

THREE RIVERS COLLEGE

2016

Focus on Learning

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Office of Institutional Effectiveness

Office of Institutional Effectiveness

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Three Rivers College begins Self-study of HLC Accreditation Criteria

Three Rivers College has been accredited by the Higher Learning Commission (HLC) since 1974. Continued accreditation by the HLC is recognition that the academic and administrative programs and processes are aligned with the mission of the College, and that they meet certain quality standards.

Although not required by the HLC to do so, Three Rivers College began an internal self-study of its policies, programs and processes, in accordance with the criteria of accreditation as established by the HLC. The Office of Institutional Effectiveness facilitates the internal self-study to engage numerous faculty, staff, and students to ensure accreditation compliance. The HLC decennial reaffirmation visit will take place from April 23-25, 2018.

The self-study focuses primarily on evaluating how well Three Rivers meets the HLC accreditation criteria and maintains supportive patterns of evidence. This exercise provides an opportunity to evaluate the effectiveness of institutional policies, procedures and practices; and to identify strengths, concerns, and challenges that must be addressed.

The strategic planning and subsequent budgeting processes have matured over the past decade to serve the Colleges needs with annual planning priorities and periodic reviews. This process has provided the framework for data informed decision-making at the College, resulting in a continuous series of incremental improvements.

The self-study process was designed to rely heavily upon existing processes and organizational structures to determine the effectiveness of administrative policies and procedures that guide decision-making. The self-study process for analyzing institutional performance was purposefully designed to fit within continuous quality improvement structures and processes (including institutional benchmarking as appropriate) that are already in place and to be consistent with the strategic planning processes.

Several task force teams were put in place to provide feedback throughout the self-study process such as the Student Learning Improvement Committee (SLIC) and the Continuous Improvement Leadership Team (CILT). All members of the President's Cabinet shall serve as Self-study Committee Members and sub-committees will be selected from



within these groups. As improvements are suggested by these teams they will go to vote by the Cabinet. Once the Cabinet has reviewed and made recommendations, changes will be made to ensure accreditation compliance in all areas of the College. In the event of a revised or newly created College Policy or Regulation; the Cabinet shall follow the college procedure to ensure consistency and inclusion of the appropriate groups.

At the start of the self-study process, the components and sub-components of the HLC criteria were discussed with each responsible Cabinet member and their respective departments to ensure understanding. Those with responsibility for oversight of each topic are expected to identify each component and to assess in relation to the College alignment with such. The Self-study shall continue until the HLC Assurance Argument has been submitted to HLC sometime early March, 2018.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Assessment and Program Review for Improved Learning (APRIL): Higher Learning Commission Assessment Academy



Three Rivers College is engaged in a three-year project through our regional accreditor the Higher Learning Commission (HLC) known as the Assessment and Program Review for Improved Learning (APRIL). The College is required by the Higher Learning Commission (HLC) to produce a quality initiative every five years. APRIL was facilitated by the Dean of Institutional Effectiveness, Dr. Maribeth Payne, through

HLC and the college was given permission by HLC to use APRIL for this purpose. The APRIL project is in preparation of our Decennial HLC Accreditation visit in April 2018.

APRIL is being designed as a holistic approach to college-wide assessment processes to improve student learning. The newly created assessment plan will ensure broad-based faculty involvement through a redesigned student learning assessment methodology that will include program review processes for the college. A key role of the Office of Institutional Effectiveness is to facilitate processes to ensure data informed decision-making and to support ongoing improvements that are evidence based.

Changes resulting from the APRIL project will make the data collected on student learning outcomes more accurate, relevant, and meaningful. The Student Learning Improvement Committee (SLIC) has begun to interpret data, to encourage collaboration among the faculty and explore innovative methods to improve student learning. The hope is that APRIL will help instructors to better align what they teach with what the students need to learn.

In addition to improving college-wide outcomes assessment through APRIL, the College revised its program review process to improve program alignment, relevance, and the viability of college programs. APRIL is focusing on providing faculty engagement opportunities to better align what they teach with what the students need

to learn. Providing data through assessment collection reports in a way that the faculty are engaged in the process, will result in more meaningful change based on this data.

Members of the APRIL Team are Dr. Maribeth Payne, Dean of Institutional Effectiveness, Dr. Justin Hoggard, Dean of Instruction, Michelle Lane, Assessment Coordinator, and Department Chairs Dr. Staci Foster, Dr. Dan Lauder, and Nicole Sifford.



HLC Assessment Academy Team Attends Midpoint Roundtable in Chicago, IL

Nicole Sifford

The Department Chairs from Three Rivers College along with the Assessment Coordinator, Michelle Lane and Dean of Instruction, Dr. Justin Hoggard, attended the Higher Learning Commission Midpoint Round Table in Chicago during the last week in March. The purpose of this visit was to facilitate meaningful conversations and planning to aid in the progression of our Assessment and Program Review to Improve Learning (APRIL) project. This event was attended by approximately 10 other colleges that are also working on assessment projects. The meeting started with an excellent Plenary Session on Assessment

FOR Learning presented by HLC Senior Scholars Dr. Gloria Rogers and Dr. Susan Hatfield. The session emphasized the need to assess for learning not just to be assessing. Although there were several other mini - breakout sessions throughout the course of the event that were optional to attend, we found the "team time" to be the most valuable. It was during this team time that we were able to review our progress and determine our goals and timeline to see our projects through to completion. We were able to solidify an assessment cycle with our four new institutional general education outcomes that would allow us to

have time to not only collect the needed data but to have time to analyze and implement changes for improved learning. The cycle that



developed was created in such a way to ensure that we would have data from all modalities of teaching as well as settings. Once the cycle was determined, we were able to concentrate on the plan needed to make sure that the assessment cycle would run smoothly. We were able to create a timeline that would be used for each phase of the cycle.

This timeline identified not only when different tasks would occur during the assessment cycle but also who would be responsible for the tasks involved. We left the roundtable event with a very solid idea of how we would implement the assessment cycle upon our return to the college.

Office of Institutional Effectiveness

8th Annual Three Rivers College Strategic Planning Retreat

The 8th Annual Three Rivers College Strategic Planning Retreat was held at The Landing in Van Buren, on Friday, February 3, 2017. The fifty-two college unit managers attended the event.

President Payne presented on the eleven annual planning priorities for the FY 18 planning cycle. Dr. Payne also facilitated the meeting involving the planning managers to establish college benchmarks. The following are the FY 18 Annual Planning Priorities:

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 in-

terests. These include: safety training, computer security, Title IX, innovative teaching techniques, Strategic Planning Online (SPOL), 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.

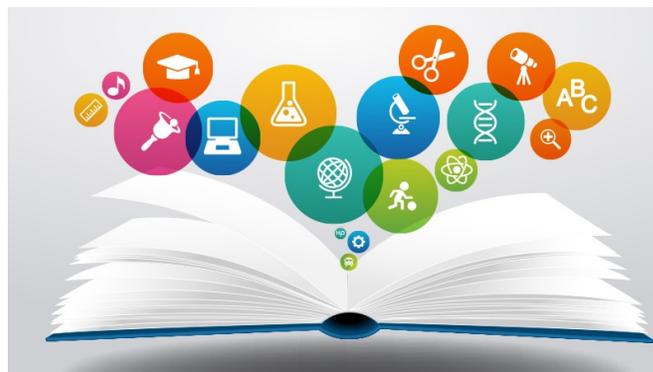
9. Maintain Enrollment Above the National Trend the College will

focus on the recruitment of students from both traditional and nontraditional populations to ensure that the headcount and credit hour production of the 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.



Three Rivers College Benchmark Data for 2016

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. The benchmarks are based on the previous academic year's data. Below are the results of the six institutional benchmarks for 2016 along with explanations of each.

I. Enrollment: Maintain enrollment at or above "similar institutions" in the state of MO. (i.e. Crowder, Mineral Area, State Fair, and East Central) as measured by Fall Census Headcount.

Fall 2015 Enrollment was a Headcount of 3,856 with a credit hour production of 41,501.

II. Retention: First Time Student Fall to Spring 75% and First Time Student Fall to Fall 52.5%

Fall to Spring Retention shows that of the 1404 students enrolled in Fall 2014, 973 or 69.3% were retained in Spring 2015. From Fall 2014 to Fall 2015 41.9% (585 students) of the 1404 were retained.

III. Student Satisfaction: (90% or Better) as measured by the Graduation Survey.

The 2015 Graduation survey indicated that this benchmark was met at 90% or better for three key indicator statements.

V. 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.

2016: Based on prior year data for Math Developmental Success the Fall 2012 cohort scored 62.9% which was not

above the 66th percentile rank from the National Community College Benchmarking Project (NCCBP) of 71.84% and our 3-year rolling average did not show improvement so we did not meet this KPI for 2016.

English Developmental Success for the fall 2012 cohort was 69.7% which was not above the national benchmark of 73.92%. However, we did improve over our 3 year rolling average of 67.2% to 69.1% so we did meet this KPI measure.

V. Completion/Transfer Rates: Key Performance Indicator (KPI) (Meet the KPI) through the National Benchmarking Project 66 rank, or improve rank, or improve from prior year or improve by using data from the 3 year rolling average.

The fall 2011 cohort rate of 29.7% which was not above the NCCBP 66th percentile with a rate of 43.39%. However, we did improve over our three-year rolling average of 32.5% to 32.7%, so we did meet this



KPI.

VI. College Financial Ratio:

This 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.

Based on the data from the 2015 fiscal year, Three Rivers College met this benchmark.

National Community College Benchmark Project: Excellent!

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 2016, 252 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 252 community colleges are as follows:

- ◆ Gateway Math Enrollee Success Rate = >99th Percentile
- ◆ Instructional Cost per FTE Student = 2nd Percentile (Low

is better)

- ◆ Instructional Cost per Credit Hour = 2nd Percentile (Low is Better)
- ◆ % of Students that Received a Passing Grade of those that Completed College Algebra = 89th 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.



Spring 2016 Student Registration Survey: Key Findings



The Office of Institutional Effectiveness administered to students the Registration survey during the spring 2016 semester. A total of 595 students participated in the survey.

The survey method was an electronic link created in Survey Monkey and emailed out to all students who had registered for the

spring 2016 semester.

- 63% indicated that they heard about Three Rivers College from a friend and/or relative

- 67% of respondents cited “Location” as the most important factor that helped to make their final decision to attend Three Rivers College. “Cost” was the second highest factor noted by 46% of respondents. (This was a select all that apply question.)

- 55% indicated that their wait time to speak with an advisor was “less than five minutes”

- 91% selected “Yes” when asked, “Would you recommend Three Rivers College to a friend or family member?”

Based on student comments, those who set up appointments with external location and main campus staff appear to have little issues with advising.

The comments pertaining to advising allude to the premise that Advisors are willing and courteous, but are less confident with degree and curriculum specifics. Students enjoy working

with staff, but would like to be more reassured in the degree plan and course selection.

Students are more and more satisfied with Financial Aid. Issues that appear to arise include wait time for paperwork to be processed and the misunderstanding of the verification process. Many comments include how courteous and helpful the staff is in Financial Aid.

Student Services are developing goals and objective to increase advisor knowledge of programs.

Spring 2016 Graduation Survey: Key Findings are Sweet Success!



The Office of Institutional Effectiveness conducted the annual survey of graduates for 2015-16 during the months of April and May. A total of 296 graduates who responded to the survey. 277 of those graduates participated in the Commencement ceremony.

The survey method was survey monkey. A link was created and students were prompted to take the survey when they came to the institution to pick up their cap and gown for Commencement. Those who chose not to participate in commencement received an email with the link to the survey enclosed.

- 86% (255 respondents) indicated that they plan

to continue their education.

- 98% strongly agree or agree that they were treated with respect by faculty and staff.

- With an overall satisfaction of 96%, there were 51% (147 respondents) of graduates who strongly agreed and 45% (132 respondents) of graduates who agreed with the statement, “I was satisfied with the availability of courses when I needed them.”

- 98% of graduates strongly agree or agree that the faculty were genuinely interested in their success.

- 95% of graduates strongly agreed or agreed with the statement, “I was satisfied with the Three Rivers College textbook process.

- 98% of graduates feel the

college personnel was accessible and showed genuine interest in assisting them.

- 98% of graduates strongly agree or agree that their overall experience as a student at Three Rivers College was positive.

- When asked, “Now that you have had a complete experience of Three Rivers College, if you had to, would you choose Three Rivers College again?”, 95% replied Yes.

- 97% strongly agreed or agreed that they would, “recommend Three Rivers College to others.”

- 96% were satisfied with the quality of instruction in their major area of

study.

- When asked, “Did Three Rivers College meet your educational needs?”, 98% indicated Yes.

Comment Highlights:

- “I thoroughly enjoyed the college experience at Three Rivers! I believe it was a good stepping stone for me and I appreciate the extra time instructors put in to help me while I was here.”

- “I believe that the experience was perfect for my needs. The only thing I would suggest would be more classes available during evening hours.”

- “Make the advisors more knowledgeable in their field of advising.”

The Quality Matters Seal of Approval

Dr. Justin Hoggard

Three Rivers College faculty who teach in the online environment have been redesigning their courses in an effort to align their online offerings with the 5th edition of the Quality Matters Rubric. This effort began as one of the focal points of the Title III, Strengthening Institutions Grant the college received in 2011. As a result, in 2016, the College adopted and implemented a modified review process for all current online courses.

Additionally, six faculty members redesigned and submitted courses for national review with Quality Matters. Those courses were:

- BIOL 101: General Biology, Michelle Fisher
- BUAD 120: Introduction to Business, Dr. Martha Kirkman
- EDUC 230: Foundations of Education, Faye Sanders
- ENGL 231: English Literature to 1798, Tiechera Samuell

- SCOM 110: Public Speaking, Margaret Orlando
- SOCI 111: General Sociology, Kristy Niblock

All of the courses were approved and certified by Quality Matters in the 2016 fall semester. These faculty put a tremendous amount of effort, time, and work into their courses, which resulted in the recognition. Moreover, because each of the courses were submitted within two weeks of each other, they did not have the benefit of knowing exactly what it took to meet the QM Rubric standard. Each of them are trailblazers for the college and should be commended.

While each of the QM faculty would certainly agree that it was quite the task, they also would agree that it was absolutely a learning experience that was well worth the effort. The feedback provided to them regarding their courses demonstrated the value of having peers review their

courses. For example, Ms. Samuell, who went to great lengths to improve the accessibility of her course, received feedback to assist her with “specific suggestions for additional ways to improve the course.” She plans to incorporate these strategies moving forward with other literature classes “so that all students can receive the richest experience possible.”

Dr. Kirkman found the collaborative effort gave her “better ideas of how to present material, how to organize information, and how to make sure that the assignments my students are given reinforce the learning objectives we focus on.”

As faculty, we understand why we make assignments, but this is not always clear to students. For Ms. Niblock, the value in the experience was attempting to look at the course from a student’s perspective. Stepping back from one’s work is

not necessarily easy to do, much less trying to remove your knowledge of years of experience to create a course as if it were the first time you were experiencing it. Evaluating every assignment and alignment in the course proved to be invaluable.

While each of them benefited in different ways, one thing is absolutely true for each of these faculty members: they all shared the desire to improve student learning. Designing a course with specific standards gave them direction and focus. Seeing the improvement in learning and feeling more connected to their online students has made the experience well worth their efforts. The QM seal provides each of them validation in their course redesign efforts.



Accreditation Learning
 Institutional Evaluation Research Rubrics
 Effectiveness Continuous
 Assessment Improvement
 Outcomes Design
 Review

Three Rivers College Shines at Collegiate DECA State Conference

Dr. Martha Kirkman



Collegiate DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management. Our local Collegiate DECA chapter stays especially busy during the spring semester! Our first activity was in February 2016 which we attended the Missouri State Career Development Conference in Lake Ozark, MO.

This conference is hosted on an annual basis bringing students from both 2-year and 4-year colleges across the state

of Missouri to compete in a variety of business simulations. The Competitive Events Program allows students to put their experience, skills and knowledge to the test while representing their college or university. In addition, students compete for top international honors in one of 24 different competitions. These competitions are recognized for helping to prepare students for their professional careers. All events are judged by professionals within business and industry field. Three Rivers College Collegiate DECA had 9 students attend the conference this year with two receiving state awards. Madison Miller received 3rd place in Banking and Financial Services and Alex Strauts placed 2nd in Retail Management. Melissa Speers and Rebecca Cato represented our chapter in an interview for chapter of the year and Three Rivers College Collegiate DECA was selected at the 2015-16 chapter of the year.

Madison Miller traveled to Washington, DC for the International Career Development Conference. While in attend-

ance to the conference, she participated in a leadership academy as well as another round of business competitions and placed in the top 10 in the Banking and Financial Services event. Also while in Washington, DC, she had the opportunity to meet Missouri Congressman, Jason Smith as well as tour some of the many museums the area has to offer.

During the spring semester Collegiate DECA kicks off their final event by hosting the Merchant Showcase on Three Rivers College Poplar Bluff Location. This trade show allows the community and businesses to come together and allows businesses to showcase the products and services they have to offer. In addition, this event provides our students with the opportunity to use the concepts and theories they're learning in the classroom by planning, coordinating and executing the event. Some

of the courses that provides the student with the necessary concepts and theories are Advertising, which provides the necessary tools and resources to create ad campaigns and budget appropriately for ad placement. Other courses involved are professional selling course allowing the students to sell booth spaces for the show and the Supervisory Development course, which of whom are sophomores, oversee the committees that assist in putting the showcase together. The money that is raised from the showcase is used to help offset the travel costs for the leadership conferences students attend.

Collegiate DECA is an active organization on our campus and we invite all students who are interested in business or marketing to join our group! You can contact Dr. Martha Kirkman at 573.840.9636 or Mrs. Julie Becker at 573.840-9460.



**STUDENT
CLUBS
AND
ORGANIZATIONS**



Encouraging Active Participation in Transitional Math / Intermediate Algebra

Sherri Vancil



Sherri Vancil is an adjunct instructor for Three Rivers College teaching Mathematics. The following article clearly describes her passion as a caring educator.

Transitional Math/Intermediate Algebra are Three Rivers College classes that are designed to prepare students for success in college algebra. The curriculum for each of these classes is pre-designed by the college. The lessons are taught online, and the homework problems and tests are prepared in advance for the instructor. Therefore, it is the instructor's job to conduct a classroom environment where learning can take place. As a classroom instructor

of these courses, I have found that the best approach is to make myself approachable and encourage my students to be active participants in their success in the courses. Some of the best techniques that I have found are to make myself available to them-to sit with them, answer questions, and just watch them work to identify misconceptions and mistakes so that they will not keep repeating those. I love being able to work one on one with them, see their strengths and weaknesses, and help them gain confidence in their abilities.

Many students come to math class feeling anxious and thinking they will not be successful. If I show them I care, in even the tiniest of ways, I have found that the students will work harder and be more confident in their abilities. So many students come into class with poor organizational skills; therefore, I also teach students to prioritize and have good time management skills which helps them to have a sense of what they need to accom-

plish and helps them to feel less anxious and overwhelmed. It is very rewarding for the students to feel their frustrations ease and watch their progress grow.

I find support by talking to other instructors, and I like to borrow or modify ideas to fit my class. There is always someone around who has been there and who understands what my job requires. Collaborating with other instructors gives me a chance to get re-energized and gather ideas which benefit my students.

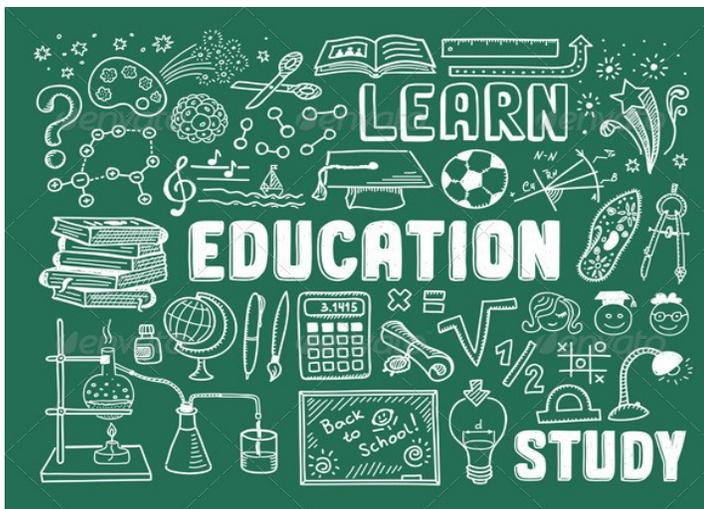
As a math instructor, one of the biggest challenges is having the same academic goals for students with varied mathematical backgrounds. I often have to take a step back and teach my students some basic skills that they have not developed or have forgotten. To be successful, it is very important for the students to get up to speed quickly in order to complete the lessons and be successful on the tests. For some, it takes more work outside of class; however, this helps the students to

take ownership of their own successes.

It is imperative that students have a confident grasp on the math concepts they are being taught so I always try to convey those in an understandable way. If I teach too high, I lose them and if I teach too low, I insult them. Making math engaging is all a matter of bringing as much clarity to the concepts and procedures as possible. Therefore, I always aim to get the concepts across while challenging the student to higher, but reasonable, expectations.

The opportunity to really impact student learning is very rewarding. I struggle with making math concepts relevant to their lives, but I hope that the underlying skills are what will stick with them: finding errors and correcting them, perseverance, problem solving, working together, thinking outside the box, asking and answering good questions, organizing information, identifying patterns, and taking responsibility for their own thinking and their own lives.

“Education is not the learning of facts, but the training of the mind to think.”
- Albert Einstein



Evolution of Three Rivers College Tutoring Services

Lisa Bliss

Three Rivers College recognizes the value and significance of professional tutoring for students, faculty, and the institution as a whole. The Tutoring and Learning Center at Three Rivers College began developing its tutor training program during the Fall 2014 semester. To begin the extensive process of crafting a training program from the ground up, the TLC Coordinator, Learning Support Specialist, and Professional Tutors enrolled in and completed “Crossroads of Learning’s Tutoring Foundations Program”, which provided the knowledge and resources we needed to develop our own tutor training program.

Through the collaborative efforts of the Tutoring and Learning Center (TLC) staff developed a tutor training manual and hybrid tutor training course consisting of both Blackboard and Tutor-trainer supervised, Interactive, Live, and Real time (TLR) components, with the objective of becoming internationally certified.

College Reading and Learning Association (CRLA) International Tutor Training Program Certification

What is CRLA? The organization describes itself as “a group of student-oriented professionals active in the fields of reading,

learning assistance, developmental education, tutoring, and mentoring at the college/adult level” (2015). Furthermore, they are the certifying body for “tutor training programs in postsecondary educational institutions” (2015).

The College Reading and Learning Association has assisted the Three Rivers College Tutoring and Learning Center in taking a large step in the advancement of our quest for continuous improvement of student learning and academic support by “[providing] recognition and positive reinforcement for tutors’ successful work from an international organization” (2015).

Three Rivers Tutoring and Learning Center received confirmation from CRLA in May 2016, recognizing our tutor training program as internationally certified. With these credentials, the Tutoring and Learning Center may now certify its tutors upon completion of ten hours of training, which provides several benefits for the institution and its students:

- Certification provides recognition and positive reinforcement for tutors’ and mentors’ successful work;
- Certification sets professional standards of skill and training for tutors and mentors;
- Certification augments program credibility for adminis-

trators and institutions (2015).

From the collaborative efforts of the tutoring staff, in addition to the expansion of services through an internationally certified program, the Tutoring and Learning Center has built an academic support system through which we actively contribute to the student learning environment of Three Rivers College.

To increase the services available to college students, Three Rivers College introduced tutoring in 1990. During the 1992-93 academic year, computers and calculators were introduced, forming the Math Lab that would later become the Technology Learning Center (TLC) in 2001.

Since that time, the Technology Learning Center has undergone several iterations and has evolved from predominately serving math students to encompassing a broad array of disciplines including English, Reading, Accounting, Computer Applications, and Sciences.

To better emphasize the role provided by our professional tutors, the name of the TLC changed to “Tutoring and Learning Center” in 2009. This change broadened the scope of our offerings by expanding from mere math assistance to a more holistic form of academic support, embodied in the use of andragogy and the Socratic Method. In this way, “Tutors play a vital role in the

academic success of a student” (Crossroads of Learning, 2016). While faculty members have the benefit of interacting with students pedagogically in the classroom environment, “The tutor is the only member of the student’s web of support who can easily maneuver between the pedagogy of the classroom and the andragogic needs of the student” (Crossroads of Learning, 2016).

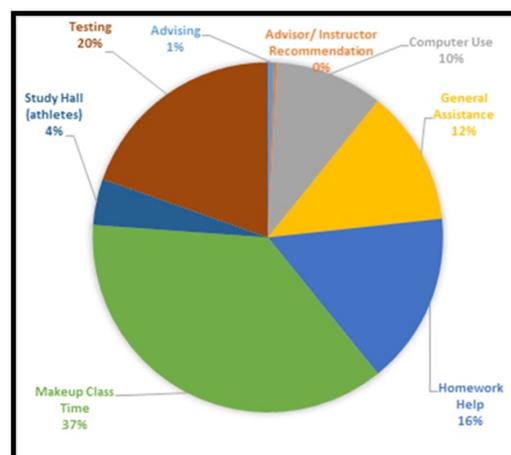
By 2012, the Tutoring and Learning Center began offering tutoring services at the Dexter, Kennett, Malden, and Sikeston Centers. In an effort to further expand tutoring services to online and commuter students, the Tutoring and Learning Center launched a multi-tiered online and distance tutoring program in Fall 2015. Students may choose from three Distance Tutoring options, as detailed at <https://www.trcc.edu/arc/tlc.php>

The Tutoring and Learning Center is currently considering additional methods of distance tutoring, including but not limited to tablets and/or Skype.

Since their inception, Three Rivers’ tutoring services have experienced an increase in student visits from 400 in 1990 to 9,682 in 2015, an increase of 2,321%. In addition to increasing the number of students served, the Tutoring and Learning Center has extended the range of services provided, as illustrated below



Pictured above (L to R): Crystal Armstrong, B.S. in Psychology; Barbara Moreno, A.A. in Pre-Med; Matthew Clanahan, M.Ed. in Mathematics; Pam Duckett, B.S. in Organizational Management; Jennifer Hilton, B.S. in Mathematics. (Front): Lisa Bliss, M.B.A. and M.Ed. in Mathematics



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

Higher Learning Commission 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

Higher Learning Commission 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



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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.

Professional Development Opportunities Fall 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.

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 2016 semester.

Adjunct Professional Development Training

Three Rivers College

August 5, 2016

- Title IX
- Attendance Policy
- Phishing and Email Security Awareness
- Departmental Trainings

Annual WRITE Conference

Three Rivers College

August 5, 2016

3rd Annual Welding Education Certification Conference

Houston, TX

August 9-13, 2016

Advising Training

Three Rivers College

August 9, 2016

Blackboard Basics Training

Three Rivers College

August 9 –11, 2016

“Student Support: Effectively Using Blackboard Retention Center”

Three Rivers College

August 10, 2016

SMART Board Training

Three Rivers College

August 11, 2016

Using Library Resources

Three Rivers College

August 11, 2016

Simulation User Network Conference

Springfield, MO

August 27-28, 2015

Missouri Association Early Childhood Teacher Education Conference

Jefferson City, MO

September 23, 2016

Community College Business Officers Annual Conference

Orlando, FL

September 23-28, 2016

Emergency Medical Services World Expo

New Orleans, LA

October 3-7, 2016

Missouri State Co-requisite Academy

St. Louis, MO

October 12-14, 2016

Annual Strategic Planning Online Users Conference

Fort Lauderdale, FL

October 16-19, 2016

North American Association for Environmental Education Conference

Madison, WI

October 19-20, 2016

Missouri Community College Association Conference

Lake of the Ozarks, MO

November 2-4, 2016

College Reading and Learning Association Conference

Louisville, KY

November 2-6, 2016

Missouri Community College Association Fire Sub-Committee Conference

Branson, MO

November 3, 2016

20th Annual Midwest Regional Nursing Educators Conference

Columbia, MO

November 10-11, 2016

Association for Career and Technical Education CareerTech Vision Conference

Las Vegas, NV

November 30 - December 4, 2016

Missouri Association of Colleges for Teacher Education Fall Conference

Camden, MO

November 30 - December 2, 2016

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