

Focus on Learning

Office of Institutional Effectiveness

2017-2018 Issue

Office of Institutional Effectiveness

Dr. Maribeth Payne
Dean of Institutional Effectiveness

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Office of Institutional Effectiveness

Reaffirmation Self Study



Since the fall of 2016, Three Rivers College has been highly engaged in a self-study in preparation for the decennial reaffirmation visit from the Higher Learning Commission (HLC). The process involves the time and effort of all functional areas and departments across the college. The lead members of the Self Study Committee are the members of the College Cabinet, the System Administrator, and the Assessment Coordinator. Throughout the self-study, numerous college documents, processes, and procedures were evaluated for their alignment and effectiveness.

The self-study is led by the Dean of Institutional Effectiveness, who is also the Accreditation Liaison Officer for the College. Faculty, staff, and students are involved in countless meetings and provide a tremendous contribution throughout this process.

The Higher Learning Commission's "seal of approval" assures prospective students, parents, employers, and other stakeholders that the College offers quality programs and learning experiences. Accreditation also is required for the College to receive federal funds for student financial aid as well as grant funds.

The HLC, one of six regional accreditors recognized by the Federal Department of Education, accredits degree-granting post-secondary education institutions in the 19-state North Central region. The College has enjoyed accreditation since 1974 and was last accredited in 2007. The upcoming decennial reaffirmation visit is scheduled for April, 2018.

The Assurance Argument evidentiary documentation shall address the College mission statement, ethical and transparent nature of our work, teaching and learning practices, institutional resources, use of data-informed decisions, as well as the strategic planning processes. The College is very well positioned for success with the amazing team that we assembled. Everyone is coming together

and is working toward the common good for the College to be successful.

The HLC Peer team will review the College's federal compliance filing, as well as the Assurance Argument. The Assurance Argument Committee is in the process of compiling numerous documents that demonstrate our compliance with the HLC criteria for accreditation.

Members of the HLC Assurance Argument Team Include:

Kathy Richardson
Steve Atwood
Ann Matthews
Dr. Justin Hoggard
Kristina McDaniel
Michelle Lane
Dr. Maribeth Payne
Dr. Wesley Payne

Additional Members:

Ben Gordon
Dustin Midyett
Chris Adams
Teresa Johnson
Regina Morris
Dr. Staci Foster
Dr. Dan Lauder
Nicole Sifford
Kathy Sanders
Jason Alford
Missy Marshall
the SLIC and CILT Members

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 and assessment results, as well as student enrollment, graduation, and retention data; conducts ad hoc studies and focus group interviews designed to support planning and effectiveness; and 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, as well as 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.

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 that facilitate learning by helping students overcome obstacles and enabling them to take advantage of opportunities; while administrative processes provide the infrastructure to allow students and employees to



perform at their highest level. For more information, please refer to the Office of Institutional Effectiveness web page and departmental Request Form found on the Gateway.

"The most reliable way to forecast the future is to try to understand the present."

John Naisbitt



"Without continual growth and progress, such words as improvement, achievement, and success have no meaning."

Benjamin Franklin



Office of Institutional Effectiveness

Navigating Toward Improvement



APRIL: An Overview of Change & Achievement

The Three Rivers College Assessment and Program Review to Improve Learning (APRIL) project was developed with sustainability in mind. A newly designed data collection method ensured that data could be gathered, analyzed, distributed, and used to improve student learning in a timely manner. This new data collection methodology is also more accurate and actionable and, overall, ensures Three Rivers College will more carefully evaluate and improve student learning across the curriculum. This, subsequently, allows faculty to have meaningful conversations about the data.

Assessment best practices emphasize the importance of keeping faculty and staff engaged in the process to improve student learning continuously. At Three Rivers College, assessment is a minimum expectation of all faculty. Incorporating an implementation phase into the college-wide outcomes

cycle establishes a timeline for faculty and staff to plan and execute interventions and improvements based on the collection and analysis phases throughout the process.

Components of the college curriculum process, annual student learning outcome reporting, and cyclical program review require the continuous improvement of student learning based on actionable, meaningful data which is now being used across the institution.

These changes mean that the College now has documentation that is evidence-based, enabling the review of curricular changes through the lens of student learning. In addition, the institution is now more knowledgeable about what questions to ask when a faculty member brings forward curricular changes because of a greater understanding of terminology, outcomes, and assessment.

Overall, the academic assessment program has created a dramatic shift in how the College addresses assessment. Specifically, the college is now highly focused on improving instructional quality and student learning. Prior to this shift, the College simply gathered results, but now the faculty take action to improve student learning

based on those results. The results are then revisited to determine if the action resulted in improvements in learning. This cultural shift has also resulted in enhanced college-wide collaboration with faculty and administrative units. This includes a noticeable increase in discussions about assessment methodologies, in addition to creating opportunities for faculty involvement utilizing best practices to improve student learning.

Another achievement of the APRIL project is that a comprehensive program review process was researched, created, and implemented. This resulted in a template and a 3-year cycle, as well as a timeline that is designed to improve program alignment, relevance, and viability. Because of this, program managers are beginning to establish programmatic benchmarks after gathering baseline data. Just in the first year, most programs have undergone an initial cycle of program review.

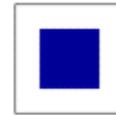
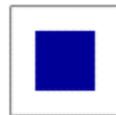
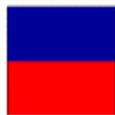
Shared Ownership of Student Learning: The Creation of the SLIC

Changes through the APRIL Project inspired the formation of the Student Learning Improvement Committee (SLIC), which is a standing peer-review committee of the faculty in

collaboration with the Office of Institutional Effectiveness. The main purpose of the SLIC is to review student learning outcomes (SLO) and program review data, as well as evaluate the assessment data, challenges with collection, and how well the SLO data is being used to improve student learning.

Three semesters of data for all four college-wide outcomes (Information Literacy, Cultural Awareness, Critical Thinking, and Communication Fluency) was collected and analyzed. An overview of the findings was then shared with the SLIC from the Spring, Summer, and Fall semesters of 2016 in the areas of Cultural Awareness and Information Literacy. Based on this data, one of the main challenge areas identified by the SLIC was the quality of student learning in courses that use the Interactive Television (ITV) Modality. The ITV Task Force was formed to coordinate information that would aid and guide the institution moving forward with improving student learning in courses that use the ITV Modality of delivery.

The SLIC provided the faculty-at-large with a presentation detailing the challenge areas for our students in the Interactive Television (ITV) Modality.



Office of Institutional Effectiveness Navigating Toward Improvement, Continued

This information was also provided to the Faculty Executive Committee in the form of an Executive Summary of Findings. The Faculty Executive Committee then charged the Department Chairs with working with their respective faculty members to create an Action Plan to improve student learning. Based on the feedback received from Department Chairs and a faculty survey, the SLIC recommended that the ITV Taskforce work on a plan of implementation that will take place during this academic year.

The Implementation and Accomplishments of the ITV Taskforce

The ITV Taskforce formed during the spring of 2017 with the purpose of analyzing student outcomes data in ITV courses and subsequently engaging in a plan of action focused on

improving student learning based on the assessment results. The college-wide outcomes assessment data indicates that students participating in the ITV modality perform 10 to 20 percent lower across all areas of evaluation than those in the online or face-to-face modalities. Accordingly, students in the face-to-face modality do better than those in the online modality. Specifically, students have difficulty with the modalities found in distance learning delivery.

The ITV Taskforce is collaborating with the Office of Institutional Effectiveness, Computer Services, and the Student Services Departments to implement a plan based on this college-wide outcomes assessment data. The Office of Institutional Effectiveness facilitated focus group interviews with ITV instructors and

gathered information from surveys to share with the ITV Taskforce. The data indicated the following list of challenge areas for ITV instruction: outdated technology, classroom management, lack of structure, lack of training, and minimal oversight.

From its creation to date, the ITV Taskforce has accomplished:

- ◇ Upgrading ITV equipment in all college classrooms.
- ◇ Hiring a second technical support person to provide IT support in distance learning.
- ◇ Creation of ITV Best Practices Tips by the faculty.
- ◇ Drafting an addendum to the Faculty Handbook that will be finalized in the Fall

2018 semester specifically addressing the ITV learning environment.

The ITV Taskforce continues to research, implement, and assess changes that improve student learning for students in ITV courses.

Members of the ITV Taskforce include:

Andrew Rivetti
Ann Matthews
Ben Gordon
Chris Adams
James Huskey
Jason Cowan
Kevin Wheeler
Kristy Niblock
Shawn Westbrooks
Steve Atwood
Elizabeth Deken
Dr. Justin Hoggard



Three Rivers Endowment Trust Faculty Grant Awards

The Three Rivers Endowment Trust awarded the following project grants for the 2018 Fiscal Year. The deadline for submission was January 12, 2018, for funding to be used by June 15, 2018.



CPR Manikins for Nursing Programs

Requested by: Melinda McElhaney-McKinney

Prestan Professional Manikins provide Three Rivers College Nursing Programs with real time visual and audible feedback during CPR training. The project grant serves a dual role for nursing students and faculty, as both are required to maintain CPR Certification to be enrolled in, or teach, the program. A set of four Prestan Adult Manikins and 2 Prestan Families enable the CPR instructors to teach 12 students per four-hour CPR class.

Total Awarded: \$1,600

Biological and Life Sciences Equipment Upgrades/Additions

Requested by: Dr. Kathleen Prejean

Dissecting Microscopes for Biological Science Classes in WEST308

Dissecting microscopes in WEST308 needed to be updated to match those in WEST309 that were funded by a previous grant. The new microscopes are more user-friendly and will serve over five hundred students from many science disciplines.

Total Awarded: \$2,000

Life Sciences Protein Synthesis Kits

Before the acquisition of protein synthesis kits, students had difficulty understanding the formation and uses of proteins. Protein synthesis kits were necessary in order to meet student outcomes for continuous improvement in the sciences, as well as increase student comprehension. More than 1,000 students in all Life Science classes on and off campus will use these kits.

Total Awarded: \$1,300

Professional Development Opportunity

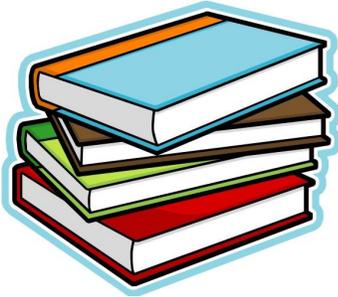
Requested by: Margaret Orlando

In order to improve Speech Communication courses offered at Three Rivers College, Margaret Orlando attended the Basic Course Directors Conference in June 2018. The conference was a sub-group of the National Communication Association and was held in Greenville, South Carolina. The goal of the conference was to help Basic Course Directors and faculty connect with one another, share best practices, work together to identify ways to address challenges common to basic course programs, and highlight ways that basic course programs are constantly evolving and improving. This project aligned with the Three Rivers College 20/20 Vision Strategic Plan by focusing on the themes of High Quality Instruction and Team Member Development.

Total Awarded: \$1,000.52

Developmental Education Updates and Improvements

Matthew Clanahan, Director of Developmental Education



Three Rivers College faculty are constantly searching for innovative methods to improve learning for students across the curriculum — none more evident than the intentional design with Developmental English and Reading Courses.

Three Rivers College has made several improvements to its developmental courses and services. One of these courses is Advanced Transitional Writing, which was developed for students who have been identified as candidates for an accelerated learning program. This two credit hour co-requisite class provides additional support and lab time for transitional students who are nearly ready for College Writing, allowing them to begin their college level academic career in a timely manner. The course was first piloted by Jason Cowan, Assistant Professor of English, and later

expanded to involve more instructors. Initially, the Advanced Transitional Writing classes were not tied to a single section of College Writing, which made it difficult to provide assistance to all of the students at once. We have since restructured the courses so each section of Advanced Transitional Writing includes students from the same College Writing class. As we make plans to scale this class in the future, we will further improve and streamline its delivery by ensuring each co-requisite is taught by the same instructor.

Meanwhile, in Transitional Reading, faculty began noticing that placement

seemed to be an issue. Students who tested into Transitional Reading II were reading at lower levels than expected. Lisa Gray, Instructor of Reading, began collecting and analyzing data, which confirmed that our observations were accurate. Based on this knowledge, we revised our placement scores and have drastically improved the implementation of testing and content delivery to better suit the students testing into Transitional Reading.

Not only does Developmental Education include transitional classes— tutoring services provide essential academic support for developmental students. As such, the Tutoring and Learning

Center (TLC) has renewed its certification with the College Reading and Learning Association's (CRLA) International Tutor Training Program Certification. Initially recognized by CRLA in 2016 at Level I Stage I, this achievement allows the TLC to grant international certification to its Professional Tutors. In 2017, the TLC completed a reassessment of its tutor training program and advanced to Level I Stage II, which certifies the Tutoring and Learning Center's tutor training program for the next three years. We look forward to recertification at Level I Stage II in 2020.



Mass Casualty Training

Michael Willis, Simulation Lab Coordinator/Assistant Professor



It's 8:30 on a beautiful Tuesday morning in Poplar Bluff. Thanksgiving is just a couple of days away. The holiday season is just beginning and the excitement in the community is palpable. People are shopping for their Thanksgiving meal and planning their Black Friday shopping adventures. Traffic is heavy as commuters enter the city to begin their workday. The day is beginning much like any other – but suddenly the phones in the 911 center begin to ring. Numerous callers are reporting an accident on Highway 60 involving multiple vehicles including a bus that ran off the roadway and overturned. Callers frantically report that "lots of people are hurt." The 911 operators calmly take information from the callers and simultaneously begin dispatching police, fire, and emergency medical service (EMS) units to the scene. A Highway Patrol trooper is the first to arrive. She reports that multiple vehicles are involved; there are approximately 60 casualties; and numerous casualties are trapped and will need extrication. Armed with this new information, the 911 center coordinates with local responders to dispatch additional units to the accident. Area hospitals are notified so they can prepare to receive casualties. It is clear now that we have a MASS CASUALTY situation!

Mass casualty situations can quickly overwhelm a community's emergency services. Responders must quickly and efficiently take control of the scene to prevent further injuries, assess and treat the injured victims, and evacuate the victims to hospitals for further care. At times like these, planning, training, and experience will make the difference between success and failure – life and death.

Fortunately, mass casualty situations don't occur every day. But police, fire, EMS, and the medical community must be ready to respond to such an event 24/7/365. Planning and training to manage these situations is never-ending. Agencies conduct periodic training exercises to hone their skills to ensure their readiness when needed.

Three Rivers College conducts mass casualty training exercises each May and November to train our nursing and EMS students to manage mass casualty situations.

Training exercises can simulate a number of potential situations such as the one described above. Approximately 60 students are moulaged to simulate various types of wounds and other injuries. The casualties are then staged on a simulated disaster scene – and emergency crews are notified to respond to the scene. Three Rivers EMS

students initiate triage to categorize the casualties by the seriousness of their injuries. After being triaged, casualties are moved to various treatment areas on the scene where their treatment begins. The casualties are then transported by ambulance to one of the three hospitals in Poplar Bluff for additional care. Air ambulances also land on campus to transport several casualties (manikins) to the hospital. Once at the hospital, Three Rivers College nursing students and hospital staff provide necessary care for the casualties. Casualties are then admitted to the local hospital, transferred to another hospital, or discharged home. As much as possible, a sense of realism is maintained throughout the exercise.

Three Rivers College works closely with numerous agencies to conduct this training, including:

Poplar Bluff Regional Medical Center

Black River Medical Center

John J. Pershing Veterans Administration Hospital

Butler County Ambulance

Medic One Ambulance

Ripley County Ambulance

Clearwater Ambulance

AirEvac

Survival Flight

Three Rivers College Department of Public Safety

Three Rivers College Fire Training

Poplar Bluff Police Department

Butler County Sheriff's Department

Missouri Highway Patrol

Poplar Bluff Fire Department

This training provides a valuable experience for Three Rivers College students and local area providers to keep their skills sharp. The next training exercise is scheduled for November 20, 2018 from approximately 7 to 11 a.m.



Liberal Arts Week 2018

Tiechera Samuel, Associate Professor of English



The 2018 Liberal Arts celebration began on Monday, April 16, with Associate Professor Mark Sanders presenting an author's talk about his book "Dylan's Treasure." Members of the community, as well as students and faculty, joined together to learn about the novel and Sanders' future writing endeavors. That evening, more mem-

bers of the community joined with students in the Art Studio to create block puzzles in celebration of World Art Day.

On Tuesday, April 17, the students, faculty, and community members from as far away as Cape Girardeau joined together for the annual Big G's Poetry Slam. Participants shared poetry and received their copy of the creative writing journal "Confluence."

Wednesday found students presenting their own homemade films at the Student Film festival. Viewers had the opportunity to view

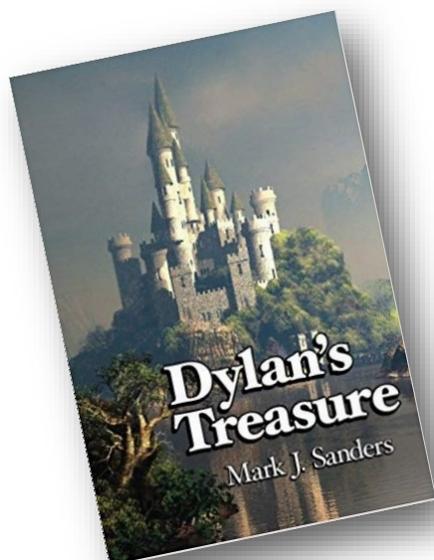
and discuss several short films created by Three Rivers students.

Thursday's events were located together in the Tinnin Center. The Enchanted Birdhouse Auction/Artists Reception brought in members of the community to join with students and faculty to raise funds for a future art installation on campus. After viewing the birdhouses, guests were invited to stay for the "Away We Go!" Music Department Recital featuring 17 student performances.

The week concluded with

Shakespeare at the Fountain, a recognition of William Shakespeare's deathday and celebration of his many literary accomplishments. Students joined with faculty and staff on the quad to enjoy the sunshine and learn about the Bard.

Over the course of the week more than 180 people attended the events, including over 45 community members. Planning is now taking place for the 2019 Liberal Arts Week celebration, which will present many more opportunities to enjoy the diversity found within the Liberal Arts.



Teaching College: Convince the Horse to Drink

Brice Matson, Adjunct Instructor, English



Brice Matson is an adjunct instructor of English from the Poplar Bluff campus. Matson has been working with Three Rivers College for many years and continues to provide excellent instruction. Below is an account of his experience and advice for instructors at Three Rivers College.

“Do what I say, not what I do” is not a rule that students follow. In fact, the best heuristic to follow as a teacher is to set a good example. That will help me achieve my goal, which is to get and to keep the students’ attention; because, to teach

them about audience awareness, I must be aware of them as my audience. This not only applies to writing, but as a writing teacher, I follow the rules of writing carefully—especially the rules that I insist that my students follow. The first step of setting a good example is to treat each student with respect. That will, in theory, earn me the respect of my students. I then can convince them to treat their other teachers (and each other) with the respect that will help them be more successful in every class. For example, I tell my students on one of the first days that they are professionals now. That means act like a professional. However, I am also a comedian—see how hilarious this essay is? By being funny and professional, not only do I get their attention back when it wanders during the boring parts, but I also demonstrate that

being professional is about respect not about solemnness and pseudo-collegiality (whatever that is). In more concrete terms, there should not be boring parts. I make those parts as interesting as possible while still exposing them to the material that will help them learn the skills. One interesting way to do each of these various things (communicating, being real world interesting, and being professional) is to demand that any email that they send to me is in the format of one professional communicating with another professional.

As teachers, we all know what those professional emails look like. As an adjunct, I receive at least two professional emails a year—to announce the adjunct conference that is held every August and to announce what my department is doing on that day. Such well-formatted

email will be a huge step for a student in establishing him- or herself as a professional in the back of each teacher’s mind. But, it must be a continuous standard that a teacher follows. Then, once we have their attention, because we have their respect as professionals interacting in the project of ‘college,’ we can expose them to the skills that they have paid us (as a college) to help them learn. Plus, once they learn to respect their teachers, they will pay attention to what ‘quirks’ each teacher has that should be ‘respected’ to keep that particular teacher thinking ‘happy thoughts’ about them during grading. All of which is designed to keep them engaged in what we are doing here instead of making this a “grit your teeth and get through this boring task” experience.

Spanish Club Experiences the Hispanic Flamenco Ballet

Andrew F. Rivetti, Associate Professor of Foreign Language

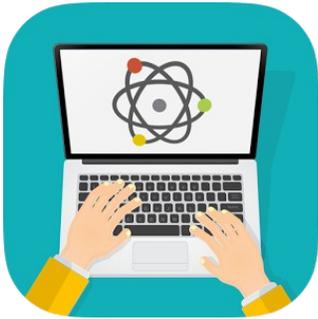
In April 2018, students participating in Spanish Club made a trip to St. Louis to see the Hispanic Flamenco Ballet dance group. Musicians and dancers from Spain, South and North America performed two exciting shows: Latin American Rhythms and Viva España with Tablao Flamenco. Both shows were expertly choreographed and performed to demonstrate

the wide variety of music, dance, and dress that represent Latin American and Spanish dance culture. Students are consistently amazed by the talented group and learn a bit of the rich artistic culture which is part of Spain and Latin America. Spanish Club thanks the TRC Student Government Association for supporting this trip.



Technology Upgrades for the 2017 Academic Year

Steve Atwood, Chief Technology Officer



The Three Rivers College Computer Services Department has completed a number of impressive upgrades to the technology and infrastructure of the institution. Using the technology plan and assessing and allocating resources, Computer Services has had another successful year of making improvements to the learning environment. Below is an account of upgrades and enhancements.

The Computer Services Department completed HD upgrades of 12 classrooms to improve the quality of ITV videoconferencing at Dexter, Kennett, Sikeston, and Poplar Bluff locations, as well as for our high school partners. Based on our assessment results, the implementation of new HD ITV classrooms enable the broadcasting and receiving of a higher quality video that allows students to read text on displays more clearly. This equipment's improved capabilities also allow instructors and

students to communicate faster, rather than the 5 to 7 second delays after one site speaks.

We implemented the automatic recording of all ITV classroom sessions through the combined use of ZOOM technology and MOREnet's video bridging services. By providing ITV students quick access to recorded lectures they may have otherwise missed, we hope to improve student learning.

Additionally, we completed the installation of 24 master classrooms to the new standard of using an 85" Smart Interactive 4K display, replacing the use of a Smart board and projector. All desktop PCs were upgraded to Windows 10 so that the students have the same computer experience across the entire campus for homework and classwork. Along with upgrading to Windows 10, the department replaced 202 PCs with newer machines with better specifications allowing for an improved learning environment.

In one of the most complex projects undertaken by Computer Services, we upgraded the entire Student Information System to a virtual environment. This up-

grade included the Linux and Windows server operating system, as well as a transfer of the system to a high availability failover cluster. All hardware and software setup was completed in-house by the Computer Services staff. The system's specifications have increased approximately tenfold, and we are seeing a dramatic increase in speed in all areas, including complex reporting capabilities. This allows for students to be able to process their myTRCC information faster and for faculty and staff to assist the students in a timely fashion.

The Blackboard server was upgraded from Windows Server 2008 to Windows Server 2012 R2. Due to better hardware and the optimization of the new server operating system, this has provided students with a much faster and more responsive Blackboard experience.

A quick summary of these and other achievements:

Completed fiber run to Libla Family Sports Complex.

Upgraded all desktop PCs to Windows 10.

Upgraded 24 master classrooms to the new standard of using a Smart SBID7286 86" Interactive HD/4K Display instead of Smart board and projector.

Upgraded 202 student computer lab PCs

Upgraded ImageNow to newest version, required setting up all new servers and allowed us to set up a test environment.

Developed a Data Governance Manual and policies ensuring compliance with the State of Missouri Auditors' security audit.

Upgraded Blackboard to new server running Windows Server 2012.

Virtualized our VoIP server.

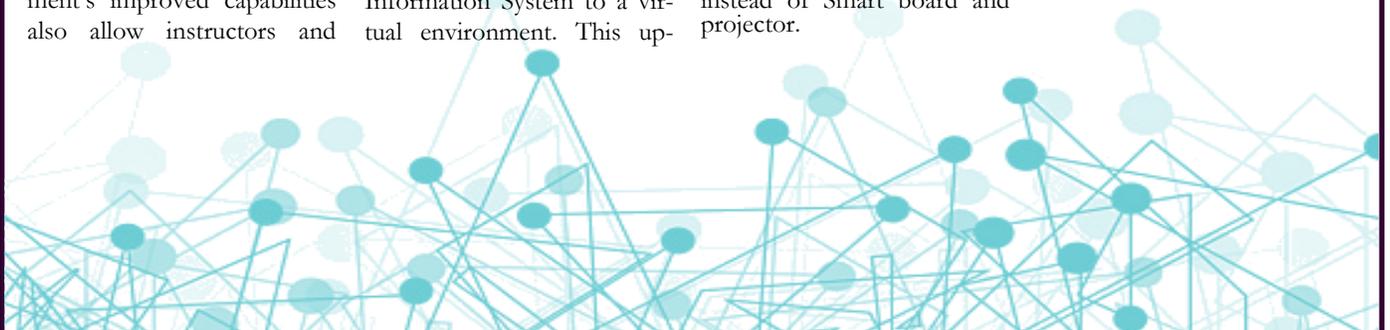
Completed all cable runs for all completed remodels in A Building.

Implemented an open-source "Phish" simulator server, which allows us to send emails simulating a phish attempt.

Developed an interdepartmental training program.

Raised our domain forest function level, replacing all older Domain Controllers. Built new webserver and installed Joomla.

Relocated backup storage to the Robert W. Plaster Free Enterprise Center. This solution includes all the benefits of an "off-site" backup solution without sacrificing any speed across a WAN uplink.



Professional Development Opportunities 2017-2018

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 faculty, staff, and administration were participants in the following collection of conferences and trainings during 2017-2018.

DESE EPP Meeting/MoTAC Columbia, Missouri September 5, 2017	34th Annual Clinical Laboratory Educators' Conference Houston, Texas February 22-24, 2018
Women Aware Conference for Professional Development Poplar Bluff, Missouri September 21, 2017	Conference on the Young Years Osage Beach, Missouri March 8-10, 2018
NAEMSE Instructor Course, Level 1 Cheyenne, Wyoming October 13-15, 2017	Spring MACTE Conference Columbia, Missouri March 26-27, 2018
Fall MACTE Conference Lake of the Ozarks, Missouri October 23-25, 2017	Best Practices Conference—NCLEX Regional Workshop Sedalia, Missouri April 6, 2018
MCCA Convention Branson, Missouri November 1-3, 2017	MAECTE Joint Regional Spring Conference Cape Girardeau, Missouri May 21, 2018
Missouri Music Educators Conference Osage Beach, Missouri January 24-27, 2018	Basic Course Directors Conference Greenville, South Carolina May 30-June 3, 2018



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