



# 28<sup>th</sup> Annual Conference

Association of Faculties for the Advancement of Community College Teaching

## *Program of Peer Presentations*



### *Taking the Lead: Greater Roles for Community College Faculty in Uncertain Times*

**January 11 and 12, 2018**

Hosted by the Anne Arundel Community College  
101 College Parkway  
Arnold, Maryland 21012

Final edition: January 10, 2018 (12 noon)

Updated: March 20, 2018

***The Facts about AFACTT: Our Goals...***

The Association of Faculties for the Advancement of Community College Teaching is an association of and for Maryland community college faculty members. It was established in 1984 with the following goals:

- to provide opportunities for professional growth and development of members of Maryland community college faculty by the effective use of statewide resources;
- to foster and improve teaching excellence by promoting the sharing of ideas, instructional materials and strategies;
- to maximize the impact and effectiveness of available funds for professional development;
- to open new lines of communication among faculty members with similar disciplines and interests;
- to sponsor discipline and cross-discipline conferences;
- to publish a directory of faculty members in the Maryland Community Colleges; and to promote the exchange of faculty among Maryland community colleges.

AFACTT's decisions are made by a Board of Representatives consisting of one voting member from each Maryland community college who serves as a liaison. A Coordinator and an Assistant Coordinator, elected by the Board, serve with direction from the Maryland Council of Community College Chief Academic Officers (M4CAO).

**AFACCT 2018 Program of Presentations**

<b>The AFACCT Board of Representatives: 2017-2018</b>	
Visit the AFACCT website: <a href="http://www.afacct.csmd.edu">www.afacct.csmd.edu</a>	
Allegany	
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Maryland Council of Community College Chief Academic Officers	Mark McColloch, M4CAO Liaison to AFACCT, Vice President of Instruction, The Community College of Baltimore County, <a href="mailto:mmccolloch@ccbcmd.edu">mmccolloch@ccbcmd.edu</a>

*Conference Notes...*

**Poster/PowerPoint/Web Site Displays:** Poster Sessions and Vendor displays are scheduled together in room 215. Presenters will be available at their display tables to answer your questions during two session times: Thursday (Session 3) from 1:40 p.m. – 2:40 p.m., and again on Friday afternoon (Sessions 7) from 1:40 p.m. – 2:40 p.m.

**Meals:** Breakfasts and lunches are included in the AFACCT Conference fee. We are committed to offering exceptional food service included in the cost of registration, with healthy choice options for both breakfasts and hot lunches.

**Meetings of Maryland Educational Organizations:** On both days, in conjunction with the AFACCT Conference, several Maryland organizations are holding meetings for their members:

- **DEAM:** the Developmental Education Association of Maryland will meet on Friday, 9:00-10:00 a.m. (room CRSC 217) to discuss the organization, its upcoming spring 2018 conference, and the National Association of Developmental Education (NADE) meeting in Maryland, in March 2018. Attendees will also have an opportunity to discuss trends and changes in instruction at their colleges. For more information, contact Carol Mueller, STEM Division, Harford Community College, [cmueller@harford.edu](mailto:cmueller@harford.edu)
- **MMATYC:** The Maryland Mathematics Association of Two-Year Colleges will meet during sessions 3 and 4 on Thursday, January 11, at 1:40 – 3:50 p.m. (Room 258). Contact Lisa Feinman, [lfeinman@cCBCMD.edu](mailto:lfeinman@cCBCMD.edu), for more information.
- **M4CAO:** The Maryland Council of Community College Chief Academic Officers will meet on Friday, January 12, 2018 (starting at 8:30 a.m.). Contact Eugenia Howell, Senior Administrative Assistant to Dr. Mark McColloch, Vice President of Instruction at The Community College of Baltimore County, and AFACCT Liaison; [ehowell@cCBCMD.edu](mailto:ehowell@cCBCMD.edu), Phone: 443-840-1021.

**Conference Giveaways and Door Prizes:** At every AFACCT conference, many attendees win a door prize. AFACCT is giving away theater tickets, golf outings, books, gift baskets representing a college's local treats, ball caps, clothing, and other merchandise from Maryland community colleges. Each day, winners are drawn at random from the list of attendees, and their names will be posted on the Information Board at the Conference Registration desk. Come and see if you are a winner, and pick up your prize before you leave for the day. Unclaimed prizes on Thursday will be re-entered for the Friday drawing. Some of the premium prizes are listed on the [2018 AFACCT Donors](#) page on the AFACCT website.

## AFACCT 2018 Program of Presentations

**Presenter Gifts:** Each peer presenter and co-presenter is entitled to a special gift in appreciation for the work done to prepare their presentation. Visit the Registration Desk after your presentation.

**Conference Evaluation:** To enable the AFACCT Board of Representatives to continue to offer quality conferences, please fill out a conference evaluation along with individual evaluations for each session you attend. At the end of the conference, hand in your evaluations at the Registration Desk and pick up your AFACCT mug as a token of our appreciation for helping us make the next conference even better. *Please remember to put the full session number and the speaker's name on your evaluation form.*

**The AFACCT Mug:** What has become a welcomed custom at each annual conference is the coveted AFACCT beverage mug, suitable for hot coffee, tea, and even big enough for soup. Every conference attendee gets one. Be sure to ask for yours at the Registration Desk when you hand in your conference evaluation forms.



Vintage AFACCT mug, circa 1994

**AFACCT 2018 Program of Presentations**

<p><b>A campus map of Anne Arundel Community College appears at the back of the program. Printed copies will be available at the conference.</b></p> <p><b>Parking</b> You may park in any available parking space. No parking permits are needed; however, do not park in the faculty slots, if you do you may receive a ticket. We recommend that you park in lots “C” and “D”. These lots are closest to the Careers Building (CRSC).</p> <p><b>Registration</b> Careers Building (CRSC); 2<sup>nd</sup> Floor, in front of office 205, next to the elevator and stairs.</p>	<p><b>Presentations</b> Classrooms in Careers Building (CRSC). (CRSC); 2<sup>nd</sup> Floor</p> <p><b>Vendors &amp; Posters</b> Careers Building (CRSC).; 2<sup>nd</sup> Floor Room 215</p> <p><b>Breakfast:</b> Student Union (SUN) cafeteria</p> <p><b>Lunch:</b> Student Union (SUN) cafeteria</p>	<p><b>Keynote Addresses</b> Pascal Center for the Performing Arts (PCPA)</p> <p><i>Elevators are in each building.</i></p> <p><b>*Coffee, tea, and water will be available adjacent to the registration area.</b></p>
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<b>Conference Program at a Glance</b>				
<b>Thursday, January 11, 2018</b>				
<b>8:00 a.m. - 9:30 a.m.</b>		<b>Registration in the Foyer of Careers Building (CRSC), 2<sup>nd</sup> Floor</b>		
		<b>Breakfast: Student Union (SUN) cafeteria</b>		
<b>Session 1 Presentations</b>		Discipline	Presenter	Room
9:00 a.m. – 10:00 a.m.	<a href="#">1.1</a>	Nursing, Placement	Bilal & Harrell	260
	<a href="#">1.2</a>	Nursing, International Ed.	Zimmerman	217
	<a href="#">1.3</a>	Biology, Learning styles	Mody	219
	<a href="#">1.4</a>	Online Success via Intervention	O’Reilly, Hays, Messenger, Riordan	243
	<a href="#">1.5</a>	Math, Data Encryption	Joyce	245
	<a href="#">1.6</a>	Computing, Group Learning	Tarek	255
	<a href="#">1.7</a>	Flipped Classes, “FUN”	Chasser	247
	<a href="#">1.8</a>	Engineering, Engagement	Rawhouser	210
	<a href="#">1.9</a>	Rubric Construction	Long & Martin	253
	<a href="#">1.10</a>	STEM, NSF Scholarship	Sorkin & Yancy	251
	<a href="#">1.11</a>	Universal Design	Smith	208
	<a href="#">1.12</a>	Psychology, Engagement	Vithlani	218
<b>Session 2 Presentations</b>		Discipline	Presenter	Room
10:10 a.m. – 11:10 a.m.	<a href="#">2.1</a>	Nursing, Concept-based Learning	Gonzalez, Cano, Frost	260
	2.2	---	<b>No Presentation</b>	217
	<a href="#">2.3</a>	Panel: Coaching, Success	Lara	219
	2.4	.	<b>No Presentation</b>	.
	<a href="#">2.5</a>	Math, OERs	Clayton	245
	<a href="#">2.6</a>	Psychology, HIP	Seltzer & Carroll	255
	<a href="#">2.7</a>	OER design	Mandl, Spiegelman, Sullivan, ...	247
	<a href="#">2.8</a>	STEM, Student Research	Lamont	210
	<a href="#">2.9</a>	Student Success, Engage	Wittig	253
	<a href="#">2.10</a>	STEM, Active Learning	Lantz & Sagasti	251
	<a href="#">2.11</a>	LMS, Best Practices	Wilson, Miller, Bryant, Powell	208

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	<a href="#">2.12</a>	Digital Media Projects	Areke	218
Thursday, January 11, 2018 11:25 a.m.-12:35 p.m.  Pascal Center for the Performing Arts (PCPA)		<ul style="list-style-type: none"> <li>• Welcome –George Mateja, AFACCT Coordinator</li> <li>• Welcome to AACC: Dr. Dawn Lindsay, president of Anne Arundel Community College</li> <li>• Introduction of keynote speaker by George Mateja, AFACCT Coordinator</li> <li>• <b>Keynote address:</b> Dr. Karen A. Stout, president and CEO of Achieving the Dream, Inc., (ATD)</li> </ul>		
<b>Lunch: 12:45 p.m. – 1:30 p.m. Student Union (SUN) cafeteria</b>		<b>During lunch, conference participants are invited to meet with colleagues in their disciplines.</b>		
<b>Session 3 Presentations</b>		<b>Discipline</b>	<b>Presenter</b>	<b>Room</b>
1:40 –2:40 p.m.	<a href="#">3.1</a>	Nursing, Clinical, Travel	Young, Rutledge, Polk	260
	<a href="#">3.2</a>	HS Student Success	Nix-McCray	217
	<a href="#">3.3</a>	American Hist. & Lit.	Earls & Haas	219
	<a href="#">3.4</a>	Art, Student Success	Kerzhner	243
	<a href="#">3.5</a>	Student Engagement	Johnson	245
	<a href="#">3.6</a>	Gen. Ed., HIP, Diversity	Hill	255
	<a href="#">3.7</a>	Mentoring theatre students	Hight	247
	<a href="#">3.8</a>	STEM, pedagogy	Madike	210
	<a href="#">3.9</a>	Web Forms Creation	Comet and Chin	253
	<a href="#">3.10</a>	Pedagogy, Mindfulness	MacLellan & Diop	251
	<a href="#">3.11</a>	STEM, Disabilities, Technology	D'Agostino	208
	<a href="#">3.12</a>	Faculty Mentoring	Wilson, Drake, Klinger, Poinsett,...	218
	<a href="#">3.13</a>	MMATYC Meeting	Feinman	258
		<b>Poster Displays</b>		
	<a href="#">3.A</a>	Nursing, Retention	Buriss, Olden, Holley, Williams	215
	<a href="#">3.B</a>	Critical Thinking, Technology	Smelkinson	215
	<a href="#">3.C</a>	Nursing	Brady	215
	<a href="#">3.D</a>	Online, Collaboration	Heemstra	215
	<a href="#">3.E</a>	Online project	Bopp	215
	<a href="#">3.F</a>	Engineering, Assessments	Baran	215
	<a href="#">3.G</a>	Intervention	Gabbard	215
	<a href="#">3.H</a>	“OnCourse” application	Finelli	215
	<a href="#">3.I</a>	Online, engagement	Meinsler	215
	<a href="#">3.J</a>	Math	Rust	215
	<a href="#">3.K</a>	Computer Tech, problem solving	Taylor	215
<b>Session 4 Presentations</b>		<b>Discipline</b>	<b>Presenter</b>	<b>Room</b>
2:50 - 3:50 p.m.	<a href="#">4.1</a>	Nursing, Flipped Class	Ragland, Cano, Dahlstrom, Combs	260
	<a href="#">4.2</a>	Tech. & Cybersecurity, Pathways Education	Akpodiete	217
	<a href="#">4.3</a>	Online, Techniques	Carter	219
	<a href="#">4.4</a>	Classroom Observations	Jacobs & Powell	243
	<a href="#">4.5</a>	Equity & Diversity	Perez, Smith, McCants-Price, ...	245
	<a href="#">4.6</a>	Communication	Mays	255
	<a href="#">4.7</a>	Arts, OERs	Chamberlain & Boggs	247
	<a href="#">4.8</a>	STEM; Student Research	Dove & Prabhakar	210
	<a href="#">4.9</a>	Online, Student Success	Greenwood	253
	<a href="#">4.10</a>	Poli. Sci., Internships	Dedie	251
	<a href="#">4.11</a>	Digital Escape Rooms	Martin & Galloway	208

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	<a href="#">4.12</a>	Evaluation and Promotion	Grimes and Abramovitz	218
	<a href="#">4.13</a>	MMATYC meeting	Feinman	258
<b>Friday, January 12, 2018</b>				
<b>8:15 a.m. - 9:30 a.m. Registration in the Foyer of the Careers building (CRSC), 2<sup>nd</sup> Floor</b>				
<b>Breakfast: Student Union (SUN) cafeteria</b>				
<b>Session 5 Presentations</b>		<b>Discipline</b>	<b>Presenter</b>	<b>Room</b>
Friday, 9:00-10:00 a.m.	<a href="#">5.1</a>	Nursing, Skills Testing	Fox, Dennis, Wilson, Tolliver, ...	260
	<a href="#">5.2</a>	--- DEAM meeting ---	Mueller	217
	<a href="#">5.3</a>	Psych., Service Learning	Lewis	219
	<a href="#">5.4</a>	STEM, Microbio. video	Kaiser	243
	<a href="#">5.5</a>	Physics, Algebra-based	Baum	245
	<a href="#">5.6</a>	Education, Influences	Tsonis & Egerton	255
	<a href="#">5.7</a>	Math, OER	Nina	247
	<a href="#">5.8</a>	Social Justice and STEM	Dehn, Brackins, Caskey	210
	<a href="#">5.9</a>	Pedagogy, Reduce Work	Luman	253
	<a href="#">5.10</a>	Online, HIP	Barnhardt, Crawford, Darden-Obi, ...	251
	<a href="#">5.11</a>	World Languages, Success	Butler & Bruneau-Botello	208
<a href="#">5.12</a>	Tech., Career Branding	Dunn-Square	218	
<b>Session 6 Presentations</b>		<b>Discipline</b>	<b>Presenter</b>	<b>Room</b>
Friday, 10:10 a.m.-11:10 a.m.	<a href="#">6.1</a>	Nursing	Hoepfer & Hider	260
	<a href="#">6.2</a>	<del>International Study</del>	<del>Gorski --cancelled--</del>	217
	<a href="#">6.3</a>	Leadership Discussion	Mirbaha	219
	<a href="#">6.4</a>	Art, Online, Pedagogy	Ball	243
	<a href="#">6.5</a>	Math, Calculus	Tokoly & Long	245
	<a href="#">6.6</a>	Student Engagement	McCants-Price, Caskey	255
	<a href="#">6.7</a>	African American Women	Connors	247
	<a href="#">6.8</a>	STEM, Data Analysis	Jones	210
	<a href="#">6.9</a>	CCSSE Interpretation	Parsons & Hutchinsons	253
	<a href="#">6.10</a>	Classroom Discussions	Calder & Stein	251
	<a href="#">6.11</a>	Technology: MS OneNote	Wilson	208
<a href="#">6.12</a>	Student Assignments	Stephanson	218	
<b>Friday, January 12, 2018</b> 11:25-12:35 a.m.		<ul style="list-style-type: none"> <li>Welcome – George Mateja, AFACCT Coordinator</li> <li>Welcoming remarks:</li> <li>Introduction of keynote speaker by George Mateja, AFACCT Coordinator</li> <li><b>Keynote address:</b> Dr. Diane Bunce, Professor Emerita of Chemistry, Catholic University of America, Washington, D.C.</li> </ul>		
<b>Lunch: 12:45 p.m. – 1:30 p.m.</b> <b>Student Union (SUN) cafeteria</b>		<b>During lunch, conference participants are invited to meet with colleagues in their disciplines.</b>		
<b>Session 7 Presentations</b>		<b>Discipline</b>	<b>Presenter</b>	<b>Room</b>
Friday, 1:40 –2:40 p.m.	<a href="#">7.1</a>	Discussion: Diversity	Rellihan, McCants-Price, ...	260
	<a href="#">7.2</a>	Class Positive Feedback	Ojie-Ahamiojie	217
	<a href="#">7.3</a>	Student Food Insecurity	Panel: Carminati, Ducey...	219
	<a href="#">7.4</a>	Guided Pathways	Stipelman, Ashby, Carlson	243
	<a href="#">7.5</a>	Fake News and Literacy	Krzanowski	245
	<a href="#">7.6</a>	Student Engagement	Walker	255
	<a href="#">7.7</a>	Writing: Service Learning	Hirai	247
	<a href="#">7.8</a>	Microaggressions, Video	Toscano	210
	<a href="#">7.9</a>	Reading Techniques	Sheppard	253
	<a href="#">7.10</a>	Teaching World Literature	Ghimire	251
	<a href="#">7.11</a>	Online Assignments	Duty	208



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Friday, 1:40 p.m.-2:40 p.m.	<a href="#">7.12</a>	Class Collaboration	Cedrone	218
	<a href="#">7.A</a>	<b>Poster Displays</b> Nursing, Retention	Buriss, Olden, Holley, Williams	215
	<a href="#">7.B</a>	Critical Thinking, Technology	Smelkinson	215
	<a href="#">7.C</a>	Nursing	Brady	215
	<a href="#">7.D</a>	Online, Collaboration	Heemstra	215
	<a href="#">7.E</a>	Online project	Bopp	215
	<a href="#">7.F</a>	Engineering, Assessments	Baran	215
	<a href="#">7.G</a>	Intervention	Gabbard	215
	<a href="#">7.H</a>	“OnCourse” application	Finelli	215
	<a href="#">7.I</a>	Online, engagement	Meinsler	215
	<a href="#">7.J</a>	Math	Rust	215
<a href="#">7.K</a>	Computer Tech, problem solving	Taylor	215	
Friday, 1:40 –2:40 p.m.	8.1	---	<i>No Presentation</i>	260
	<a href="#">8.2</a>	Course Redesign	Tracey	217
	8.3	---	<i>No Presentation</i>	219
	<a href="#">8.4</a>	English: Critical Thinking	Colburn	243
	<a href="#">8.5</a>	CCBC Success Program	Baranowski & Brown	245
	8.6	---	<i>No Presentation</i>	255
	8.7	---	<i>No Presentation</i>	247
	<a href="#">8.8</a>	Listening Techniques	Peterson	210
	8.9	---	<i>No Presentation</i>	253
	8.10	---	<i>No Presentation</i>	251
	<a href="#">8.11</a>	STEM: HHMI Data Use,	Newtoff	208
	<a href="#">8.12</a>	Evaluation and Promotion	Grimes and Abramovitz	218

## Program of Peer Presentations

**Day 1: Thursday, January 11, 2018**  
**Session 1: 9:00 a.m. – 10:00 a.m.**

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Session 1.1 (Room CRSC 260): 9:00 a.m. – 10:00 a.m.

**Arneshuia P. Bilal**, Nursing, Montgomery College, [Arneshuia.bilal@montgomerycollege.edu](mailto:Arneshuia.bilal@montgomerycollege.edu); **Michele Harrell**, Nursing [michele.harrell@montgomerycollege.edu](mailto:michele.harrell@montgomerycollege.edu).

### *Military to Associates Degree Nursing (M2ADN)*

The Montgomery College Nursing program has a unique program to support nursing education. Grant funds from Maryland Higher Education Commission's Nurse Support II Program supports the Military to Associate's Degree in Nursing (M2ADN) program. The Military to Associate's Degree in Nursing Pathway focuses on advanced placement and credit for prior learning for military medics/corpsmen. The participants of this session will: 1) discuss the course design of an alternative entry pathway into the Military to Associate Degree Nurse Transition Program; 2) the program's collaboration with the Medical Education and Training Campus; 3) identify levels of medic training between the branches of service; and 4) identify the benefits and limitations of various levels of medics who attend and complete the M2ADN program.

Session 1.2 (Room CRSC 217) 9:00 a.m. – 10:00 a.m.

**Tina Zimmerman**, Nursing, Harford Community College, [tzimmerman@harford.edu](mailto:tzimmerman@harford.edu).

### *Engaging Nursing Students in an International Experience: Teaching in Estonia*

Six Harford Community College senior nursing students traveled to Narva, Estonia in November/December 2017 as part of their nursing practicum. Part of their responsibilities during this program was to educate approximately 1000 high school students in Narva on HIV. This presentation will highlight this innovative global education experience. Students will be present and share how their involvement in this international project broadened their awareness of the importance of being a global citizen. Attendees will: 1) learn ways to initiate an international experience for students, 2) discuss the importance and relevancy of global education, and 3) have the opportunity to discuss this experience with nursing students.

Session 1.3 (Room CRSC 219) 9:00 a.m. – 10:00 a.m.

**Javanika Mody**, Biology, Anne Arundel Community College, [jmody@aacc.edu](mailto:jmody@aacc.edu).

### *To DO or Not to Do: The Learning Style Debate Continues*

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Following a brief discussion of the learning style debate, a learning style inventory will be offered that can help to identify visual, auditory, and tactile learners. Examples will be given of activities incorporating different learning styles to improve students' understanding of difficult concepts. Suggestions will be given for getting students actively involved in the learning process. While specific examples will be taken from the areas of biology and anatomy and physiology, the techniques presented can be readily applied to other disciplines. Attendees will leave the session with a learning style inventory and suggestions to enhance in-class learning and out-of-class studying for students with each learning style.

Session 1.4 (Room CRSC 243) 9:00 a.m. – 10:00 a.m.

**Beth O'Reilly**, Mathematics Anne Arundel Community College, [boreilly@aacc.edu](mailto:boreilly@aacc.edu).

Co-presenters: **Kathy Hays**, Associate Professor, Anne Arundel Community College, [kehays@aacc.edu](mailto:kehays@aacc.edu);

**James Messenger**, Associate Professor, Anne Arundel Community College, [jpmessenger@aacc.edu](mailto:jpmessenger@aacc.edu);

**Heather Riordan**, Associate Professor, Anne Arundel Community College, [hmriordan@aacc.edu](mailto:hMRIORDAN@aacc.edu).

### *Improving Student Success in Online Courses through Early Intervention and Engagement*

Learn how the Online Student Success Team is using early intervention strategies to increase student success and engagement in online math courses. Participants will see, share, and develop strategies pertaining to their own discipline. Attendees will: 1) identify key attributes that successful online learners possess; 2) discuss ways their course's online environment can foster the development of these successful habits; and 3) leave the session with several concrete strategies that can be utilized in their own online courses to help prepare students for the rigor of distance learning.

Session 1.5 (Room CRSC 245) 9:00 a.m. – 10:00 a.m.

**Peter M. Joyce**, Mathematics, The Community College of Baltimore County, [pjoyce@ccbcmd.edu](mailto:pjoyce@ccbcmd.edu).

### *A New Encryption and Decryption System for Electronic Data*

This session will present a new encryption system that is based on a set of new matrices and incorporate the laws of probability. This system sends a small amount of data by a standard encryption system (for example a public key encryption system); then, each time the system is used the embedded matrices are designed to become increasingly impossible to crack. Because this system uses a minimum of data per submission the data security may be enhanced and may remain secure for a longer period. Attendees will learn how mathematics can be used to solve a computer science problem and the value of this system to maximize the security and transmission of sensitive data

Session 1.6 (Room CRSC 255) 9:00 a.m. – 10:00 a.m.

**Ahmed Tarek**, Engineering, Physical, and Computer Sciences, Montgomery College,

[Ahmed.Tarek@montgomerycollege.edu](mailto:Ahmed.Tarek@montgomerycollege.edu).

### *Benefits of Active, Group-based Learning Approach to Community College Computing Courses*

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Community college learners are a varied and unpredictable group. Research reveals that students learn better using group-based, active and collaborative learning approaches where they are exposed to other team members within the same group as they learn the concepts of the course. This approach is particularly welcome in teaching of the core computing courses at a community college setting where a vast majority of the in-coming freshmen has absolutely no background of the fundamental knowledge in computing.

Attendees will: 1) discuss the various group-based, active learning approaches to teach the core computing courses; 2) compare and contrast the individualized active learning approaches to the group-based learning techniques; and 3) explore the benefits of active, group-based learning approaches.

Session 1.7 (Room CRSC 247) 9:00 a.m. – 10:00 a.m.

**Wendy Chasser**, Computer Science, AACC, [wchasser@aacc.edu](mailto:wchasser@aacc.edu).

### *FUNDamentals of Teaching at Community College! Learning through FUN techniques.*

In this presentation, techniques will be presented to make sure there is “FUN” in learning. This will include ways to get the students to come to class on time, variations of group activities, games played in class, the flipped classroom approach to even the “driest” of topics, and how to connect with online students even before the class begins. The “sandwich method” will be introduced and discussed. We will discuss how jokes and music add to your lectures that may keep students coming back, and incorporate some great videos to keep the class interested and motivated in the subject matter. Attendees will: 1) discuss activities that they use to get students to come to class on time and make attendance matter; 2) compare and contrast their styles of flipped classroom techniques: and, 3) discuss other fun quick activities to keep the students interested without using lecturing as the main focus.

Session 1.8 (Room CRSC 210) 9:00 a.m. – 10:00 a.m.

**Marjorie Rawhouser**, Engineering, Anne Arundel Community College, [marawhouser@aacc.edu](mailto:marawhouser@aacc.edu). Co-presenter: **Golnoosh Kamali**, Engineering, Anne Arundel Community College, [golnoosh.kamali@gmail.com](mailto:golnoosh.kamali@gmail.com).

### *Promoting Engagement and Success in an Introductory Discipline-Specific Course.*

Faculty wanted students to take advantage of resources available outside the classroom, such as professional talks, tutoring, and other student services. We found that making students aware of the available services was not sufficient to motivate students to use them. Starting in the spring of 2016, we added an assignment category called Student Engagement in the Introduction to Engineering course. Each of the seven assignments covers a different area, including academic success, professional development, career services, and others. Grading is based simply on completing the assignment, which places minimal additional burden on course instructors. Attendees will discuss the benefit to students of activities outside the classroom, and will apply the information to add activities to their courses.

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Session 1.9 (Room CRSC 253) 9:00 a.m. – 10:00 a.m.

**Mike Long**, Mathematics, [mlong@howardcc.edu](mailto:mlong@howardcc.edu). Co-presenter: **Amy Chase Martin**, Faculty Development and Instructional Media, Howard Community College, [amartin@howardcc.edu](mailto:amartin@howardcc.edu).

***Cookie Rubrics at the County Fair***

Rubrics are effective tools for assessing student learning, but they can be challenging to create. You will take on the role of a judge at the cookie-baking contest at the county fair for a thought provoking, yet light-hearted, look at constructing rubrics. We will explore what goes into building rubrics for gathering information about students' understanding of concepts and processes. Attendees will: 1) explore rubric types, typical scoring strategies used in rubrics, and what rubrics can assess; 2) create and use a rubric to explore the importance of using precise language and clearly defining what is to be assessed, and 3) reflect on how they might modify a current rubric and how they might transfer the rubric score to a grade.

Session 1.10 (Room CRSC 251) 9:00 a.m. – 10:00 a.m.

**Sylvia Sorkin**, Mathematics, The Community College of Baltimore County, [ssorkin@ccbcmd.edu](mailto:ssorkin@ccbcmd.edu). Co-Presenter: **Barbara Yancy**, IT/Computer Science, CCBC, [byancy@ccbcmd.edu](mailto:byancy@ccbcmd.edu).

***Reaping Rewards of Faculty Involvement: Progress Toward STEM Degrees***

Follow 91 NSF-funded scholarship students as they progress toward their goals of STEM (Science, Technology, Engineering and Mathematics) associate's and bachelor's degrees. Explore the role of faculty involvement in the Math and Computer-Inspired Scholars Community (MCIS). Examine awardee outcomes by students' gender, race/ethnicity, and initial mathematics placement level. Discuss how students benefit from their program-related interaction with faculty outside the classroom environment. Attendees will 1) discuss how to attract and retain underrepresented groups in STEM fields, and 2) consider the benefits of, and opportunities for, faculty involvement outside the classroom for students in various major programs

Session 1.11 (Room CRSC 208) 9:00 a.m. – 10:00 a.m.

**Keyonda Smith**, Center for Teaching & Learning, Maryland University of Integrative Health, [kmsmithphd@gmail.com](mailto:kmsmithphd@gmail.com).

***Creating an Accessible Learning Environment Using Universal Design Principles***

Understanding how to design your online course is integral to the course development process, instruction, and learners' experience. Hence, there are technological tools that can increase course design efficiency, decrease learner barriers, provide faculty with more time to engage, and remain compliant with ADA best practices. The use of online and technology tools to support a "social model" of education and the implementation of Universal Design for Learning (UDL), educating differently-abled students in the "regular permit" increases their opportunity for success. UDL has the potential to transform the meaning of diversity and the concept of "disability" in online education. This interactive session introduces methods

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for creating an equitable and accessible virtual learning environment with the use of UDL principles. Attendees of this presentation will: 1) compare and contrast ADA Sections 504 & 508; 2) examine several accessibility devices and software programs; and, 3) have an opportunity to execute Microsoft's Accessibility Checker and JAWS for Windows.

Session 1.12 (Room CRSC 218) 9:00 a.m. – 10:00 a.m.

**Parita Vithlani**, Behavioral and Social Sciences, Harford Community College, [pvithlani@harford.edu](mailto:pvithlani@harford.edu).

Co-presenter: **Regina Roof-Ray**, Assistant Professor of Psychology, [roofray@harford.edu](mailto:roofray@harford.edu).

***Innovative Educational Techniques Outside the Classroom:***

***Academic Conferences to Meet and Greet.***

Students gain valuable knowledge by participating in academic activities outside of the classroom. Various strategies promoting engagement and experiential learning will be discussed. A major focus of the presentation will include the Mid-Atlantic Undergraduate Psychology Conference (MAUPC) hosted by faculty members from Harford Community College and Towson University, Northeastern. This conference is designed to provide students with an avenue to gain experience in research presentation as well as the acquisition of other research related skills and information. This interactive presentation will provide the attendees with knowledge relating to the conference and provide information on how the faculty members can get involved and support the conference. Attendees will: 1) brainstorm various ways that students from two-year colleges can gain hand-on experience outside of the classroom; 2) discuss the benefits of participating in a regional conference catering to undergraduate students; and 3) gain knowledge of a regional conference they can support and get involved in a regional Psychology undergraduate research community.

**Day 1: Thursday, January 11, 2018**

**Session 2: 10:10 a.m. – 11:10 a.m.**

*For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.*

Session 2.1 (Room CRSC 260) 10:10 a.m. – 11:10 a.m.

**Lisa Gonzalez**, HEA-Nursing, College of Southern Maryland, [lgonzalez@csmd.edu](mailto:lgonzalez@csmd.edu). Co-presenters: **Sara Cano**, CSM, Nursing, [SaraC@csmd.edu](mailto:SaraC@csmd.edu); **Lisa Frost**, Nursing, CSM, [Lfrost@csmd.edu](mailto:Lfrost@csmd.edu).

***A Pilot Study: Nursing Student Perceptions with a Clinical Reasoning Concept Based Learning Method***  
Concept Based Learning (CBL) offers students opportunities to dive into one topic at a time, which provides time for them to gain further insight and depth. Come learn about what happens when you use a concept-based approach to break down concepts of clinical reasoning. The authors will share how to adapt a concept-based style in the clinical setting and discuss implementation strategies, as well as, pilot study

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findings on student perception regarding developing their clinical reasoning skills through the method. Attendees of this presentation will: 1) discuss concepts and implementation strategies when using a concept-based method in the clinical setting; 2) identify clinical concepts that may be adapted into clinical teaching strategies; and 3) discuss a student's perceptions of the method employed in developing their clinical reasoning skills.

Session 2.2 (Room CRSC 217) 10:10 a.m. – 11:10 a.m.

***No Presentation***

Session 2.3 (Room CRSC 219) 10:10 a.m. – 11:10 a.m.

**Jen Lara**, The Center for Faculty and Staff Development, Anne Arundel Community College, [jglara@aacc.edu](mailto:jglara@aacc.edu).

**(PANEL): *Using Coaching to Impact College Culture and Success***

Come to this robust panel discussion to hear how (faculty and staff) graduates of AACC's Engagement Coach Training Program use their acquired coaching skills to impact college culture and student & employee success. AACC is ecstatic to be the only community college in the nation to have an International Coach Federation (ICF) accredited coach-training program. At the panel discussion, graduates of this accredited program will share examples of how they infuse coaching in different aspects of their work both at the college with students & colleagues and beyond. Attendees will: 1) explore coaching and the connection between coaching, teaching, learning, and leadership, 2) consider promising coaching practices to incorporate into their own community college work with students and colleagues, and 3) apply one coaching strategy to their own community college work.

Session 2.4 (Room CRSC 243) 10:10 a.m. – 11:10 a.m.

***No presentation***

Session 2.5 (Room CRSC 245) 10:10 a.m. – 11:10 a.m.

**Sybill Clayton**, Mathematics, Anne Arundel Community College, [sclayton1@aacc.edu](mailto:sclayton1@aacc.edu).

***High Quality Math Materials Without the Price Tag***

Would you like to switch your class materials over to free or inexpensive products or want to get ideas for additional resources for math students? Try OERs! Come, experience the homework system "MyOpenMath.com" in action, and make video playlists through "Hippocampus.org" relevant for many subjects. Recently, the presenter has successfully kicked the publisher-textbook to the curb for two very different college-level math courses: "College Algebra" and "Nature of Mathematics." Feel inspired to create more equitable course sections by offering classes that use high quality materials for less. Attendees will 1) explore the free mathematics homework system "MyOpenMath.com"; 2) become comfortable to

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make video playlists in Hippocampus.org to use for courses they teach in the spring of 2018; and 3) will eliminate at least one obstacle to becoming publisher-textbook free to make courses more equitable.

Session 2.6 (Room CRSC 255) 10:10 a.m. – 11:10 a.m.

**Charles Seltzer**, Psychology, The Community College of Baltimore County, [cseltzer@ccbcmd.edu](mailto:cseltzer@ccbcmd.edu).

***High Impact Practices (HIP) and Student Engagement, How to Keep Them Coming Back!***

In the session, we will discuss the philosophy behind High Impact Practices (HIPs), and their usefulness to our students' academic success, as well as focus on student success and retention rates. Further, we will discuss how HIPs have been utilized at colleges across the country. We will end by discussing the HIP project designed by the psychology department at the Community College of Baltimore County. The project is being piloted during the fall of 2017 and will be fully implemented in spring of 2018. Attendees will: 1) discuss the nature and purposes of High Impact Practices (HIP); 2) learn how HIPs can help colleges counteract current enrollment declines and increase student outcomes; and 3) learn about the current research supporting the effectiveness of HIPs.

Session 2.7 (Room CRSC 247) 10:10 a.m. – 11:10 a.m.

**Donna Mandl**, Legal Studies, The Community College of Baltimore County, [dmandl@ccbcmd.edu](mailto:dmandl@ccbcmd.edu). Co-presenters: **Jason S. Spiegelman**, Psychology, CCBC, [jspiegelman@ccbcmd.edu](mailto:jspiegelman@ccbcmd.edu); **Dennis J. Sullivan**, Business Studies, CCBC, [dsullivan2@ccbcmd.edu](mailto:dsullivan2@ccbcmd.edu); **Elizabeth G. Irtenkauf**, Collection Development-Library Services, CCBC, [eirtenkauf@ccbcmd.edu](mailto:eirtenkauf@ccbcmd.edu); **Patricia L. Rhea**, Health and Wellness, CCBC, [prhea@ccbcmd.edu](mailto:prhea@ccbcmd.edu).

***When Life Gives You Textbooks, Make an Open Education Resource (OER)***

At this time, many faculty are considering the move to open educational resources (OER) to combat high textbook prices, ever changing editions and limited textbook options. This moderated panel discussion will focus on various OER methods faculty at the Community College of Baltimore County (CCBC) are employing to benefit students financially and substantively in their courses. Moderated by CCBC's Collection Development Librarian, faculty from CCBC's Business, Law, Psychology, and Health and Wellness disciplines will discuss OER methods being piloted this academic year, including OER textbooks, library materials, and online reduced fee services, similar to traditional publisher materials. Attendees will: 1) discuss the various methods by which faculty can incorporate OER materials into an existing course, reducing or eliminating the need for a traditional textbook; 2) discuss the pros and cons of OER adoption from faculty currently implementing these materials in their courses and 3) gain practical tips for incorporating OER materials into their courses in future semesters.

Session 2.8 (Room CRSC 210) 10:10 a.m. – 11:10 a.m.

**Susan Lamont**, Biology, Anne Arundel Community College, [srlamont@aacc.edu](mailto:srlamont@aacc.edu).



*A Vernal Pool Study at Sandy Point State Park:*

*Anatomy of a Student-led, Long-Term Research Project*

Students and faculty from the Biology Department at Anne Arundel Community College are collaborating with Maryland Department of Natural Resources to monitor and protect sensitive vernal pool habitat in Sandy Point State Park. During the fall semester when pools are dry, students collect vegetative data within plots located in and around the vernal pool area to monitor the encroachment of invasive species. During the spring semester, physical, chemical and biological data are collected within the vernal pools to monitor populations' sizes and distributions of obligate vernal pool species. Students from several different courses within the Biology Department participate as part of Service-Learning. Attendees will: 1) discuss how research can be designed to provide meaningful data while also fitting into the framework of an academic schedule and the constraints of student-led research; 2) gain insight into establishing collaborative connections with state and local organizations; and 3) receive tips on how to fit research into existing community college initiatives and support systems.

Session 2.9 (Room CRSC 253) 10:10 a.m. – 11:10 a.m.

**Diane Lee Minard Wittig**, Stevenson University, [dewittig@stevenson.edu](mailto:dewittig@stevenson.edu).

*Strategies to Develop Your Students' Sense of Academic Responsibility Urgency*

Frustrated by your students lack of urgency for punctuality, organization, paper- presentation-project submission, class time engagement, test preparation, and/or adequate knowledge demonstration? Would you like to utilize strategies that support as well as empower your students for success without surrendering your vital instructional time? Participate in a classroom simulation, and leave with tools to use tomorrow that minimize teacher and student frustration while maximizing student achievement in any discipline. Attendees will: 1) actively participate in a classroom simulation that utilizes a learning strategies instructional style; 2) identify learning and instructional strategies that empower students to be successful in their academic classes; and 3) compile ready-reference learning strategies resources to immediately utilize in any discipline classroom when instructing students as well as when engaging with colleagues.

Session 2.10 (CRSC 251) 10:10 a.m. – 11:10 a.m.

**Valerie Lantz**, Biology, Montgomery College, [valerie.lantz@montgomerycollege.edu](mailto:valerie.lantz@montgomerycollege.edu), and **Alessandra Sagasti**, Biology, Montgomery College, [alessandra.sagasti@montgomerycollege.edu](mailto:alessandra.sagasti@montgomerycollege.edu)

*Active Learning for Every Teaching Style:*

*Explore a Multitude of Techniques and Activities to Find One that Works for You*

Students learn best when they are active and engaged, but no single active-learning technique works for every course or every professor. We will introduce a variety of techniques that improve learning, retention and critical thinking among STEM students. These include interpreting data, explaining to peers, applying

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concepts to new situations, activators, fill-in-the-blank, organizers, matching activities, manipulatives, case studies and more. After introducing the techniques, we will give you the opportunity to browse, try, and compare a large sample of activities that we've used over the years, to help you find ones that you could adapt for your course and your teaching style. Participants will: 1) learn simple techniques to engage students and increase critical thinking and retention; 2) learn about hands-on activities to engage students and understand how active learning can improve student comprehension and outcomes; and 3) have the opportunity to begin designing an activity for their classroom using guided questions and examples.

Session 2.11 (CRSC 208) 10:10 a.m. – 11:10 a.m.

**John Wilson**, Business and Technology, College of Southern Maryland, [johnw@csmd.edu](mailto:johnw@csmd.edu). Co-presenters: **Rose Miller**, Health Sciences, CSM, [RoseM@csmd.edu](mailto:RoseM@csmd.edu); **Maria Bryant**, Social Science, CSM, [MariaB@csmd.edu](mailto:MariaB@csmd.edu); and **Daphne Powell**, Business and Technology, CSM, [DaphneP@csmd.edu](mailto:DaphneP@csmd.edu)

### *Taking the Lead: Best Practices for Learning Management System*

We may not all use the same Learning Management System (LMS), but we can share what we have found works best. We will share the CSM faculty list of best practices and invite you to add yours to the list. The presentation begins with an overview of how we are capturing the best practices and how to access what we have found. Next, attendees can share and discuss their best practices and add them to the list. You can [take the survey](https://1drv.ms/xs/s!AkyqCDEZxtlmgpxs0Z_oovxDfv6V3A) ([https://1drv.ms/xs/s!AkyqCDEZxtlmgpxs0Z\\_oovxDfv6V3A](https://1drv.ms/xs/s!AkyqCDEZxtlmgpxs0Z_oovxDfv6V3A)) and [view the results](https://1drv.ms/x/s!AkyqCDEZxtlmgpxsOLhTzIF20lzoFA) (<https://1drv.ms/x/s!AkyqCDEZxtlmgpxsOLhTzIF20lzoFA>). Attendees will 1) share their best practices for using a learning management system; 2) learn what CSM faculty consider their best practices for using a learning management system; and 3) take the survey to add their best practices and to see the results of the survey.

Session 2.12 (Room CRSC 218) 10:10 a.m. – 11:10 a.m.

**Olaniyi Areke**, Communication, Arts, and Humanities, College of Southern Maryland, [oareke@csmd.edu](mailto:oareke@csmd.edu).

### *Teaching Digital Media through Real-World Projects*

This workshop will enable its participants to encourage their students to include real-world scenarios in their digital media projects. It emphasizes how students learn through different styles and techniques while acquiring technical skills before they formulate creative ideas and concepts. Whether it's a documentary or a 30-second public service announcement, one must learn to research the topic, present diverse viewpoints, and link common life experiences and familiar topics to the project content. Classroom exercises help students develop confidence, work independently, and become great team players. The presenter will highlight some of his students' projects and discuss their production experiences. Attendees will 1) learn how to help students incorporate real-events into their class projects; 2) interact and discuss research topics that touch on the social, economic or health-related issues that students use in their PSA and documentary

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production; and 3) learn to convey the importance of balanced and diverse viewpoints in their documentary production.

**Day 1: January 11, 2018  
11:25-12:35 a.m.  
Pascal Center for Performing Arts**

**Keynote Address:**

**Dr. Karen Stout**



Dr. Karen A. Stout, president and CEO of Achieving the Dream, Inc., (ATD) leads a growing network of community colleges that is innovating new efforts at the center of institutional change around scaling advising redesign, developing zero textbook degree using open education resources, designing non-cognitive wrap-around support systems, and teaching and learning.

Previously, Dr. Stout served as president of Montgomery County Community College (PA) for more than 14 years. During her tenure, the college distinguished itself as an ATD Leader College, earned the Leah Meyer Austin Award for its college-wide approach to student success, and garnered numerous national awards for innovation in work with Veterans, the development of leading edge academic programs, applications of digital technology, and advancing sustainability.

Dr. Stout serves on a number of national boards, including the College Promise National Advisory Board, Campus Compact, and the President's Advisory Board to the Community College Research Center. She has also served as a Commissioner with the Middle States Commission on Higher Education, Board of Directors of the American Association of Community Colleges, and Implementation Steering Committee co-chair of the American Association of Community Colleges' 21st-Century Commission.

Dr. Stout is a frequent speaker and writer, focusing on strategies for enhancing student success and completion, accelerating and scaling innovation, and launching a new era of community college fundraising. She holds a doctorate in Educational Leadership from University of Delaware, a master's degree in Business Administration from University of Baltimore, and a bachelor's degree in English from University of Delaware.

**Lunch is served in the Student Union (SUN) cafeteria**

**Thursday, 12:45 – 1:30 p.m.**

***During lunch, conference participants are invited to meet with teaching colleagues.***

**Day 1: Thursday, January 11, 2018**

**Session 3: 1:40 p.m. – 2:40 p.m.**

*For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.*

Session 3.1 (Room CRSC 260) 1:40 p.m. - 2:40 p.m.

**Robin Young**, Health Sciences, College of Southern Maryland [robiny@csmd.edu](mailto:robiny@csmd.edu). Co-presenters:  
**Deborah Rutledge**, Health Sciences, CSM, [drutledge1@csmd.edu](mailto:drutledge1@csmd.edu); **Laura Polk**, Health Sciences, CSM, [laurap@csmd.edu](mailto:laurap@csmd.edu)

***Let's go to Camp! An Alternative Pediatric Community Experience for Nursing Students***

Finding effective pediatric clinical experiences for nursing students can be challenging for faculty. For nursing programs that exist in a rural area, this limits viable options for clinical placements especially in specialty care units. As a result, this continuing trend required faculty to explore alternative learning experiences to achieve student-learning outcomes in community-based settings. A travel study course was developed to provide students an opportunity to attend Camp Boggy Creek, located in Eustis, Florida for children diagnosed with chronic and life-threatening illnesses and diseases, along with their families. The experience facilitates the student understanding and importance of family-centered care. The attendees will: 1) consider a travel study program as an alternative community pediatric learning experience; 2) identify effective student learning activities to ensure course outcomes are met; and 3) understand how the experience was created, developed and budgeted by the College of Southern Maryland with Camp Boggy Creek.

Session 3.2 (Room CRSC 217) 1:40 p.m. - 2:40 p.m.

**Nelda Nix-McCray**, Anthropology and Sociology, The Community College of Baltimore County, [nnix@ccbcmd.edu](mailto:nnix@ccbcmd.edu).

***Seventeen Again: Lessons Learned with Creative Partnerships  
Between Community Colleges and High Schools***

As community colleges look for ways to expand their course offerings to new markets, the high schools are becoming an increasingly important partnership. To be successful with a high school population, the required “tool kit” of college professors is often different from that employed to teach the same class in the

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traditional college classroom. For example, there are creative and scholarly ways to incorporate social media, pop culture and what's trending into discussion topics and research assignments that serve to engage the learner in specific disciplines. This workshop will provide essential information necessary to any professor interested in going back to high school. Specific attention will be given to understanding the teenage world as they balance the demands of high school while transitioning to college. Attendees will learn best practices in working with high school populations taking college-level courses.

Session 3.3 (Room CRSC 219) 1:40 p.m. - 2:40 p.m.

**Linda Fretterd Earls**, Humanities, Chesapeake College, [learls@chesapeake.edu](mailto:learls@chesapeake.edu). Co-presenter: **John C. Haas**, Humanities, Chesapeake College, [jhaas@chesapeake.edu](mailto:jhaas@chesapeake.edu).

### *Knocking Down the Silos: Learning American History and Literature in the Same Classroom*

In the spring of 2017, we linked our American history and American literature courses. During this exercise, our students completed common assignments and drew from both fields as they explored the course material. To explore the content of the linked courses, we visited the National Museum of American history and the National Portrait Gallery in Washington, D.C. This exercise was also used to explore and develop ways to teach each other what they learned in the classroom. While there were many success stories throughout the 16 weeks, we will share a few obstacles during the session. This session will encourage attendees to: 1) embark on linking courses of similar content, 2) try new pedagogical experiences, and 3) share their ideas about risk taking in the classroom and beyond.

Session 3.4 (Room CRSC 243) 1:40 p.m. - 2:40 p.m.

**Sofya Kerzhner**, Mathematics and Engineering, Baltimore City Community College, [sofya.kerzhner@gmail.com](mailto:sofya.kerzhner@gmail.com).

### *Unlocking Creativity and Enhancing Flexible Thinking through Art*

This experiential workshop is an interactive session focused on helping all participants, including students, faculty, and staff, unlock their creativity. After a demonstration, participants will dive into creating their own artwork. The workshop will expose participants to unforgettable art samples. All participants will discover their potential and unknown talents. This presentation will: 1) help participants, including students, faculty, and staff, unlock their creativity; and 2) help participants to develop their ability of fluent and flexible thinking and improve their communication skills.

Session 3.5 (Room CRSC 245) 1:40 p.m. - 2:40 p.m.

**Regina Johnson**, Humanities, Harford Community College, [reginaljohn@yahoo.com](mailto:reginaljohn@yahoo.com).

### *Exploring How Collaborative Pedagogy and Experiential Learning Practices Increase Student Engagement and Redefine Faculty's Role in the Classroom*

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Engagement is the key to increased student retention and success. This session explores how to develop and implement innovative educational strategies that foster student engagement both within and outside of the classroom. We will specifically focus on collaborative pedagogy and experiential learning practices and analyze how using these methods redefine our roles as educators. Attendees will 1) learn innovative teaching strategies that increase student engagement, 2) compare and contrast learning experiences that occur within and outside the classroom, 3) identify and analyze the disadvantages and benefits of using collaborative pedagogy and experiential learning practices, and 4) discuss how the growing focus on student engagement has redefined our roles as educators.

Session 3.6 (Room CRSC 255) 1:40 p.m. - 2:40 p.m.

**Maura Hill**, English, The Community College of Baltimore County, [mhill2@ccbcmd.edu](mailto:mhill2@ccbcmd.edu). Co-presenters: **Janet Gross**, CCBC, [jgross2@ccbcmd.edu](mailto:jgross2@ccbcmd.edu); **David Hewitt**, CCBC, [dhewitt@ccbcmd.edu](mailto:dhewitt@ccbcmd.edu); **Kris Messer**, CCBC, [kmesser@ccbcmd.edu](mailto:kmesser@ccbcmd.edu).

### *High Impact Practices in College Composition*

This faculty-designed project is part of The Community College of Baltimore County's effort to provide students in highly enrolled general education courses with teaching/learning practices that are proven to have the highest impact on engagement, retention and completion. English faculty designed units and assignments focused on the High Impact Practices (HIP) of diversity and global learning. This session will describe the process of launching the project, integrating the HIP and assessing student response. Attendees will learn how to design change initiatives from a faculty perspective, learn how to integrate diversity/global learning into an existing course, and consider assessment models for faculty projects.

Session 3.7 (Room CRSC 247) 1:40 p.m. - 2:40 p.m.

**Keith Hight**, Theatre, College of Southern Maryland, [hhight@csmd.edu](mailto:hhight@csmd.edu).

### *Professional Theatre in the Academic Setting: Mentoring Theatre*

Mentorship has been present since the dawn of time and much has been written about it. This presentation will explore the role of the mentor in light of the new standards of mentor preparation. The attendees will discuss whether continued employment has a significant impact on 1) the level of awareness of cultural competence, and 2) understanding the relationship between student and instructor.

Session 3.8 (Room CRSC 210) 1:40 p.m. - 2:40 p.m.

**Victor Madike**, Biology, The Community College of Baltimore County, [vmadike@ccbcmd.edu](mailto:vmadike@ccbcmd.edu).

### *The Crossword Puzzle: A Tool for Enhancing Student Learning in the Science Classroom*

Many studies show students not only learn more but also relish the process when given the opportunity to be actively engaged in learning. Integration of active-learning methods in the classroom motivates and enhances students' learning experiences. Crossword puzzles are an interesting educational tool for teaching

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science students as they arouse curiosity, motivate, and develop their critical thinking skills. The presenter will share his experience using and assessing crossword puzzles as a tool in effective learning of microbiology to promote student engagement and learning. Attendees will learn that implementation of active learning exercises that involve games, puzzles or practicing by doing can be effective in stimulating the cognitive functions of the students, and will be able to apply alternative methods of teaching to the traditional methods they are comfortable with, by using crossword puzzles as an effective instructional supplement.

Session 3.9 (Room CRSC 253) 1:40 p.m. - 2:40 p.m.

**Paulette Comet**, Computer Science/Information Technology, The Community College of Baltimore County, [pcomet@cabcmd.edu](mailto:pcomet@cabcmd.edu). Co-presenter: **Wendy Chin**, Computer Science/Information Technology, The Community College of Baltimore County, [wchin@cabcmd.edu](mailto:wchin@cabcmd.edu).

### ***Google Forms and Recap***

In this hands-on session, you will learn how to use *Google Forms* and the *Recap* app. *Google Forms* enables educators to create web forms. The data collected can be viewed graphically or in spreadsheet format from within *Google Sheets*. *Recap* is an app that gives your students voice in the classroom. *Recap* is a video response and reflection app that implements a more engaging approach to formative assessment. In addition, it provides a space where they can speak freely. *Recap* allows educators to expand assessments and encourages reflective practices empowering students by using short form response questions that provides energetic bursts of valuable data for educators. During this hands-on session, the attendees will learn how to set up *Google forms* and utilize analytics via *Google Sheets*, as well as how to use and set up the *Recap* app.

Session 3.10 (Room CRSC 251) 1:40 p.m. - 2:40 p.m.

**Ann Merck MacLellan**, Social Sciences, The Community College of Baltimore County, [amaclellan@cabcmd.edu](mailto:amaclellan@cabcmd.edu). Co-presenter: **Alisa Diop**, Behavioral Sciences, Community College of Baltimore County, [adiop@cabcmd.edu](mailto:adiop@cabcmd.edu).

### ***Mindful Connections: Contemplative Practices for the College Classroom***

This session will introduce contemplative pedagogy. Two of the veteran faculty members from a seasoned faculty learning community will describe and provide one or more practices that bring our often harried students mindfully and intentionally to the moment to be where they are, and to practice being present with the class and course material. The attendees will learn contemplative practices that they can incorporate into their classes with little time taken from content.



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Session 3.11 (Room CRSC 210) 1:40 p.m. - 2:40 p.m.

**Alfred T. D'Agostino**, Physical Sciences, The Community College of Baltimore County, Professor Emeritus of Chemistry of Notre Dame of Maryland University, [adagostino@cCBCMD.edu](mailto:adagostino@cCBCMD.edu).

### *Addressing a Need: Promoting Learning Opportunities for Blind Students in Science Laboratory Courses.*

To create a gateway to higher education in STEM for blind students, it is necessary to offer accessible instruction, especially in the science laboratory. Community colleges are positioned to provide inclusive teaching. By utilizing active teaching/learning methods, a good environment for the differently-abled can be established and outcomes for all can be enhanced. Using access technologies, laboratory work for the blind can be transformed from a passive experience to an active one. This will be described and demonstrated (featuring the speech-enabled LabQuest). Explore ways in which community colleges can take leadership in STEM education for the blind. Participants will 1) learn about using access technologies and teaching approaches that can enhance learning for blind students; 2) have an opportunity to experience the use of screen-reading software and a speech-enabled probe-ware interface; and 3) will explore ways in which community colleges can take a leadership role in STEM education for the blind and differently-abled.

Session 3.12 (Room CRSC 218) 1:40 p.m. - 2:40 p.m.

**John Wilson**, Business and Technology Division, College of Southern Maryland, [johnw@csmd.edu](mailto:johnw@csmd.edu).  
Co-presenters: **Rachel Drake**, Business, College of Southern Maryland, [RachelD@csmd.edu](mailto:RachelD@csmd.edu); **Mary Beth Klinger**, Business, College of Southern Maryland, [MarybethK@csmd.edu](mailto:MarybethK@csmd.edu); **Sandra Poinsett**, Math, College of Southern Maryland, [SandraP@csmd.edu](mailto:SandraP@csmd.edu).

### *Faculty Mentoring in Uncertain Times: How to Hold onto Best Practices to Ensure Successful Faculty*

What are some best practices for faculty mentoring at your Community College? This presentation begins with an overview of the Faculty Mentoring Program at the College of Southern Maryland. We will share best practices as well as some of our successes and challenges. We will also discuss how faculty mentoring is utilized within Maryland Community Colleges to ensure that faculty are knowledgeable of the campus environment, skilled in teaching in their discipline, and engaged members of the college community. Does faculty mentoring of new full- and part-time faculty make a difference? Come and discuss! Attendees are [invited to take a survey](#), and results will be shared during and after the conference at the [CSM Faculty Mentoring Survey](#) website:

([https://1drv.ms/xs/s!AkyqCDEZxtlmgpx4xLu\\_yGQxz9M66g?wdFormId=%7B7E227CFE%2D80E1%2D4190%2DA4EE%2D1ADE65787259%7D](https://1drv.ms/xs/s!AkyqCDEZxtlmgpx4xLu_yGQxz9M66g?wdFormId=%7B7E227CFE%2D80E1%2D4190%2DA4EE%2D1ADE65787259%7D))

Attendees will do the following 1) discuss the importance of faculty mentoring to ensure knowledge dissemination and positive teaching experiences for new faculty; 2) examine the components of a faculty-mentoring program at the community college; and 3) compare and contrast faculty mentoring experiences and ideas to gauge best practices for future mentoring initiatives.

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Session 3.13 (CRSC 258) 1:40 p.m. - 2:40 p.m.

**Lisa Feinman**, Mathematics, The Community College of Baltimore County, [lfeinman@cCBCMD.edu](mailto:lfeinman@cCBCMD.edu).

*Maryland Mathematical Association of Two-Year Colleges (MMATYC)*

*Annual Business Meeting*

This is the annual winter meeting for the Maryland Mathematical Association of Two-Year Colleges (MMATYC). Membership is not required; all mathematics faculty members are welcome to attend. We will inform attendees on upcoming elections. Please note, to vote in the election you must be a member. Several officers and other members will present updated information in their particular area. This meeting continues into the next session in the same room. Attendees will gain insight on what MMATYC does and how they can get involved.

**PowerPoint–Poster–Website Displays**  
**Thursday, January 11, 2018**  
**1:40 p.m. – 2:40 p.m.**

The following poster sessions are scheduled together in CRSC 215. Each display consists of a table set up with a subject-related display of either a poster, website, or PowerPoint slide show, or a combination of all three. Conference participants may visit during both conference days to view the displays and discuss the displays with the presenters. Displays are available during Session 3 (Thursday) from 1:40 a.m. – 2:40 p.m., and Session 7 (Friday) from 1:40 a.m. – 2:40 p.m.

Session 3.A: POSTER SESSION. 1:40 p.m. – 2:40 p.m.

**Pamela Ambush Burris**, Nursing and Health Professions, Baltimore City Community College, [pambushburris@bccc.edu](mailto:pambushburris@bccc.edu). Co-presenters: **Scott Olden**, Dean, Baltimore City Community College, [solden@bccc.edu](mailto:solden@bccc.edu); **Dorothy Holley**, Associate Dean, Baltimore City Community College, [dholley@bccc.edu](mailto:dholley@bccc.edu); **Alise Williams**, Nurse Transition Coach, Baltimore City Community College, [aewilliams@bccc.edu](mailto:aewilliams@bccc.edu).

*Nursing 4.0 Grant -Enhancing Student Success - A Nursing Student Support Program*

Baltimore City Community College (BCCC) is a two-year degree-granting college serving ethnically diverse students in Baltimore, Maryland and is experiencing a low nursing graduation rate of 38%. BCCC School of Nursing proposes to increase the number of non-traditional, culturally diverse students by implementation of a comprehensive retention and success program, Nursing 4.0. Nursing 4.0 is a student success initiative of the Nurse Support Program II grant to facilitate sustainable outcomes in student retention and completion. The poster presentation will give updates, goals, outcomes and progression of success strategies since the implementation of the grant in 2015. Attendees will be able to: 1) state the

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purpose and the progress of the Nursing 4.0 Grant; 2) discuss the student success strategies implemented; and, 3) Cite the goals and progression of the success strategies implemented.

Session 3.B: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Amber Smelkinson**, Languages and Literature, College of Southern Maryland,  
[ambersmelkinson@gmail.com](mailto:ambersmelkinson@gmail.com)

***Implementing 21st Century Skills in the Classroom***

This presentation on the changing nature of work in schools will focus on the rise of the technological climate in education, particularly on what skills educators need to transfer knowledge effectively to students amidst both technology-driven and societal changes. This presentation examines adaptability in the face of technologies that complement critical thinking, creativity, and problem solving. Attendees will: 1) discuss the shift towards 21st century learning and active engagement; 2) compare and contrast previous shifts in educational climates; and 3) engage in purposeful dialogue that embraces change and workforce preparation.

Session 3.C: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Patricia Brady**, Anne Arundel Community College, [pabrady@aacc.edu](mailto:pabrady@aacc.edu)

***Building Self-Management and Personal Responsibility Skills in PTA Students***

This poster discusses Implementation of success strategies in the first year of the 2-year PTA program. This was intended to promote carry-over success into the remaining required academic and clinical coursework. Students reported using the 32-day Commitment for other aspects of their lives such as fitness, housework, and positive thinking.

Session 3.D: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Cheryl Heemstra**, Anne Arundel Community College, [crheemstra@aacc.edu](mailto:crheemstra@aacc.edu)

***Creating Interdependence in an Online Class***

There is a particular challenge in an online class to create an atmosphere of interdependence. Students typically feel isolated and some, in fact, like online classes because they interact little with the other students. There are great benefits in working collaboratively in groups and discovering another person's perspective. Success Teams were used in assignments that are adapted to work with online. This poster presents the results.

Session 3.E: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Jennifer Bopp**, Anne Arundel Community College, [jlbopp@aacc.edu](mailto:jlbopp@aacc.edu)

***Exploring the Future with Time Management, Wise Choices and Partnerships Online***

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New assignments were developed for the online course: Time & Energy Management, Personality Type Assessment and the Future Designers Partnership. The partnership project is challenging in the online environment. Setting student expectations early makes it possible. Initially, the Time & Energy Management seemed like a new student assignment, but that was proven wrong when it helped all students focus on what is important and identify priorities in their life. There was not enough time dedicated to the Personality Type Assessment to fully explore the different types.

Session 3.F: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Beth Baran**, Anne Arundel Community College, [ewyler@aacc.edu](mailto:ewyler@aacc.edu)

***Improving Assessment Scores and Course Completion Rates for EGR 209 (Statics)***

EGR 209 (Statics) success rates are disappointingly low (50% or less in the previous three spring semesters). The objective of this project was to focus on assessments in the first third of the course with the hypothesis that if students build momentum at the start of the course, their positive results will encourage them to continue to work hard and successfully complete the course. The results from the spring were encouraging. Action items will be used again in Fall 2017 with some small modifications.

Session 3.G: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Elizabeth Gabbard**, Anne Arundel Community College, [eagabbard@aacc.edu](mailto:eagabbard@aacc.edu)

***Improving Student Accountability through Intervention***

Used a self-reflection approach to encourage students to attend class on a regular basis and to encourage students to complete graded assignments. Students were required to meet with the instructor if the student missed three lectures and/or if the students missed a specific number of assignments. During this meeting the student was asked to develop an action plan to help prevent any further absences or missed assignments. This poster presents the results.

Session 3H: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Gina Finelli**, Anne Arundel Community College, [gfinelli@aacc.edu](mailto:gfinelli@aacc.edu)

***Incorporating On Course® Principles into Introduction to Sociology (SOC 111)***

The goals of this project were to increase the percentage of students who: turn in assignments; utilize internal tools as well as external tools; and master the course learning outcome of applying a sociological scientific approach to understanding human social behavior. Several different communication strategies were used to highlight the principles. This poster presents the results.

Session 3.I: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Sara Meinsler**, Anne Arundel Community College, [semeinsler@aacc.edu](mailto:semeinsler@aacc.edu)

***Increasing Student Engagement and Critical Thinking ONLINE Using the Silent Socratic Dialogue***

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The goals of this project were to enhance student engagement in a Human Services online class. The main goal focused on for this project was to enhance online class discussions by students using SILENT SOCRATIC DIALOGUE (SSD) for at least two of the eight discussions in the course. Students are more engaged with each other and think more critically about the questions posed. The goals of this project are aligned with all Learning Objectives/Outcomes for this class. The feedback students provided about completing discussions in a new format was extremely encouraging and invaluable.

Session 3.J: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Amber Rust**, Anne Arundel Community College, [arust1@aacc.edu](mailto:arust1@aacc.edu)

### *Math 141- College Algebra & Trigonometry 1*

The purpose of this project is to increase student “buy-in” into MAT 141. The syllabus was not completely finished, Safety Nets for grading components were not stated (e.g., extra credit on quizzes or drop lowest 1 or 2). Students were able to decide, as a class, what type of Safety Nets they preferred. In addition, students worked with their Success Teams quite often. For example, a brief time was provided in class for Success Teams to compare work prior to submitting problem sets. This poster presents the results.

Session 3.K: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Kasia Taylor**, Anne Arundel Community College, [ktaylor2@aacc.edu](mailto:ktaylor2@aacc.edu)

### *Microcomputer Operating Systems*

Students need to be able direct their own problem solving as they will be faced with similar challenges as they take computer technology courses and once they enter the workforce. Students were guided through the process of creating their own problem-solving protocol. Students responded to the reflection question in the weekly labs. This project discusses the results.

**Day 1: Thursday, January 11, 2018**

**Session 4: 2:50 p.m. – 3:50 p.m.**

*For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.*

Session 4.1 (Room CRSC 260) 2:50 p.m. – 3:50 p.m.

**Annette Ragland**, Health Sciences Division, College of Southern Maryland, [aragland@csmd.edu](mailto:aragland@csmd.edu).

Co-presenters: **Sara Cano**, Health Sciences Division, College of Southern Maryland. [sarac@csmd.edu](mailto:sarac@csmd.edu);

**Morag Dahlstrom**, Health Sciences Division, College of Southern Maryland. [mdahlstrom@csmd.edu](mailto:mdahlstrom@csmd.edu);

**Caroline Combs**, Health Sciences Division, College of Southern Maryland [ccombs@csmd.edu](mailto:ccombs@csmd.edu)

### *Concurrently Flipping the Classroom*

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For the past four years, we employed the flipped classroom-teaching model in four sections on three campuses and evaluated the student outcomes using the same exam. As a result, the students are more actively engaged, allowing for a much more interactive and lively set of discussions. In addition, it has consistently facilitated direct application of theoretical information to the clinical setting and has improved our clinical retention rates. Consequently, a master course has been designed and copied into each section. Academic freedom is preserved as each faculty member has contributed to the course content and selects the best interactive learning activities for their class. Attendees will: 1) discuss the process for flipping a classroom across multiple sections simultaneously, 2) describe how academic freedom can be preserved within a flipped classroom across multiple sections, and 3) describe challenges that can arise from the flipping classroom in multiple sections simultaneously.

Session 4.2 (Room CRSC 217) 2:50 p.m. – 3:50 p.m.

**Alexander O. Akpodiete**, Continuing Education/Workforce Development - Business & Technology, Frederick Community College, [aakpodiete@frederick.edu](mailto:aakpodiete@frederick.edu)

### *Assisting in the Development and Implementation of Pathways Programs:*

#### *Focus on Technology and Cybersecurity Education*

Over the last decade, there has been a dearth of qualified Americans to fill vacancies in Information Technology and Cybersecurity. Various programs including the American Promise Grant, Maryland Tech Connect and Cyber Pathways Across Maryland have been created to help ameliorate this problem. Community colleges are well poised to handle this issue and furnish the necessary education and training that is necessary to provide employment in this industry. During this session the attendees will: 1.) learn about the availability of grants for Continuing Education and Workforce Development in the IT & Cybersecurity Field; 2.) learn to apply the information to their own schools by seeking out funding for the programs; and 3.) learn about curriculum development, including avenues for collaboration with certification agencies and training providers.

Session 4.3 (Room CRSC 219) 2:50 p.m. – 3:50 p.m.

**La Keita Carter**, Behavioral Sciences, The Community College of Baltimore County, [LCarter4@ccbcmd.edu](mailto:LCarter4@ccbcmd.edu).

#### *Creative Ways to Engage Online Students*

Learning online can help students feel connected and engaged, or cold and disconnected. In many cases, the professor's creativity and use of teaching aids makes the difference between the former and the latter. This workshop will present helpful teaching techniques and tools that will engage your students and help them feel more connected to you and the course. They may also help you feel more connected to your students and save you some time in the process. The attendees: 1.) will discuss how professors are currently

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engaging their online students; and, 2.) learn creative teaching techniques and tools that may increase online student engagement.

Session 4.4 (Room CRSC 243) 2:50 p.m. – 3:50 p.m.

**Ronda Jacobs**, Business and Technology, College of Southern Maryland, [rjacobs@csmd.edu](mailto:rjacobs@csmd.edu). Co-presenter: **Daphne Powell**, Business and Technology Department, College of Southern Maryland, [daphnep@csmd.edu](mailto:daphnep@csmd.edu)

***Faculty Helping Faculty: Taking the Lead on Classroom Observations***

Classroom observations are often a requirement of new faculty; but instead of being feared, they should be showcased as an opportunity to learn from peers. Learn how to get the most out of classroom observation through constructive feedback (role-playing), and a checklist of expectations. Take the terror out of the unknown. Instead of a critique, peer reviews provide intercommunication opportunities to explore classroom challenges with a skilled faculty member. Peer-to-peer interaction is critical to positive development and growth of new faculty with both learning from the experience. Faculty will: 1) demonstrate constructive feedback techniques; 2) create a checklist of classroom observation expectations; and 3) learn how conducting observations can affect your own classroom.

Session 4.5 (Room CRSC 245) 2:50 p.m. – 3:50 p.m.

**Lori Perez**, Psychology and Sports Studies, Anne Arundel Community College, [lkperez@aacc.edu](mailto:lkperez@aacc.edu). Co-presenters: **Kentina Smith**, Psychology, AACC, [ksmith56@aacc.edu](mailto:ksmith56@aacc.edu); **Kellie McCants-Price**, Psychology, AACC, [kmmccantsprice@aacc.edu](mailto:kmmccantsprice@aacc.edu); **Julie Grignon**, Psychology, AACC, [jlgrignon@aacc.edu](mailto:jlgrignon@aacc.edu).

***Confronting Equity and Achievement Gaps across the Curriculum***

Confronting equity across the curriculum is a worthy mission; however, some may argue that eradicating achievement gaps is a lofty goal and taking measurable and reasonable action across the curriculum is a daunting task. Faculty may feel overwhelmed in the number of challenges students face and may feel helpless or unable to make a difference. Yet now, more than ever, equity in education is recognized as not only an issue of diversity, but also one of social justice. The purpose of this presentation will be to highlight steps faculty can take in order to face this challenge head-on and make measurable progress in student success. During this presentation the attendees will: discuss the importance of designing relationships to discuss sensitive topics such as culturally responsive pedagogy, define and apply culturally responsive educational practices, as well as develop leadership skills to help promote culturally responsive educational practices across curriculum areas and to inspire individual and team action to eradicate achievement gaps.

Session 4.6 (Room CRSC 255) 2:50 p.m.–3:50 p.m.

**Chelsea G. Mays**, Communication, Arts, and Humanities, College of Southern Maryland, [chelsmays@gmail.com](mailto:chelsmays@gmail.com).

*Language, Responsibility, and Competence.*

This presentation is to help attendees convey the power of language and the importance of being responsible, competent, communicators when referencing gender, race/ethnicity, sexuality and marginalized people. The goal of this presentation is to help attendees convey the power of language and the importance of being responsible, competent, communicators when referencing gender, race/ethnicity, and sexuality. Attendees will discuss critical communication theory and how it is at work in today's society.

Session 4.7 (Room CRSC 247) 2:50 p.m. – 3:50 p.m.

**Anne Chamberlain**, Liberal Arts, Communication/English/Fine & Performing Arts, The Community College of Baltimore County, [achamberlain@ccbcmd.edu](mailto:achamberlain@ccbcmd.edu). Co-presenter: **Jean Boggs**, Librarian, CCBC, [jboggs2@ccbcmd.edu](mailto:jboggs2@ccbcmd.edu).

*Working with OER: Our Experience Building and Using Open Educational Resources  
for a Fine and Performing Arts Class*

This session will discuss the partnership between faculty and librarians in creating Open Educational Resources (OER) for a fine and performing arts survey course, and our process, challenges and outcomes. Topics will include OER licensing, restrictions and choices, and the process of selection and editing materials, and limitations specific to finding OER for fine and performing arts, as well as the benefits of using OER to provide accessible and affordable materials for students. Attendees will 1) learn the basic process of developing OER materials for a course; 2) increase their knowledge of the types of OER available, the licensing types and restrictions and how they affect course material decisions; and 3) learn and discuss the advantages and disadvantages in using OER materials for classes.

Session 4.8 (Room CRSC 210) 2:50 p.m. – 3:50 p.m.

**Cindy Dove**, Mathematics and Science, Hagerstown Community College, [cadove@hagerstowncc.edu](mailto:cadove@hagerstowncc.edu). Co-presenter: **Savita Prabhakar**, Coordinator for Innova-Bio MD

*Student Research at the Community College Level*

Join us to discuss developing opportunities for undergraduate student research. Hagerstown Community College has an on-campus lab called Innova-Bio MD where students can complete internships in biotechnology and biology. Innova-Bio MD collaborates with government and private labs to provide students with engaging research experiences. What opportunities do your schools offer? How are they funded? How do you find research projects? Please come and share your goals and achievements in research for community college students. Attendees will learn what other schools are doing with undergraduate student research, and will develop a network of community colleges interested in student research.



Session 4.9 (Room CRSC 253) 2:50 p.m. – 3:50 p.m.

**Jennifer Greenwood**, Mathematics, Carroll Community College, [jgreenwood@carrollcc.edu](mailto:jgreenwood@carrollcc.edu).

*Simple Changes Can Improve Success Rates in Online Courses*

In 2014 and 2015, the presenter conducted a small research study in which she made slight changes to her online Geometry course, which resulted in a 19% increase in pass rates by the end of the study. Participants will discuss the changes, which include a mandatory tutoring requirement and a simple to implement online tutoring option, which can be modified across multiple disciplines. Time will be given for participants to share ideas and discuss best practices in online courses. Participants will discuss ways to improve pass rates in online courses.

Session 4.10 (Room CRSC 251) 2:50 p.m. – 3:50 p.m.

**John Dedie**, Political Science, The Community College of Baltimore County, [jdedie@ccbcmd.edu](mailto:jdedie@ccbcmd.edu).

*Internships for Student Success to a Career*

The purpose of the session is to discuss how the Political Science Department at The Community College of Baltimore County has used Political Science internships to help students on a career path. Participants will discuss how to find organizations for students to intern at, how to recruit students for internships and the requirements for the internship. Internships are a great way for students to get experience in their future career, or find out if this is the career, they want. Attendees will: 1) discuss how to find organizations for students to intern at; 2) discuss how to recruit students for internships and the requirements for the internship; and, 3) learn and receive information about places to contact for internships, among other aspects.

Session 4.11 (Room CRSC 208) 2:50 p.m. – 3:50 p.m.

**Amy Chase Martin**, Development and Instructional Media, Howard Community College, [acmartin@howardcc.edu](mailto:acmartin@howardcc.edu). Co-presenter: **J. Cliff Galloway**, Development and Instructional Media, Howard Community College [jgalloway@howardcc.edu](mailto:jgalloway@howardcc.edu).

*Escape this Workshop! Using Escape Room Activities in Instruction and Professional Development*

Escape rooms have become a popular activity for people of all ages. The premise of escape rooms – reading for information, reviewing clues, solving puzzles, and collaborating in teams – can be incorporated into fun and meaningful instructional activities. In this session, presenters will share experiences of using digital and physical escape rooms in professional development and classroom instruction. Join us – and see if you can escape this session in the time allotted. Participants will 1) interact with a digital escape room and learn the components and design elements of a physical escape room activity; 2) learn elements of how

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to use Google forms, sites and other media to design a digital escape room; and 3) discuss applications for digital and physical escape room activities in classroom instruction and faculty development.

Session 4.12 (Room CRSC 218) 2:50 p.m. – 3:50 p.m.

**Jonathan W. Grimes**, Behavioral Sciences, The Community College of Baltimore County, [jgrimes@ccbcmd.edu](mailto:jgrimes@ccbcmd.edu). Co-presenter: **Todd Abramovitz**, School of Technology, Art, and Design CCBC, [tabramovitz@ccbcmd.edu](mailto:tabramovitz@ccbcmd.edu).

***Faculty Portfolio: Getting Better Evaluations and Achieving Promotion***

Is the thought of evaluation and promotion like “Game of Thrones” to you? Does it seem like you are swimming in a “Shark Tank”? Do you want to be a “Survivor”? Faculty Portfolio will have you “Dancing With The Stars”. Let us be your “MythBusters” and you will soon be an evaluation and promotion “Ninja Warrior.” Attendees will 1) discuss evaluation and promotion policies at their college; 2) receive hands-on training with Faculty Portfolio; and 3) construct an account, and begin to organize content for an evaluation.

Session 4.13 (Room CRSC 258) 2:50 p.m. – 3:50 p.m.

**Lisa Feinman**, Mathematics, The Community College of Baltimore County, [lfeinman@ccbcmd.edu](mailto:lfeinman@ccbcmd.edu).

***Maryland Mathematical Association of Two-Year Colleges (MMATYC)***

***Annual Business Meeting***

This is the annual winter meeting for the Maryland Mathematical Association of Two-Year Colleges (MMATYC). Membership is not required; all mathematics faculty members are welcome to attend. We will inform attendees on upcoming elections. Please note, to vote in the election you must be a member. Several officers and other members will present updated information in their particular area. This meeting continues into the next session in the same room. Attendees will gain insight on what MMATYC does and how they can get involved.

**Day 2: Friday, January 12, 2018**  
**Session 5: 9:00 a.m. - 10:00 a.m.**

*For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.*

**Breakfast: Student Union (SUN) cafeteria**

Session 5.1 (Room CRSC 260) 9:00 a.m. – 10:00 a.m.

**Susan Fox**, Nursing, Anne Arundel Community College, [smfox1@aacc.edu](mailto:smfox1@aacc.edu). Co-presenters: **Myra Dennis**, Nursing, AACC, [mgdennis@aacc.edu](mailto:mgdennis@aacc.edu); **Shawn Wilson**, Nursing, AACC, [smwilson9@aacc.edu](mailto:smwilson9@aacc.edu); **Debbie Tolliver**, Nursing, AACC, [dltolliver@aacc.edu](mailto:dltolliver@aacc.edu); **Becky Tolley**, Nursing, AACC, [rjtolley@aacc.edu](mailto:rjtolley@aacc.edu); **Denise Lyons**, Nursing, AACC, [dmylons@aacc.edu](mailto:dmylons@aacc.edu)

***Taking the Lead: Skills Competency Testing Throughout the Nursing Program***

Desiring skill reinforcement and consistency throughout the nursing program, a proposal was researched, developed, and approved in the spring of 2017 for program-wide skills competency testing using a scenario-based approach. Initial pilot testing was conducted on a limited set of volunteer faculty, and 20 students during the development phase in the summer. In August, prior to starting the fall semester, all students in the program were tested on a tiered list of skills using the faculty-developed checklists. The findings validated faculty assumptions and most students even liked it! Attendees will: 1) discuss the benefit of scenario based skills testing in Health Science disciplines; 2) understand the benefits of consistent skills testing for students in clinical and upon graduation; and 3) be able to describe the resources necessary to develop a similar program.

Session 5.2 (Room CRSC 217) 9:00 a.m. – 10:00 a.m.

**Carol Mueller**, STEM Division, Harford Community College, [cmueller@harford.edu](mailto:cmueller@harford.edu)

***Meeting of the Developmental Education Association of Maryland***

This session is the meeting for the Developmental Education Association of Maryland (DEAM). We will be discussing the organization, our upcoming spring conference, and the National Association of Developmental Education (NADE) upcoming meeting in Maryland, March 2018. Attendees will also have an opportunity to discuss trends and changes in instruction at their colleges.

Session 5.3 (Room CRSC 219) 9:00 a.m. – 10:00 a.m.

**Josephine Lewis**, Psychology, The Community College of Baltimore County, [jlewis4@ccbcmd.edu](mailto:jlewis4@ccbcmd.edu).

***Service Learning as a High-Impact Practice***

Whether you are a veteran implementer of service-learning, or you are interested, but have not yet incorporated it into a course, this session is for you. Come hear why service-learning is undeniably a high-

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impact practice that can make a difference in students' lives, bring substantial educational benefits, and correlate with better retention and engagement. We will discuss the research on High-Impact Practices (HIP) and explore how to make the most of Service-Learning to ensure our students are indeed receiving a high-impact-practice. Participants will engage in a hands-on exercise where they brainstorm about the HIP of Service-Learning in one of their courses. Attendees will 1) explore and discuss the pedagogy of service-learning; 2) explore and discuss the research of service-learning as a high-impact practice; and 3) apply information regarding service learning as a HIP to a course that they teach.

Session 5.4 (Room CRSC 243) 9:00 a.m. – 10:00 a.m.

**Gary Kaiser**, Biology, The Community College of Baltimore County, [gkaiser@ccbcmd.edu](mailto:gkaiser@ccbcmd.edu).

### *Using Go Pro Videos and Respondus Quizzes to Better Prepare Students for Lab and Developing Open Educational Resources (OERs)*

This presentation will illustrate how a GoPro Hero video camera was used to make videos demonstrating microbiology lab techniques and post them on YouTube in order to better prepare students for lab. Students must view these videos and take a Respondus quiz covering those videos on Blackboard no later than two (2) hours before attending their assigned laboratory section. These have been quite successful in better preparing students for labs, enabling them to finish labs on time, and make fewer errors. The videos are part of a larger project on creating Creative Commons Open Educational Resources. During this session, the attendees will learn about and discuss Creative Commons Educational Resources (OERs), as well as learn the basics of creating Go Pro lab instructional videos and using online Respondus quizzes to test students understanding of laboratory techniques prior to their attending lab.

Session 5.5 (Room CRSC 245) 9:00 a.m. – 10:00 a.m.

**Dave Baum**, Physical Science, The Community College of Baltimore County, [dbaum@ccbcmd.edu](mailto:dbaum@ccbcmd.edu)

### *Solving Some Calculus-based Physics Problems without Calculus*

Many topics in algebra-based Physics courses are avoided because they are usually treated with calculus. Many students have insisted on explanations to fill in these missing pieces. We will look at solutions for several specific examples, some using limits and infinite series but no calculus. These include: the moment of inertia of a thin rod; the angle of application of a force to minimize its magnitude; the  $1/r$  behavior of the gravitational and electric potentials; the time rates of change of the sine and cosine functions; and a solution to a first order homogeneous linear differential equation. Attendees will 1) learn and discuss alternate methods of solving introductory Physics problems; and 2) discuss how they might make use of these solutions in, for example, a 'normal' Physics 101 class vs an Honors section.

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Session 5.6 (Room CRSC 255) 9:00 a.m. – 10:00 a.m.

**Lacey Tsonis**, Teacher Education, Howard Community College, [lacey.tsonis@gmail.com](mailto:lacey.tsonis@gmail.com). Co-Presenter: **Charlotte (Bunny) Egerton**, English, Howard Community College, [bunny1953@verizon.net](mailto:bunny1953@verizon.net).

*Don't Call Me Kid: Understanding a Multigenerational Student Body*

Are Millennials entitled? Are Baby Boomers tech averse? Understanding the influences on each generation, and how these influence learning and interaction preferences, is beneficial to meeting the needs of a diverse study body. Come explore what shaped a generation, what this means for you as an instructor, and how to meet the needs of all of your students, regardless of age. Participants will be able to 1) identify the influences and characteristics of three active generations; 2) identify learning and communication preferences of each generation; and 3) list strategies for effectively meeting the needs of all students.

Session 5.7 (Room CRSC 247) 9:00 a.m. – 10:00 a.m.

**Alketa Nina**, Mathematics, Wor-Wic Community College, [anina@worwic.edu](mailto:anina@worwic.edu).

*Making the Switch: How Transitioning to OER for a College Algebra & Trigonometry Course Saves Students \$200*

The presentation will discuss the transition from a mainstream Learning Management System to the exclusive use of Open Educational Resources (OER) for the delivery of information for a MTH 154 - College Algebra & Trigonometry course. The process of making the switch from Pearson's MyMathLab to the free MyOpenMath and the use of OER textbooks will be presented. Encountered challenges and lessons learned will be discussed. Participants will have the opportunity to ask questions and get clarifications in the end of the presentation. The attendees will 1) familiarize themselves with OER resources available to a college Algebra & Trigonometry course; 2) learn ways to transition to the use of OER courses; and 3) learn techniques to implement similar transitions in their courses.

Session 5.8 (Room CRSC 210) 9:00 a.m. – 10:00 a.m.

**Mickey Dehn**, Biology, Anne Arundel Community College, [mdehn1@aacc.edu](mailto:mdehn1@aacc.edu). Co-presenters: **Abigail Brackins**, Mathematics, AACC, [ambrackins@aacc.edu](mailto:ambrackins@aacc.edu); **David "Forrest" Caskey**, Reading, AACC, [dcaskey@aacc.edu](mailto:dcaskey@aacc.edu).

*Does Social Justice Dialogue Have Any Place in the STEM Classroom?*

Dialogues about issues of social justice are often avoided in STEM courses for various reasons, even though the work performed in STEM fields has myriad social impacts. We will discuss how such dialogues can be used to increase self-reflection, foster empathy, boost student learning, and promote engaged citizenry while simultaneously delivering essential course content. This workshop is geared toward faculty who teach in STEM fields, but all are welcome. Attendees will adapt strategies for integrating topics of social impact into their STEM curricula.

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Session 5.9 (Room CRSC 253) 9:00 a.m. – 10:00 a.m.

**Heather Luman**, Mathematics, The Community College of Baltimore County, [hluman@ccbcmd.edu](mailto:hluman@ccbcmd.edu).

*Embrace Student-Centered Learning and Decrease Your Workload*

Many professionals regard new teaching paradigms with skepticism, anticipating an increased in workload and major overhaul in teaching style. This presentation will highlight and demonstrate several simple, easy methods that instructors of all disciplines can employ which decrease their workload while concomitantly increasing student comprehension. Attendees will discuss several instructional methods to help move them along the spectrum from an instructor-centered class to a student-centered class, and discuss which methods lend themselves to their style of instruction and content area.

Session 5.10 (Room CRSC 251) 9:00 a.m. – 10:00 a.m.

**Sarah Barnhardt**, Academic Literacy and Languages, The Community College of Baltimore County, [sbarnhardt@ccbcmd.edu](mailto:sbarnhardt@ccbcmd.edu). Co-presenters: **Barbara Crawford**, CCBC, [bcrawford@ccbcmd.edu](mailto:bcrawford@ccbcmd.edu); **Jo Darden-Obi**, CCBC, [jdarden@ccbcmd.edu](mailto:jdarden@ccbcmd.edu); **Fawcett Dunstan**, CCBC, [fdunstand@ccbcmd.edu](mailto:fdunstand@ccbcmd.edu); **Jewel Jackson**, CCBC, [jjackson@ccbcmd.edu](mailto:jjackson@ccbcmd.edu); **Soumaya Long**, CCBC, [slong@ccbcmd.edu](mailto:slong@ccbcmd.edu); **Joseph Weiczorek**, CCBC, [jweiczorek@ccbcmd.edu](mailto:jweiczorek@ccbcmd.edu); **Shannon Meers**, CCBC, [smeers@ccbcmd.edu](mailto:smeers@ccbcmd.edu); **Cheryl Scott**, CCBC, [cscott@ccbcmd.edu](mailto:cscott@ccbcmd.edu).

*High Impact Practices in Online Learning*

Faculty address issues of success and retention in online learning through the implementation of high impact practices. Each faculty member across disciplines shares a proven technique that engages learners and creates high interest. Attendees of this presentation will 1) walk away with concrete examples of high impact practices in online learning; 2) identify high impact practices in online learning; and 3) be able to implement these practices in their online courses.

Session 5.11 (Room CRSC 208) 9:00 a.m. – 10:00 a.m.

**Cristina D. Butler**, World Languages and Philosophy, Montgomery College, [cristina.d.butler@montgomerycollege.edu](mailto:cristina.d.butler@montgomerycollege.edu). Co-presenter: **Ivonne Bruneau-Botello**, Humanities, Montgomery College, [Ivonne.Bruneau-Botello@montgomerycollege.edu](mailto:Ivonne.Bruneau-Botello@montgomerycollege.edu)

*Faculty Contributions to Student Success*

This workshop addresses different strategies and initiatives faculty can adopt to support institutional efforts to increase student success. Over time, world languages courses incorporated these strategies and they increased students' grades. Therefore, their application is relevant and easily transferred to other disciplines. In this workshop, faculty will take part in engaging discussions about student challenges, best practices in the classroom, building a support system for students, and identifying and sharing their own action plans for their specific disciplines. Faculty will learn and compare strategies and initiatives to help

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students succeed, leave the workshop with information on how to increase ABC grades among their students, and actively participate in the discussions and exchange of ideas.

Session 5.12 (Room CRSC 218) 9:00 a.m. – 10:00 a.m.

**Talisha Dunn-Square**, Communication, Bowie State University, [tdunn-square@bowiestate.edu](mailto:tdunn-square@bowiestate.edu)

***Yes, You are a Brand: Branding and Marketing Yourself for a Career***

This presentation will discuss the importance of student branding and marketing for careers. Participants will learn tips on website building, logo design and social media. Several exercises will be employed, so participants will walk away with the necessary confidence and tools to teach students branding and marketing skills – no matter the discipline. Attendees will examine strategies and tactics used for effective career branding, and will design a sample Integrated Marketing Kit

**Day 2: Friday, January 12, 2018**

**Sessions 6: 10:10 a.m. - 11:10 p.m.**

*For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.*

Session 6.1 (Room CRSC 260) 10:10 a.m. - 11:10 p.m.

**Donald Hoepfer**, Philosophy, Carroll Community College, [dhoepfer@carrollcc.edu](mailto:dhoepfer@carrollcc.edu). Co-presenter:

**Geraldine Hider**, Coordinator, Research/Cardiovascular Diseases, [ghider@charter.net](mailto:ghider@charter.net)

***There Will Be Days Like These:***

***Preparing Students in Nursing and Allied Health to Address Moral Dejection***

Nursing and allied health professionals are subject to various forms of moral dejection, including “compassion fatigue”, moral distress, and moral residue. This presentation will demonstrate the role of empathy in forming moral beliefs. Filling this role, empathy is also implicated in feelings of moral dejection. Compassion will be shown as necessary in the performance of one’s professional duties and a way to productively engage empathy. Educating future nurses and allied health professionals about compassion as an ethical competency can be of help, then, in warding off or coping with moral dejection. Attendees will: 1) describe empathy and explain its role in the various types of moral dejection; 2) explore the difference between compassion and empathy, and the role of compassion in mitigating moral dejection; and 3) discuss techniques for teaching compassion to students in nursing and allied health programs.

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Session 6.2 (Room CRSC 217) 10:10 a.m. - 11:10 p.m.

**Ewa Gorski**, Biology, The Community College of Baltimore County, [egorski@ccbcmd.edu](mailto:egorski@ccbcmd.edu)

***Poland Study Abroad: Bridging the Gap Between Disciplines and Cultures***

Learn about my experience of leading the Human Anatomy in Poland Study Abroad Program. Discussed will be the interdisciplinary collaboration **cancelled** between Cultures in the 21st Century. This presentation will emphasize the role of the faculty in designing and leading a study abroad program, which focuses on the community college students' first-hand experience of other cultures.

Session 6.3 (Room CRSC 219) 10:10 a.m. - 11:10 p.m.

**Christine Mirbaha**, Mathematics, The Community College of Baltimore County, [cmirbaha@ccbcmd.edu](mailto:cmirbaha@ccbcmd.edu)

***Leading the Way -- Exploring Leadership***

What is your definition of leadership? What are the qualities you attribute to effective leaders? What do you envision as your leadership role(s) within your community college and beyond? Join us as we examine various leadership characteristics, and explore aspects of effective leadership styles. Attendees will 1) define leadership and will compare and contrast the characteristics of leaders; 2) discover the essence of leadership within themselves; and 3) incorporate various leadership qualities into their professional roles at their institution.

Session 6.4 (Room CRSC 243) 10:10 a.m. - 11:10 p.m.

**Jeff Ball**, Visual, Performing, and Applied Arts, Harford Community College, [jeball@harford.edu](mailto:jeball@harford.edu).

***An Online Class is Not a Community***

A common topic of conversation about effective online teaching is how to create a community of learners that can work as well as those observed in traditional face-to-face (F2F) classes. Group discussion boards provide strategies to create this spirit of cooperative learning. We need to rethink the basic premise behind this effort based on the premise that an online class is fundamentally different from the F2F class. Recently, I developed the concept that an online class as an independent large-scale course. I invite participants to debate the pros and cons of treating online classes as communities versus looking at them as groupings of independent, self-directed studies. Attendees will 1) discuss the pros and cons of treating online classes as communities versus looking at them as groupings of independent, self-directed studies; 2) be introduced to the strategies used in the independent study model; and 3) discuss the attributes of an effective online learning experience for our students.

Session 6.5 (Room CRSC 245) 10:10 a.m. - 11:10 p.m.

**Loretta Tokoly**, Mathematics, Howard Community College, [ltokoly@howardcc.edu](mailto:ltokoly@howardcc.edu).

Co-presenter: **Mike Long**, Mathematics, Howard Community College, [mlong@howardcc.edu](mailto:mlong@howardcc.edu).

***Exploring the Integral in Calculus: A Hands-on Approach***



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The definite and indefinite integral are key concepts in calculus and can be a struggle for students. Come explore strategies for infusing tasks involving integrals into the calculus curriculum. Learn about and do some tasks to help students to understand these important concepts and the applications of the concepts. Attendees will 1) explore and do activities for enhancing students' conceptual understanding of the integral and its applications in Calculus, and 2) discuss how activities can be infused into the curriculum and when they might be used to be most effective.

Session 6.6 (Room CRSC 255) 10:10 a.m. - 11:10 p.m.

**Kellie McCants-Price**, Psychology, Anne Arundel Community College, [kmmccantsprice@aacc.edu](mailto:kmmccantsprice@aacc.edu). Co-presenter: **David "Forrest" Caskey**, Reading, AACC, [dcaskey@aacc.edu](mailto:dcaskey@aacc.edu); **Lisa Sanford**, Human Resources, AACC, [lasanford2@aacc.edu](mailto:lasanford2@aacc.edu)

### ***The Equity Project: Creating Awareness of Faculty's Role in Student Success and Engagement***

This session will use intergroup dialogue techniques to introduce strategies to help increase student success and engagement in their courses. This session will be interactive, involving small group discussion and brainstorming to make faculty members' awareness of their own blind spots in course development, delivery, and pedagogy. Participants will leave with practical strategies and resources they can use to boost student success and engagement. The attendees will 1) examine the concept of privilege and how it plays a role in student success; 2) discuss various strategies and resources to support student success on their campuses and finally; and 3) develop a list of resources they can use in their spring 2018 courses to promote success and engagement.

Session 6.7 (Room CRSC 247) 10:10 a.m. - 11:10 p.m.

**Lisa Connors**, School of Health Sciences, Anne Arundel Community College, [lconnors@aacc.edu](mailto:lconnors@aacc.edu)

### ***Keepin' It Real: The Uncomfortable Conversations about Slavery, Racism, Sex, and HIV among African American Women***

The victimization of African American women dates back to slavery. African American women have often been viewed as hypersexual and promiscuous, thus leading to less than "attractive" conversations about sex and sexuality. In addition, African American women have been portrayed as sexual objects in music videos, advertisements, and social media. This workshop will facilitate dialogue that looks at the intersection of slavery, racism, sex, and HIV among African American women. Discussions will include dispelling myths, stereotypes, generalizations, and microaggressions made by society that continues to stigmatize, oppress, and marginalize this population. Having these conversations will potentially solidify our roles as leaders and change agents ensuring that African American women are treated fairly and justly, especially in a society where racism is rampant. Attendees will 1) discuss how history has played a role in the victimization of African American women; 2) discuss the varying myths, stereotypes, generalizations,

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and microaggressions made by society, regarding African American women's sexuality; and 3) discuss the relationship between slavery, racism, sex, and HIV infection among African American women.

Session 6.8 (Room CRSC 210) 10:10 a.m. - 11:10 p.m.

**Kathryn Jones**, Science, Engineering & Technology, Howard Community College, [kjones@howardcc.edu](mailto:kjones@howardcc.edu)

***Using Figures from Scientific Studies to Teach Data Analysis***

Interested in finding easy and fun ways to teach your science students how to analyze and interpret data? This workshop will describe strategies for teaching data-analysis using figures on a variety of interesting topics from data collected and published in scientific studies. The resources highlighted in this workshop are free, ready-to-use worksheets and other materials available on two web sites: "Science in the Classroom" and "BioInteractive." Attendees will be given an overview of resources for data analysis available on these two sites and will participate in a demonstration of how these resources can be used to teach data analysis. The objectives for this workshop are to introduce attendees to ready-to-use data analysis resources that are based on figures from real scientific studies.

Session 6.9 (Room CRSC 253) 10:10 a.m. - 11:10 p.m.

**Michael H. Parsons**, Community College Leadership, Morgan State University, [michael.parsons@morgan.edu](mailto:michael.parsons@morgan.edu). Co-presenter: **Monica Hutchins**, Senior Counselor, Frederick Community College, [monicahutchins@frederick.edu](mailto:monicahutchins@frederick.edu)

***Faculty as "Learning Engagers":***

***What Has Recent Research Taught Us About the Changing Role of Faculty?***

All faculty in Maryland community colleges are required by the state to participate in the "Community College Study of Student Engagement" (CCSSE). Too often, when the data are provided to the faculty the meaning is unclear. The presenters conducted a study of CCSSE using five Maryland colleges as the data source. The findings help faculty to adapt their teaching expertise to changing learners and their responsibilities. Participants will explore the significance of the findings and use them to improve learner engagement and persistence. The presenters and participants will explore group knowledge of CCSSE findings. The group will review the findings from the five-college study. They will explore strategies designed to make the required application of CCSSE. Outcomes for all will be a series of strategies that assist faculty in becoming "learning engagers."

Session 6.10 (Room CRSC 251) 10:10 a.m. - 11:10 p.m.

**Nancy Calder**, Health Sciences, Howard Community College, [ncalder@howardcc.edu](mailto:ncalder@howardcc.edu). Co-presenter: **Michael Stein**, Howard Community College, [mstein@howardcc.edu](mailto:mstein@howardcc.edu).

***High Energy Active Discussion Techniques***

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Classroom discussions are powerful opportunities to engage students and get them to think critically. However, a few students often dominated classroom discussions while the rest of the class sits back and passively listens or “checks out” completely. Research has shown that millennials learn best through social learning and working in groups. So, how do you get students to talk to each other? How can you ensure that all of your students are involved in the learning activities? This workshop will provide you with several techniques that you can use immediately to get students interacting with each other and your course content.” The attendees of this presentation will discuss the best practices to create and lead engaging classroom discussions, as well as to employ the active discussion techniques to enhance their own facilitation of classroom discussions

Session 6.11 (Room CRSC 208) 10:10 a.m. - 11:10 p.m.

**John Wilson**, Business and Technology Division, College of Southern Maryland, [johnw@csmd.edu](mailto:johnw@csmd.edu).

### *How to Use Microsoft OneNote*

Need one place to keep all your notes about each class? You can store your class rosters, grading notes, classroom notes in one place. You can also create class notebooks to share with your students. OneNote is available free for every type of device: Android, Apple and Microsoft. You can use it at home and then when you open it in the office you will see it already updated. It has no save button. It saves every key stroke and synchronizes to all your other devices in real time. The attendees will learn 1) how to create a notebook in OneNote, 2) how to share a notebook, and 3) how OneNote notebooks sync in real time.

Session 6.12 (Room CRSC 218) 10:10 a.m. - 11:10 p.m.

**Jan Stephanson**, English, College of Southern Maryland, [jestephanson@comcast.net](mailto:jestephanson@comcast.net).

### *Professors as facilitators: Utilizing the Composition Textbook*

This session will demonstrate a student-centered way to use your textbook regardless of the subject matter! You will learn how I created a student project titled "Chapter Summary PowerPoint Project." Since students also presented their projects to their classmates, it was a valuable learning tool for all. I will also discuss my Chapter Quiz Assignment that had my students develop their own questions and responses based on the text. I will share these strategies with participants and discuss how anyone can incorporate these strategies into their classes. Attendees will 1) learn about a "Chapter Summary Assignment" for their textbook and will receive a copy of the assignment; and 2) learn about other practical uses for their texts.

**Day 2: January 12, 2018**  
**Pascal Center for Performing Arts**

**Keynote Address 11:25 a.m. -12:35 p.m.**

***Diane Bunce***

**Dr. Diane M. Bunce** is Professor Emerita of Chemistry at The Catholic University of America, Washington, D.C., where she was the Patrick O'Brien Chemistry Professor. As a visiting professor at the US Naval Academy in 2013-2014 and 2015-2016, she served in



the Chemistry Department as the Kinnear Chair for the Physical Sciences. Her research deals with the mismatch between how we teach chemistry and the way the brain functions in learning. Her research includes studies of how long students can pay attention in lecture and how long students retain knowledge after exams. She is one of the original authors of the American Chemical Society's high school curriculum (ChemCom) and college-level curriculum for non-science majors

(*Chemistry in Context*). Dr. Bunce is the founding assistant editor of the Chemical Education Research section of the *Journal of Chemical Education* and the co-editor and author for several chapters in the American Chemical Society's Symposium Books *Nuts and Bolts of Chemical Education Research* and *Tools of Chemical Education Research*. She is a Fellow of AAAS (American Association of Science) and ACS (American Chemical Society). In 2012, she was the recipient of the national American Chemical Society's George C. Pimentel Award in Chemical Education.

**Friday, 12:45 – 1:30 p.m.**

Lunch: Student Union (SUN) cafeteria

During lunch, conference participants are invited to meet with colleagues in their academic disciplines.

**Day 2: January 12, 2018**

**Session 7: 1:40 – 2:40 p.m.**

*For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.*

Session 7.1 (Room CRSC 260) 1:40 p.m. - 2:40 p.m.

**Heather Rellihan**, Gender and Sexuality Studies, Anne Arundel Community College, [hrellihan@aacc.edu](mailto:hrellihan@aacc.edu).

Co-panelists: **Kellie McCants-Price**, Psychology, AACC, [kmmccantsprice@aacc.edu](mailto:kmmccantsprice@aacc.edu); **Nicole Williams**, Department of Human Services, AACC, [nrwilliams1@aacc.edu](mailto:nrwilliams1@aacc.edu); **Forrest Caskey**, Reading and Academic Literacies, AACC, [dcaskey@aacc.edu](mailto:dcaskey@aacc.edu).

**(Panel): *The Art of Dialoging in the Times of Controversy***

How should colleges engage in national conversations related to diversity, equity, and inclusion? This panel will discuss the steps Anne Arundel Community College took to address the August 2017 white nationalist march in Charlottesville, VA and how we hope to use the model we developed to respond to future events. We will explain the dialogues that took place around our campus response, what specific programs we implemented, and the results of our efforts. We will detail the components of our model: a community gathering, professional development, a teach-in, and a repository of resources and sample assignments. Attendees will: 1) identify specific challenges around having controversial conversation in the classroom; 2) learn different strategies for encouraging civil discourse around controversial topics; 3) identify specific course activities and assignments used to dialogue; and, 4) discuss the advantages and disadvantages of engaging in discourse about social identities (i.e., race, gender, sexual orientation, and ability classification) in the classroom.

Session 7.2 (Room CRSC 217) 1:40 p.m. - 2:40 p.m.

**George Ojje-Ahamiojie**, Hospitality Management Program, Wor-Wic Community College, [gojie-ahamiojie@worwic.edu](mailto:gojie-ahamiojie@worwic.edu)

***Using Appreciative Language (AL) to Provide Feedback to Your Students***

Appreciative inquiry is a process of examining others and recognizing the best in people. By applying appreciative inquiry and emphasizing the supportive role of language in the classroom, you will be able to

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use appreciative language to provide positive feedback to your students. Attendees will 1) focus on what developing the ability to recognize what works with each student, and provide specific feedback on their strengths and potential areas of improvement; 2) differentiate between positive feedback and negative feedback, and 3) develop words and actions to focus on providing affirmative solutions, rather than problems.

Session 7.3 (Room CRSC 219) 1:40 p.m. - 2:40 p.m.

**Genevieve Carminati**, Women's and Gender Studies, Montgomery College, [genevieve.carminati@montgomerycollege.edu](mailto:genevieve.carminati@montgomerycollege.edu). Co-panelists: **Sara Bachman Ducey**, Paul Peck Humanities Institute, MC, [sara.ducey@montgomerycollege.edu](mailto:sara.ducey@montgomerycollege.edu); **Kim McGettigan**, Office of VP/Provost, MC, [kim.mcgettigan@montgomerycollege.edu](mailto:kim.mcgettigan@montgomerycollege.edu); **Noah Saposnik**, Advancement and Community Engagement, MC, [noah.saposnik@montgomerycollege.edu](mailto:noah.saposnik@montgomerycollege.edu)

***(Panel): Hunger, Food Insecurity, and Student Success: What We All Should Know and How We All Can Help***

A recent national study on hunger and food insecurity at community colleges by the Wisconsin HOPE Lab, in collaboration with the Association of Community College Trustees (ACCT), found that at least 30% of students reported that they did not have enough to eat. A sample survey at Montgomery College (MC) showed similar results for food insecurity in our students. How can we expect academic success when many of our students are going hungry? This panel will discuss the efforts underway at MC to address this issue and ways that all in our communities can be involved. The panel includes two food pantry representatives, a representative from the Foundation, and the Nutrition professor responsible for conducting the food insecurity surveys. Attendees will 1) become familiar with survey tools used to measure food insecurity; 2) recognize warning signs of food insecurity to help identify at-risk students; 3) identify resources that address student hunger; and 4) discuss strategies for more comprehensive approaches addressing the issue of hunger and student success at community colleges.

Session 7.4 (Room CRSC 243) 1:40 p.m. - 2:40 p.m.

**Brian Stipelman**, Arts and Sciences, Frederick Community College, [bstipelman@frederick.edu](mailto:bstipelman@frederick.edu). Co-presenters: **Jacob Ashby**, Academic Affairs, FCC, [jashby@frederick.edu](mailto:jashby@frederick.edu); **Molly Carlson**, Arts and Sciences, FCC, [mcarlson@frederick.edu](mailto:mcarlson@frederick.edu)

***Implementing Guided Pathways: From Zero to Sixty in (almost) a Single Year***

Learn how Frederick Community College has begun to implement guided pathways principles including student lifecycles, umbrella degrees, enhanced curriculum pathways, advising milestones, transfer pathways, Career Coach, developmental reform, and scheduling for completion. Presenters will describe the development process and pathways architecture, one that prioritizes transparency, flexibility, and student completion. Attendees will become familiar with 1) the components of robust and comprehensive

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pathway development; 2) using techniques for expanding usability of curriculum pathways; 3) developing program milestones and implementing them in advising; 4) developing and employing transfer pathways; and 5) scheduling techniques aimed at completion.

Session 7.5 (Room CRSC 245) 1:40 p.m. - 2:40 p.m.

**Robert Krzanowski**, Learning Resources Center, Carroll Community College, [rkrzanowski@carrollcc.edu](mailto:rkrzanowski@carrollcc.edu)

### *Fake News and Information Literacy*

The recent explosion in popularity of “fake news” and “alternative facts” has added a new wrinkle to an already enormous and complicated information environment. Faculty members across disciplines report widespread concerns about the effect of fake news on student assignments. What exactly is fake news, how serious is the problem, and how can we help our students assess the accuracy of a given resource? This presentation will include demonstrations of several high-quality fact-checking web sites. Attendees will describe the manner and scope of the effect of fake news on student assignments, and learn how to properly navigate three fact-checking resources and integrate them into course syllabi and assessments.

Session 7.6 (Room CRSC 255) 1:40 p.m. - 2:40 p.m.

**David Matthew Walker**, Social Sciences, College of Southern Maryland, [dwalker5@csmd.edu](mailto:dwalker5@csmd.edu).

### *Stimulating Active Student Learning Through Strategies of Engaged Discomfort*

This presentation discusses the possibilities of active/participatory pedagogy. The goal is to engage students to understand the spatialities of local, regional, national and global issues with the goal of becoming responsible global citizens. To do so, a tactic called *engaged discomfort* is employed. This strategy involves encouraging students to move outside of their comfort zones and engage in the geographies/learning spaces of *discomfiture*, which include classroom activities, fieldwork, and community service. Participants will leave with engaged discomfort strategies they can implement in multiple disciplines in Maryland’s community colleges. Attendees will learn specific strategies to engage students in active learning activities by moving beyond the well-versed pedagogical styles found in the traditional classroom

Session 7.7 (Room CRSC 247) 1:40 p.m. - 2:40 p.m.

**Jocelyn Hirai**, English, Frederick Community College, [jhirai@frederick.edu](mailto:jhirai@frederick.edu)

### *Promoting Reader/Writer Identity and Encouraging Lifelong Literacy Skills through Service Learning*

The presentation will discuss a service-learning project conducted in one Developmental Reading and English classroom. The classroom participants were required to reflect upon the role that language, reading, and writing played in shaping their identity in order to compose an original children's story and promote literacy skills to the next generation through a read aloud activity at the Carl & Norma Miller Children's Center. Attendees will learn about the intended goals, procedures, challenges, and outcomes of the project

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for both the presenter's students and emerging readers/writers. The participants will explore completed samples of stories during the session. The adaption the project across multiple academic disciplines in other institutions and project materials will be discussed with interested attendees. Attendees will 1) learn about the intended goals, procedures, challenges, and outcomes of the project; 2) explore and discuss the students' compositions; and 3) discuss the benefits/challenges of implementing a similar project in their own disciplines.

Session 7.8 (Room CRSC 210) 1:40 p.m. - 2:40 p.m.

**Caroline F. Toscano**, ELITE, Montgomery College, [Caroline.Toscano@montgomerycollege.edu](mailto:Caroline.Toscano@montgomerycollege.edu)

***Exploring Classroom Microaggressions with Video Vignettes***

Microaggressions consist of statements, actions, or incidents that indirectly and unintentionally discriminate against members of marginalized groups. Classroom microaggressions can be faculty-to-student, student-to-faculty, and student-to-student. By using a free online tool of video critical incidents in the classroom, faculty can analyze common classroom microaggressions and discuss effective ways of dealing with them. Best practices in addressing such incidents will be provided, as well. The attendees will 1) understand what microaggressions are and how they manifest themselves in the higher education classroom; 2) use a free online tool to promote robust discussion in a number of various critical classroom incidents involving microaggressions; and 3) learn best practices for addressing classroom microaggressions effectively.

Session 7.9 (Room CRSC 253) 1:40 p.m. - 2:40 p.m.

**Shemica Sheppard**, English, Frederick Community College, [ssheppard@frederick.edu](mailto:ssheppard@frederick.edu)

***The Choice: Combating Read-i-cide Through Choice***

According to Kelly Gallagher, "Read-i-cide-n is the systematic killing of the love of reading, often exacerbated by the inane, mind-numbing practices found in schools. Reading is dying in our schools." This presentation will show how one class assignment is resurrecting the love of reading. Attendees will 1) learn about an assignment given to developmental students that has re-engaged them with novels and develop a love for the written word; 2) leave with new ideas on how to engage their students in reading; and 3) discuss how to hold them accountable through an alternative assessment.

Session 7.10 (Room CRSC 251) 1:40 p.m. - 2:40 p.m.

**Bishnu Ghimire**, English, College of Southern Maryland, [bghimire@csmd.edu](mailto:bghimire@csmd.edu)

***Teaching a World Literature Survey Course to Two-Year College Students: Promises and Pitfalls***

A course in World Literature provides an excellent opportunity to familiarize college students with the cultural and artistic terrain of the world. An early exposure to the rich panoply of representative texts and artifacts from diverse historical, cultural, and geographical quarters encourages students to pursue a future



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that is more open to, and respectful of diversity and difference. It teaches them the values of mutuality and coexistence of peoples in this ever interconnected, globalized world. However, short student retention window, near-impossibility of finding ideally representative texts, and its immense scope can make teaching World Literature a challenge. The attendees will have a discussion on how to utilize broad-based curriculum (e.g., World Literature) to limited-time-and-resource situations like community college classrooms.

Session 7.11 (CRSC 208) 1:40 p.m. - 2:40 p.m.

**Paul Duty**, Mathematics, Montgomery College, [paul.duty@montgomerycollege.edu](mailto:paul.duty@montgomerycollege.edu)

### *Effective Online Homework Assignment Strategies for Community College Students*

Community college students often work in addition to going to school, which means sometimes they simply cannot complete their homework on time. Offering reasonable extensions for online homework assignments, with mild penalties for problems not completed on time, can be very helpful to encourage these students to finish their homework. Deep down, many students do want to finish their homework if they can. It is helpful to assign students homework exercises with help aids upon introduction of new material then assign review exercises without help aids to reinforce student understanding of material. The presenter will discuss how these homework strategies are implemented in his classes to help students be successful. Attendees will apply 1) effective due dates for homework assignments; 2) effective extensions for homework assignments; and 3) effective introductory and review homework assignments.

Session 7.12 (Room CRSC 218) 1:40 p.m. - 2:40 p.m.

**Amy Cedrone**, Communications, Humanities & Arts, Frederick Community College,  
[acedrone@frederick.edu](mailto:acedrone@frederick.edu).

### *Is Leadership Always Important? Teaching Collaboration Skills in the Classroom*

Collaboration is an important skill for workplace success. This highly valued workforce skill relies heavily on shared decision-making and cooperation among collaborators. However, college instructors frequently emphasize the importance of leadership to the detriment of collaborative skills development. This session will explore the value that a strong work ethic, creativity, problem solving and other non-leadership roles will have in our students' careers. Participants will discuss ways they might incorporate and model a value system within their classroom designed to develop, foster, and emphasize the importance of such skills in their students. The objectives of this presentation include 1) an examination of the terms leadership and collaboration; 2) a discussion of the conflicts inherent in stressing one without fully appreciating other roles equally necessary for the other; and 3) discussion of methods for teaching collaborative work skills, and alternatives to explicit leadership roles.

**PowerPoint–Poster–Website Displays**  
**Friday, January 12, 2018**  
**1:40 p.m. –2:40 p.m.**  
**Room CRSC-215**

The following displays are repeated from Session 2: Thursday, 11:40 a.m. –12:40 p.m.

**Poster sessions are scheduled together in room CRSC-215.** Each display consists of a table set up with a subject-related display of either a poster, website, or PowerPoint slide show, or a combination of all three. Conference participants may visit during both conference days to view the displays and discuss the displays with the presenters. Displays are available during Session 3 (Thursday) from 1:40 a.m. – 2:40 p.m., and Session 7 (Friday) from 1:40 a.m. – 2:40 p.m.

Session 7.A: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Pamela Ambush Burris**, Nursing and Health Professions, Baltimore City Community College, [pambushburris@bccc.edu](mailto:pambushburris@bccc.edu). Co-presenters: **Scott Olden**, Dean, Baltimore City Community College, [solden@bccc.edu](mailto:solden@bccc.edu); **Dorothy Holley**, Associate Dean, Baltimore City Community College, [dholley@bccc.edu](mailto:dholley@bccc.edu); **Alise Williams**, Nurse Transition Coach, Baltimore City Community College, [aewilliams@bccc.edu](mailto:aewilliams@bccc.edu).

***Nursing 4.0 Grant -Enhancing Student Success - A Nursing Student Support Program***

Baltimore City Community College (BCCC) is a two-year degree-granting college serving ethnically diverse students in Baltimore, Maryland and is experiencing a low nursing graduation rate of 38%. BCCC School of Nursing proposes to increase the number of non-traditional, culturally diverse students by implementation of a comprehensive retention and success program, Nursing 4.0. Nursing 4.0 is a student success initiative of the Nurse Support Program II grant to facilitate sustainable outcomes in student retention and completion. The poster presentation will give updates, goals, outcomes and progression of success strategies since the implementation of the grant in 2015. Attendees will be able to 1) state the purpose and the progress of the Nursing 4.0 Grant; 2) discuss the student success strategies implemented; and 3) cite the goals and progression of the success strategies implemented.

Session 7.B: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Amber Smelkinson**, Languages and Literature, College of Southern Maryland, [ambersmelkinson@gmail.com](mailto:ambersmelkinson@gmail.com).

***Implementing 21st Century Skills in the Classroom***

This presentation on the changing nature of work in schools will focus on the rise of the technological climate in education, particularly on what skills educators need to transfer knowledge effectively to

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students amidst both technology-driven and societal changes. This presentation examines adaptability in the face of technologies that complement critical thinking, creativity, and problem solving. Attendees will 1) discuss the shift towards 21st century learning and active engagement; 2) compare and contrast previous shifts in educational climates; and 3) engage in purposeful dialogue that embraces change and workforce preparation.

Session 7.C: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Patricia Brady**, Anne Arundel Community College, [pabrady@aacc.edu](mailto:pabrady@aacc.edu)

***Building Self-Management and Personal Responsibility Skills in PTA Students***

This poster discusses Implementation of success strategies in the first year of the 2-year PTA program. This was intended to promote carry-over success into the remaining required academic and clinical coursework. Students reported using the 32-day Commitment for other aspects of their lives such as fitness, housework, and positive thinking.

Session 7.D: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Cheryl Heemstra**, Anne Arundel Community College, [crheemstra@aacc.edu](mailto:crheemstra@aacc.edu)

***Creating Interdependence in an Online Class***

There is a particular challenge in an online class to create an atmosphere of interdependence. Students typically feel isolated and some, in fact, like online classes because they interact little with the other students. There are great benefits in working collaboratively in groups and discovering another person's perspective. Success Teams were used in assignments that are adapted to work with online. This poster presents the results.

Session 7.E: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Jennifer Bopp**, Anne Arundel Community College, [jlbopp@aacc.edu](mailto:jlbopp@aacc.edu)

***Exploring the Future with Time Management, Wise Choices and Partnerships Online***

New assignments were developed for the online course: Time & Energy Management, Personality Type Assessment and the Future Designers Partnership. The partnership project is challenging in the online environment. Setting student expectations early makes it possible. Initially, the Time & Energy Management seemed like a new student assignment, but that was proven wrong when it helped all students focus on what is important and identify priorities in their life. There was not enough time dedicated to the Personality Type Assessment to fully explore the different types.

Session 7.F: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Beth Baran**, Anne Arundel Community College, [ewyler@aacc.edu](mailto:ewyler@aacc.edu)

***Improving Assessment Scores and Course Completion Rates for EGR 209 (Statics)***

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EGR 209 (Statics) success rates are disappointingly low (50% or less in the previous three spring semesters). The objective of this project was to focus on assessments in the first third of the course with the hypothesis that if students build momentum at the start of the course, their positive results will encourage them to continue to work hard and successfully complete the course. The results from the spring were encouraging. Action items will be used again in Fall 2017 with some small modifications.

Session 7.G: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Elizabeth Gabbard**, Anne Arundel Community College, [egabbard@aacc.edu](mailto:egabbard@aacc.edu)

***Improving Student Accountability through Intervention***

This project used a self-reflection approach to encourage students to attend class on a regular basis and to encourage students to complete graded assignments. Students were required to meet with the instructor if the student missed three lectures and/or if the students missed a specific number of assignments. During this meeting the student was asked to develop an action plan to help prevent any further absences or missed assignments. This poster presents the results.

Session 7.H: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Gina Finelli**, Anne Arundel Community College, [gfinelli@aacc.edu](mailto:gfinelli@aacc.edu)

***Incorporating On Course®Principles into Introduction to Sociology (SOC 111)***

The goals of this project were to increase the percentage of students who: turn in assignments; utilize internal tools as well as external tools; and master the course learning outcome of applying a sociological scientific approach to understanding human social behavior. Several different communication strategies were used to highlight the principles. This poster presents the results.

Session 7.I: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Sara Meinsler**, Anne Arundel Community College, [semeinsler@aacc.edu](mailto:semeinsler@aacc.edu)

***Increasing Student Engagement and Critical Thinking ONLINE Using the Silent Socratic Dialogue***

The goals of this project were to enhance student engagement in a Human Services online class. The main goal I focused on for this project was: “online class discussions will be enhanced by students using SILENT SOCRATIC DIALOGUE (SSD) for at least 2 of the 8 discussions in the course. Students will be more engaged with each other as well as critically thinking about the questions posed.” The goals of this project are aligned with all Learning Objectives/Outcomes for this class. The feedback the students provided about completing discussions in a new format was extremely encouraging and invaluable

Session 7.J: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Amber Rust**, Anne Arundel Community College, [arust1@aacc.edu](mailto:arust1@aacc.edu) , Bopp,

***Math 141- College Algebra &Trigonometry 1***

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The purpose of this project is to increase student “buy-in” into MAT 141. The syllabus was not completely finished, Safety Nets for grading components were not stated (e.g., extra credit on quizzes or drop lowest 1 or 2). Students were able to decide, as a class, what type of Safety Nets they preferred. In addition, students worked with their Success Teams quite often. For example, a brief time was provided in class for Success Teams to compare work prior to submitting problem sets. This poster presents the results.

Session 7.K: POSTER SESSION 1:40 p.m. – 2:40 p.m.

**Kasia Taylor**, Anne Arundel Community College, [ktaylor2@aacc.edu](mailto:ktaylor2@aacc.edu)

### *Microcomputer Operating Systems*

Students need to be able direct their own problem solving as they will be faced with similar challenges as they take computer technology courses and once they enter the workforce. Students were guided through the process of creating their own problem-solving protocol. Students responded to the reflection question in the weekly labs. This project discusses the results.

**Day 2: January 12, 2018**

**Session 8: 2:50 – 3:50 p.m.**

*For last minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.*

Session 8.2 (Room CRSC 217) 2:50 p.m. – 3:50 p.m.

**Lynn Tracey**, Physical Sciences, Anne Arundel Community College, [litracey@aacc.edu](mailto:litracey@aacc.edu). Co-presenter:

**Beth Gabbard**, Physical Sciences, AACC, [egabbard@aacc.edu](mailto:egabbard@aacc.edu).

### *Redesigning Your Course: How to Take the Leap with a Plan*

Redesigning a course is a major undertaking; even contemplating such a project can be daunting. In this presentation, we will discuss the strategies we used to transform the General Chemistry 1 lab experience. We will offer advice for how to move from the discussion and debate phase into the implementation phase, and how to achieve buy-in from faculty, students and staff. Attendees will discuss strategies for tackling a major course redesign and identify important stakeholders in a course redesign project

Session 8.4 (Room CRSC 243) 2:50 p.m. – 3:50 p.m.

**Matthew P Colburn**, English and Reading, Montgomery College,

[matthew.colburn@montgomerycollege.edu](mailto:matthew.colburn@montgomerycollege.edu).

### *How to Teach Students the Difference Between Summary and Analysis*

Too often, students write a summary instead of an analysis for their essays in composition courses. However, the student-learning objectives require them to use critical thinking skills, and they will need those skills in the workplace. In order to learn how to analyze, students complete an assignment in which they determine which of two passages is a summary and which is an analysis. They also define each term

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and defend their choice with evidence. Results from this exercise are cross-referenced with student surveys that attest to its benefits. The presentation will facilitate a wider discussion of how this exercise might be adapted to other disciplines. Attendees will identify the importance of teaching students the skill of analysis and will evaluate the effectiveness of one method for teaching students the skill of analysis.

Session 8.5 (Room CRSC 245) 2:50 p.m. – 3:50 p.m.

**Kathy Baranoski**, Mathematics, The Community College of Baltimore County, [kbaranoski@cCBCmd.edu](mailto:kbaranoski@cCBCmd.edu).

Co-presenter: **Lisa Brown**, Mathematics, CCBC, [lbrown@cCBCmd.edu](mailto:lbrown@cCBCmd.edu).

### *Steps to Success: A Pilot Program for Math Placement*

In the summer of 2017, CCBC piloted the “Steps to Success” program for students who placed below the first developmental math course. Students used the ALEKS Placement, Preparation, and Learning module (ALEKS PPL) to review and study. Upon completion of the required learning time, students had the opportunity to appeal their math placement. Learn how this program enabled many students to successfully enter the developmental math course sequence. Attendees will 1) discuss how the “Steps to Success” pilot program was developed, structured, and supported; 2) explore the data and results; and 3) discuss future implications for math placement.

Session 8.8 (Room CRSC 210) 2:50 p.m. – 3:50 p.m.

**Stacey Peterson**, Communication Studies, Montgomery College,

[stacey.peterson@montgomerycollege.edu](mailto:stacey.peterson@montgomerycollege.edu).

### *Take a Moment to Listen: Becoming an Active Listener*

Listening plays a key role in academic and professional success, relationships, and personal growth. However, many of us, particularly our students, do not prioritize listening or assume they are doing it well because they have ears. This presentation will provide an overview of the importance of listening and demonstrate some exercises that we all can use to improve our listening abilities. Attendees will 1) learn the difference between hearing and listening; 2) discuss and better understand the challenges that influence our ability to listen; and 3) learn some exercises that they can do in class and on their own to improve listening ability.

Session 8.11 (CRSC 208) 2:50 p.m. – 3:50 p.m.

**Kiersten Newtoff**, Chemical and Biological Sciences, Montgomery College,

[kiersten.newtoff@montgomerycollege.edu](mailto:kiersten.newtoff@montgomerycollege.edu).

### *Improving Data Analysis and Graphing Skills Using Microsoft Excel Spreadsheet Tutorials*

Microsoft Excel is a strong data analysis program that is usually included on home PCs and freely available through our colleges. Whether utilizing Excel as a STEM major or tracking personal financial information, many students lack the knowledge to utilize the basic functions of Excel and many have not been exposed

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to its full range of graphing and statistical power. With time in the classroom continually slipping away, Howard Hughes Medical Institute's (HHMI) BioInteractive's Microsoft Excel Spreadsheet Tutorials offer a powerful way to provide supplemental step-by-step instruction on a variety of topics in Excel. Attendees will 1) explore the freely available Excel resources from HHMI BioInteractive; 2) learn how these tutorials can be manipulated for classroom use; and 3) create assessment questions and activities to determine student completion and understanding.

Session 8.12 (Room CRSC 218) 2:50 p.m. – 3:50 p.m.

**Jonathan W. Grimes**, Behavioral Sciences, The Community College of Baltimore County, [jgrimes@ccbcmd.edu](mailto:jgrimes@ccbcmd.edu). Co-presenter: **Todd Abramovitz**, School of Technology, Art, and Design CCBC, [tabramovitz@ccbcmd.edu](mailto:tabramovitz@ccbcmd.edu).

### ***Faculty Portfolio: Getting Better Evaluations and Achieving Promotion***

Is the thought of evaluation and promotion like “Game of Thrones” to you? Does it seem like you are swimming in a “Shark Tank”? Do you want to be a “Survivor”? Faculty Portfolio will have you “Dancing With The Stars.” Let us be your “MythBusters,” and you will soon be an evaluation and promotion “Ninja Warrior.” Attendees will 1) discuss evaluation and promotion policies at their college; 2) receive hands-on training with Faculty Portfolio; 3) construct an account, and begin to organize content for an evaluation.

*For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.*

## ***AFACCT 2018 Conference Donors and Sponsors***

On behalf of community college faculty members throughout Maryland, the AFACCT Board of Representatives thanks the following theatres, publishers, businesses, and community colleges for their generous support of the 28<sup>th</sup> Annual AFACCT Conference, *January 11 and 12, 2018*

- **Anne Arundel Community College:** Sweat Shirt, etc.
- **Carroll Community College:** A gift basket, and two pairs of tickets to any theater program at the [Carroll Scott Center](#).
- **College of Southern Maryland**
  - [Fine Arts Center](#) (La Plata, Prince Frederick, and Leonardtown campuses): Two-ticket sets for performances during the 2018 Spring Program
  - CSM clocks/pencil holders
- **The Community College of Baltimore County:** Tickets to a full season, the [Cockpit in Court Summer Theatre](#) (Essex campus) and tickets to the [Dundalk Community Theatre](#) (February and May, 2018).
- **Corner Bakery in Columbia:** Gift certificates
- **Wor-Wic Community College:** Pens and Post-it notes for everyone, and a coffee mug.

### **Maryland Community Colleges**

These community colleges have donated assorted gift baskets, and other items as door prizes, provided by their marketing departments, student services, bookstores, and so on.

- Carroll Community College
- The Community College of Baltimore County (Catonsville, Dundalk, Essex)
- College of Southern Maryland
- Hagerstown Community College
- Harford Community College



## FAQs: “Frequently Asked Questions and Answers”

### Anne Arundel Community College

101 College Parkway, Arnold, Maryland 21012;

Phone: 410-777-AACC (2222)

- Q: Can I get Internet access on the Anne Arundel Community College (AACC) campus?
- A: Yes, the campus of Anne Arundel Community College offers wireless Internet access in all open areas and classrooms, including the cafe area (No password required). The Information Technology Department will have networked Internet access available for presenters in each classroom at the podium computers
- Q: Why doesn't AFACCT create the Program of Presentations so that it divides up similar presentations into different sessions (so that times don't conflict with one another) to enable us to go to several presentations addressing similar topics?
- A: When presenters submit their proposals, many ask for specific times and dates to give their presentations. In addition, during the annual MMATYC (Maryland Mathematics Association...) meeting (a two-session time slot on Thursday, January 11), no mathematics-related presentations are scheduled since most math presenters will be attending that meeting. That means other disciplines are scheduled during that time-slot. Once all these special date/time requests are filled in on our timetable, there is virtually no flexibility for scheduling similar topics at different times.
- Q: Will there be adequate parking at the conference? Do I need to get a parking sticker?
- A: Parking will not be problem at Anne Arundel Community College. You do not need a parking permit or sticker, and there is more than ample parking. However, please do not park in the faculty slots. If you do, you may receive a ticket. Although you may park in any of the AACC lots, we recommend that you park in lots “C” and “D”. These lots are closest to the Careers Building (CRSC). The Conference Registration/Information desk and all peer presentations will be held on the East Campus, in the Careers Building. The Keynote speakers are scheduled in the Pascal Center for Performing Arts (PCPA) and lunch will be served in the Student Union (SUN) cafeteria. A campus map can be found on page 62 of this program, as well as at this Web link: <https://www.aacc.edu/about/locations/>
- Q: What is the point of the Conference Evaluation? Does anyone ever read the evaluations?
- A: These evaluations are essential; their value cannot be stressed enough. They enable the AFACCT Board of Representatives to continue to offer quality conferences, so we encourage you to complete them for

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every session you attend, including the keynote addresses. When we plan for the next conference, we look first at the recommendations you make and try to accommodate all of your carefully thought-out suggestions, and we aim to correct the problems that you reveal to us. But, you must remember to hand in those evaluations at the Registration Desk (and pick up your AFACTT mug as a token of our appreciation). Please remember to put the full session number and the speaker's name on your evaluation form. Otherwise, your evaluation cannot be counted.



## Final Notes and Reminders

**Presenters:** Remember to pick up your gift from the AFACCT Registration Table after your presentation. Accept it with the thanks from AFACCT and all your grateful colleagues for sharing your ideas.

**Conference Attendees:** Remember to complete a conference evaluation along with session evaluations and receive your official AFACCT mug. It's yours as a token of our appreciation for having attended this, the 28<sup>th</sup> Annual Conference, and for helping to make the next conference even better with your thoughtful evaluations.

***AFACCT '18 Conference Proceedings:*** All presenters are invited to submit their presentation manuscripts for publication in the *28th Annual AFACCT Conference'18 Proceedings*. After giving your presentation, go to the Registration Desk to pick up a copy of *Guidelines for Proceedings*, or go to the AFACCT website [www.afacct.csmd.edu](http://www.afacct.csmd.edu) for instructions on uploading your presentation.

An electronic copy of the [Conference 2017 Proceedings](#) is available on the AFACCT website, as well.

**AFACCT Conference 2019:** Mark your calendars and plan to attend our next AFACCT Conference on January 10 and 11, 2019, at **Cecil Community College**, North East, Maryland. *The theme is yet to be determined, and your suggestions are welcomed...* Full details will be published on the [AFACCT website:](#) <http://www.afacct.csmd.edu>

Anne Arundel Community College, Arnold, Maryland 21012  
 Phone; 410-777-AACC (2222)

# Arnold Campus Map



### East Campus Buildings

- ANX A** Annex A Classrooms
- ANX B** Annex B Classrooms
- ASTR** Astronomy Lab
- CRSC** Careers Center  
*Help Desk*
- CSB** Central Services Building  
*Receiving  
Police*
- CDC** Child Development Center
- DRSN** Dragun Science Building
- GYM** Jenkins Gymnasium

- HUM** Humanities Building
- ICOX** Isaac Cox House  
*AACC Foundation*
- JOHN** Johnson Building
- LRY** Truxal Library
- LUDL** Robert P. Ludlum Hall  
*College Administration*
- MATH** Math Building
- MOD** Modular Building
- PCPA** Pascal Center for Performing Arts

- PLNT** Physical Plant  
*Sculpture Studios*
- POOL** Olson Memorial Pool
- RESM** Resource Management Building
- SCHZ** Schwartz Building
- S SVC** Student Services Center  
*Admissions  
Advising  
Registration*
- SUN** Student Union  
*AACC Bookstore  
Dining Hall*

### West Campus Buildings

- CADE** Cade Center for the Fine Arts
- GALT** Center for Applied Learning and Technology
- FLRS** Florestano Building
- MLK** Dr. Martin Luther King Jr. Memorial

**Public Safety & Police** 410-777-1818  
**Campus Information** 410-777-AACC

Download the AACC mobile app to help find your way around campus.  
 Available at the iTunes Store and Google Play.

Breakfasts and lunches will be provided in the Student Union (SUN) cafeteria. Registration and all peer presentations will take place in the Careers Center (CRSC). The Keynote addresses take place in the Pascal Center for Performing Arts.

# CAREERS BUILDING 2<sup>ND</sup> FLOOR

