked on an aggressive program to reduce the impact of textbook fines from late rental books, when a student is seeking to register for the next semester, or re-enroll in college again after being out a semester or more.

Social tools are how students and The College Store communicate with each other through technology. It is also the method students’ use to request financial aid transactions virtually. Social tools empower students with information and resources needed to achieve student academic success.

Texting – is the most effective tool The College Store has available to reach students immediately. Students may use this method to re-



quest a transfer of funds from their financial aid to their Meal Plan Card. We have approximately 1000 authorized students on our texting list.

eMail – is the method The College Store uses to reach all students in mass. Some students use this method to request a transfer of funds from their financial aid to their Meal Plan Card. They may also ask questions through email, or question charges on their account.

Rental Reminder - is a system of email reminders through our point of sale system that provides students a detailed list of books they rented for the semester. This helps remind students of their responsibility to return rental books timely, so students can avoid costly fines, and avoid having a hold being placed on their account preventing registration. If students cannot register they cannot achieve academic success.

By providing students with tools to negotiate learning environment challenges, The College Store believes a

greater degree of academic success is possible. The College Store is moving in the direction of giving students more choices on everything: food, gasoline, groceries, eBooks rental or purchase, physical books rental or purchase, laptops, tablets, optional Kindle and device rental, school supplies, and more. The more choices we offer students, and the more affordable we can keep Three Rivers College, the better it will be for student success.

I believe when students show up, stay in the classroom and engage in the learning process, use academic, financial, and social tools, can students achieve academic success. Three Rivers, Chief Financial Officer, Charlotte Eubank often says, “Sometimes life gets in the way of student success.” Three Rivers College, College Store has chosen through strategic intent to step into the breach, by empowering students with tools that will allow them to successfully address these life challenges within the learning environment.

Now I Understand

Herman Morse, Adjunct Instructor, English



Each semester I tweak my syllabus in search of the ideal (with apologies to Plato) approach to teach my writing students. I try not to assume much in the way of skill set, try to convey the

expectation that all of them can and need to learn to write, try to sequence tasks logically, and try to build incrementally toward goals—especially the research paper. The highlight for me is at the end of the semester IF someone says, “I had never liked English and I didn’t think I’d like this course, but this was all right [or better] and I learned how to write.” I also believe student failure is partly on me—not just on them.

I have a B.S. in Ed. with majors in English and French. I was a Chinese linguist in the Air Force. I have an MA in English, a Masters in Guidance and Counseling, and an Education Specialist in Education Administration. All the degrees were from SEMO St. I worked at Dexter Schools from 1976 to 2003; I taught High School remedial reading (6 years), served as MS counselor for 3 years, served as MS assistant principal for 3 years, and was principal at Central Elementary for 15

years. I have been a TRC adjunct since 2001. I have also been on the Dexter School Board for 12 years. Teaching was always something I thought I could do, and I found out during my career that I could. I have always enjoyed “school” and mostly thought of being at school as “going to school” instead of “going to work”—even though I was (and am) getting paid to do it. Students telling me at the end of a class that “now I understand” is all the thanks I need.

New Equipment Leads to New Learning Opportunities

Tami Cunningham, Paramedic Instructor

During the spring 2015 semester, the college purchased a Freeware Advanced Audio Code Driver Training Simulator. The state of Missouri, requires Emergency Management Service (EMS) providers to obtain continuing education hours for re-licensure. Three River College is now the first training entity to bring simulated driving training to the area. This interactive simulation allows students the ability to train for driving in emergency situations. The EMS profession is continually learning and improving and must remain current on the treatment, procedures, and protocols. Our targeted professionals are emergency drivers, ambulance services, police, fire, rescue, and first responders.

The driving simulator places the student in “real life” situations such as high volume traffic, pedestrians, different weather related issues, and mechanical failure or malfunction. The student learns “hands on” how to successfully manage the high stress of emergency driving response while remaining diligent to the dangerous acts of driving while distracted. This simulator places the student into situations that could happen on the job. Our students will be at an advantage in the field because they have been in a similar situation in the simulator, so they will know how to react and hopefully drive with more caution. This type of training allows the student to enhance the skill of defensive driving while in the safety of the simulator.

EMS professionals that require ongoing training that would benefit from the newly obtained driving simulator. The college intends to take the training to the service locations and provide “on the job” training at their location. This way, all current professionals in the field can benefit from this unique type of simulated training. The training is customizable so if the company needs fire, EMS or police training, that can be our tailored focus for that simulation.

Three Rivers College instructors received training during the month of November, 2015 on use of the simulator for teaching. The software system enables the student to respond to the environment and operate maneuvers. The visual dis-



play sets the standard for creating a lifelike driving environment with the widest field of view in the industry. The interactive instructor operator station provides a direct, real-time link between instructors and students within the training environment. The system generates appropriate vehicle motor and other operational sounds of a fire or EMS vehicle. Three Rivers College is fortunate to have this new equipment to offer students that is leading to new learning opportunities that have the potential to save lives.

Professional Development Opportunities Fall 2015

Three Rivers College Mission Statement

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.

By participating in conferences, workshops, and trainings, our faculty and staff ensure that the institution is appropriately prepared to meet the needs of our students and remain on the fore front of advancing technology, improving standards, and developing best practices. Members of the faculty, staff, and administration were participants in the following collection of conferences and trainings below during the fall 2015 semester.

Civil Rights Investigator Level Two Training and Certification—ATIXA (Association of Title IX Administrators) Springfield, MO June 4-5, 2015	Missouri Math Summit Jefferson City, MO October 29-30, 2015
Simulation User Network Conference Springfield, MO August 27-28, 2015	MCCA Annual Convention Lake Ozark, MO November 4-6, 2015
Alternative Mathematics Pathways Columbia, MO September 11, 2014	CRLA Conference Portland, OR November 5-8, 2015
MMPT Meeting Jefferson City, MO September 17-18, 2015	Postsecondary Agriculture Students Conference St. Louis, MO November 11-13, 2015
Speech and Theatre Association of Missouri Conference Lake of the Ozarks, MO September 25-26, 2015	MMPT Meeting Jefferson City, MO November 11-12, 2015
2015 SPOL Users Conference Fort Lauderdale, FL September 27—October 1, 2015	Nursing Educator Conference Columbia, MO November 12-13, 2015
NLN Education Summit/CNEA Workshop Las Vegas, NV September 29-30, 2015	MAEOPP Conference Grand Rapids, MI November 14-19, 2015
MRADE Conference Columbia, MO September 30—October 2, 2015	FISDAP Training Las Vegas, NV November 17-21, 2015
NOEOP Conference Spokane, WA October 17-22, 2015	Youth Mental Health First Aid USA Poplar Bluff, MO December 3, 2015
MO Student Nurses Association Annual Convention St. Louis, MO October 21-23, 2015	Project TEACH: <ul style="list-style-type: none"> • Instructional Methods that Work • Learning Styles • Lesson Designs Using 4 MAT • Teaching Styles • Lesson Plans



Professional Development Opportunities Spring 2016

Three Rivers College Mission Statement

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.

ELearning Best Practices—Creating Videos

Margaret Orlando
Tuesday, January 12/11am

ELearning Best Practices—Using the Retention Center

Tiechera Samuel
Wednesday, January 13/ 11am

QM Standards and SoftChalk Series—Standard I

Jason Cowan
Wednesday, February 3/Noon

SPOL Planning and Budget Development Training

Dr. Maribeth Payne and Charlotte Eubank
Tuesday, February 9

QM Standards and SoftChalk Series—Standards 3.5, 5.1, 5.2

Tiechera Samuel
Wednesday, February 17/Noon

QM Standards and SoftChalk Series—Standards 2-3

Margaret Orlando
Wednesday, March 2/Noon

QM Standards and SoftChalk Series—Standard 8

Alice Sanders
Wednesday March 16/Noon

HLC Assessment Academy Mid-Point Roundtable Chicago, IL

Tuesday, March 29th—Friday, April 1st

ELearning Best Practices—Accessibility in eLearning

Alice Sanders
Wednesday, April 6/Noon

HLC Annual Conference

Chicago, IL
Friday, April 15th—Tuesday, April 19th

ELearning Best Practices—Empowering Students Using Reciprocal Teaching Strategies in Discussions

Wednesday, April 20/Noon

ELearning Best Practices—Informed Decision-Making in Blackboard

Justin Hoggard
Wednesday, May 4/Noon

Project TEACH

- Instructional Methods that Work
- Learning Styles
- Lesson Designs Using 4 MAT
- Teaching Styles
- Lesson Plans

Course Design and Enhancement Workshops

- Blackboard Accessibility
- Helping learners apply the rubric
- Online Collaboration
- Creating Course Appeal and Banner
- Monitoring Student Performance
- Using results from SafeAssign
- Multimedia that bridges knowledge and reserves bandwidth and page space
- Create, Edit, and Annotate Recordings using Camtasia



UNIVERSITY OF MISSOURI
Extension
Live. And Learn.

Youth Mental Health First Aid Training
Friday, February 19th & 26th
1:00 P.m.—5:00 p.m.

Three Rivers College
2080 Three Rivers Blvd.
Poplar Bluff, MO 63901

What is Youth Mental Health First Aid? Youth Mental Health First Aid (YMHFA) is a public education program which introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and most importantly teaches individuals how to help a youth in crisis or experiencing a mental health or substance use challenge.

Description of the Program: This 8-hour course teaches participants the risk factors and warning signs of a variety of mental health challenges common among adolescents, including anxiety, depression, psychosis, ADD/ADHD, disruptive behavior disorders, and substance abuse disorder.

Innovative Educators

Go2Knowledge[®]www.go2knowledge.org/trccusername: **trcc** password: **Go2ThreeRivers****On-Demand Professional Development for Higher Ed**

100 Trainings • 6 Categories

- At-Risk Populations**
- Campus Safety**
- Organizational Development**
- Student Success**
- Teaching & Learning**
- Technology**

Access Go2Knowledge Trainings
anytime, anywhere, individually or as part of a group!

Printable Certificate of Completion for every trainingwww.go2knowledge.org/trccusername: **trcc** password: **Go2ThreeRivers**