AFACCT Association of Faculties for the Advancement of Community College Teaching

28th Annual Conference

Association of Faculties for the Advancement of Community College Teaching

Proceedings

The Twenty-Eighth Annual Conference

Association of Faculties for the Advancement
of Community College Teaching

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

January 11 and 12, 2018

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Keynote address: Thursday, January 11, 2018

Karen Stout, Chief Executive Officer of Achieving the Dream, Inc., (ATD).
[Keynote Address] …………………………………….…………………………………………………………

Akpodiete, Alexander O. Frederick Community College, aakpodiete@frederick.edu

Assisting in the Development and Implementation of Pathways Programs: Focus on Technology and Cybersecurity Education
Session 4.2: January 11, 2018

Over the last decade, there has been a dearth of qualified Americans to fill vacancies in information technology and cybersecurity. As a result, employers bring foreign workers into the U.S. under the H-1B temporary visa program because there are no American workers with the technical skill levels for many jobs. Businesses rely heavily on temporary visa programs.

Various programs have been created to help ameliorate this problem. The American Promise grant was designed to ameliorate this problem. Over $111 million in America's Promise grants have been given to 23 regional workforce partnerships in 28 states. It is a four-year job-driven grant powered by US Department of Labor Employment and Training Administration (DOLETA) that provides tuition-free education and training that prepares participants for jobs in industries that currently utilize the H-1B temporary visa program to meet industry workforce need.

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 because of the following attributes: short-term, intensive training, employer focused/tailored because more in tune with the needs of the community and job market; programs include project-based learning, job preparation, job search and placement supports with help of employer partners; smaller classrooms; shorter curriculum and utilize "growth mindset"; adult focused, and more willing to use Competency Based Education – CBE.

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Chasser, Wendy. Anne Arundel Community College, wchasser@aacc.edu

FUNdamentals of Teaching at Community College: Learning through FUN Techniques

Session 1.7: January 11, 2018

This presentation shared techniques to make sure there is "FUN" in learning. This included 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* of communication demonstrated how to use this approach to feedback and we reviewed this in handouts. Discussion about using jokes and adding music for atmosphere in lectures presented ways to show how students keep coming back to classes for more. Several videos showed how to motivate the student in the class and to increase the level of interest in the subject matter.

Approaches to classroom management, lecturing techniques, and communication were the focus, including connection with students in online classes as well as face-to-face classes, hands-on approaches to, and samples of how to put lecture notes together were distributed on handouts.

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Dunn-Square, Talisha. Bowie State University, tdunn-square@bowiestate.edu

Yes, You are a Brand:
Branding and Marketing Yourself for a Career
Session 5.12: January 12, 2018

The importance of students preparing for their future careers was the focus of this presentation. Emphasis was placed on the differences between branding and marketing and how each plays an important role in career preparation. Professor Dunn-Square discussed several strategies and tactics essential for branding and marketing, including logo design, social media, website creation, and elevator speech writing.

Dunn-Square introduced the Individual Marketing Kit (IMK). The Individual Marketing Kit is a well- organized snapshot portfolio about career-related accomplishments. An IMK is great addition to a résumé to give prospective employers a visual guide about a job candidate. Dunn-Square stressed the importance of developing an IMK because it can set an applicant apart from others.

During the workshop portion, attendees filled out personal branding worksheets that included:

- What is Your Brand? – This worksheet helped participants figure out what skills and talents they can incorporate into their personal branding.
- Elevator Speech – Participants answered a series of questions that helped them to write a 30-second elevator speech.
- Individual Marketing Kit Plan – Attendees sketched ideas for their personal logos, short biographies, accomplishments, etc. to include in their Individual Marketing Kits.

Each attendee recited their elevator pitch and IMK ideas for critique.

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Feinman, Lisa. The Community College of Baltimore County, lfeinman@ccbcmd.edu

Maryland Mathematical Association of Two-Year Colleges (MMATYC) Annual Business Meeting

Sessions 3.13 and 4.13: Thursday, January 11, 2018

The Maryland Mathematical Association of Two-Year Colleges (MMATYC) held its winter meeting during a scheduled double session. President Lisa Feinman led the re-cap of MMATYC and AMATYC (American Mathematical Association of Two-Year Colleges) news and events for 2017, followed by 2018 business. Updates on the various committees and the upcoming MMATYC 2018 Spring Conference at Wor-Wic Community College were covered, as well. Notes pages within the PowerPoint contain the minutes for the meeting.

Click above for PowerPoint

Gonzalez, Lisa. College of Southern Maryland, LGonzalez@csmd.edu
**Cano, Sara.** College of Southern Maryland, SaraC@csmd.edu
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A Pilot Study: Nursing Student Perceptions
With a Clinical Reasoning Concept-Based Learning Method
Session 2.1: Thursday, January 11, 2018

Clinical reasoning remains a priority area for nurse educators to discuss and teach, since recent studies reveal new nurse graduates are underprepared to use clinical reasoning skills in practice. Concept-Based Learning (CBL) offers an excellent method to teach clinical reasoning concepts in the clinical setting. CBL allows students opportunities to dive into one topic at a time, which provides time for them to gain further insight and depth.

Participants learned about what happens when you use a concept-based approach to break down concepts of clinical reasoning. Authors shared how to adapt a concept-based style in the clinical setting and discussed implementation strategies, as well as pilot study findings on student perception regarding developing their clinical reasoning skills through the method. Attendees discussed concepts and implementation strategies when using a concept-based method in the clinical setting, identified clinical concepts that may be adapted into clinical teaching strategies, and discussed students perceptions of the method employed in developing their clinical reasoning skills.
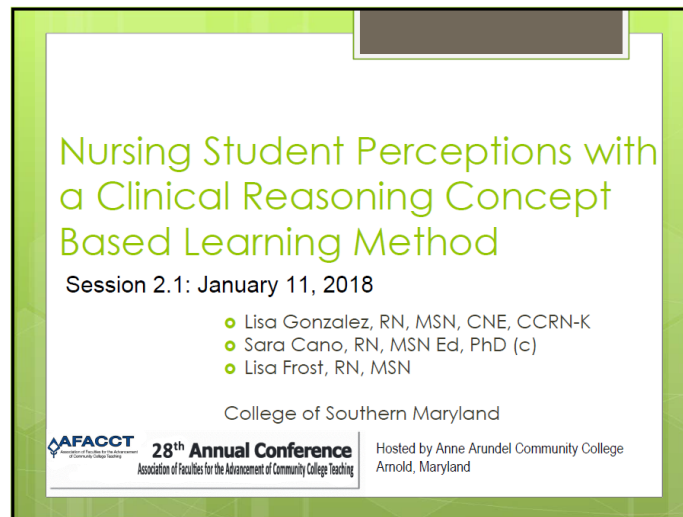
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Kerzhner, Sofya. Baltimore City Community College, skerzhner@bccc.edu

Unlocking Creativity and Enhancing Flexible Thinking through Art

Section 3.4: Thursday, January 11, 2018

This workshop was an interactive session focused on helping all participants unlock their creativity. The workshop objectives were to help students, faculty, and staff unlock their creativity; to help participants to develop their ability of fluent and flexible thinking; and to improve their communication skills. After a demonstration, participants created their own artwork. The workshop exposed participants to unforgettable art samples, and the participants discovered their potential and unknown talents.

Marjorie Rawhouser. Anne Arundel Community College, marawhouser@aacc.edu
Golnoosh Kamali. Anne Arundel Community College, gkamali@aacc.edu
Elizabeth Baran. Anne Arundel Community College, eawyler@aacc.edu

Promoting Engagement in an Introductory Discipline-Specific Course

Session 1.8: Thursday, January 11, 2018

Presented was a summary of student engagement assignments in Anne Arundel Community College's *Introduction to Engineering Design* course. Faculty wanted students to take advantage of available resources outside the classroom. Previous experience showed that making students aware of services was not sufficient to motivate students to use them. Using AACC's one-credit student success course as a model, engagement activities were added to the engineering course.

In spring 2017, instructors gave one engagement assignment. It included both required activities and a choice of optional activities, such as seminars, field trips, tutoring sessions, and resume workshops. The completion rate for the assignment was 50 to 65% for three sections. The following semester, to provide more incentive for students to complete the activities, assignments were expanded and put in a separate grading category, worth 10% of the final grade. Assignments covered seven different areas, such as academic success, professional development, and career services. Grading for each one was based simply on completing the assignment, placing minimal burden on both students and instructors. Completion rates were better in the fall semester. One third of students completed all seven assignments. The median score among four sections was 82%.

Anecdotal evidence indicated students were more engaged in the course and with each other. No correlation was shown between assignment completion and homework grades or final course grade. Future work will attempt to determine whether increased engagement leads to increased retention or overall success for students in their programs.

Sylvia Sorkin. Community College of Baltimore County, ssorkin@ccbcmd.edu

Barbara Yancy. Community College of Baltimore County, byancy@ccbcmd.edu

Reaping Rewards of Faculty Involvement: Progress Toward STEM Degrees

Session 1.10: January 11, 2018

This session provided a summary of information and outcomes to date for the *Community of Math and Computer Inspired Scholars* (MCIS). MCIS is an NSF-funded scholarship program with student support components now in its fourth year at the Community College of Baltimore County. Full-time students in these associate degree programs were eligible for MCIS scholarships: Computer Science, Engineering, Mathematics, Physics, Information Systems Security, Engineering Technology, Information Technology, and Network Technology. Awardees were also required to have unmet financial need as determined by FAFSA, a minimum 2.8 or higher GPA, and U.S. citizenship or Permanent Resident Alien or Refugee Alien status. Awardees re-applied each semester for continued scholarship funding, and could continue to be awarded scholarships for two semesters after they transferred to a four-year institution to pursue a bachelor's degree program in these eligible fields.

This session followed the 91 MCIS scholarship awardees over the first 3.5 years of this program as they progressed toward their goals of attaining STEM (Science, Technology, Engineering and Mathematics) associate's and bachelor's degrees. The role of faculty involvement in attracting and retaining under-represented groups (females, blacks, and Hispanic/Latinos) in STEM fields was examined. MCIS awardee outcomes by participants' gender, race/ethnicity, and initial mathematics placement level were presented. Student-support structures for awardees include a spatial skills component, student internships, and monthly workshop for awardees and their faculty mentors with guest speakers and panelists. An awardee benefits from program-related interaction with faculty outside the classroom environment were also discussed.
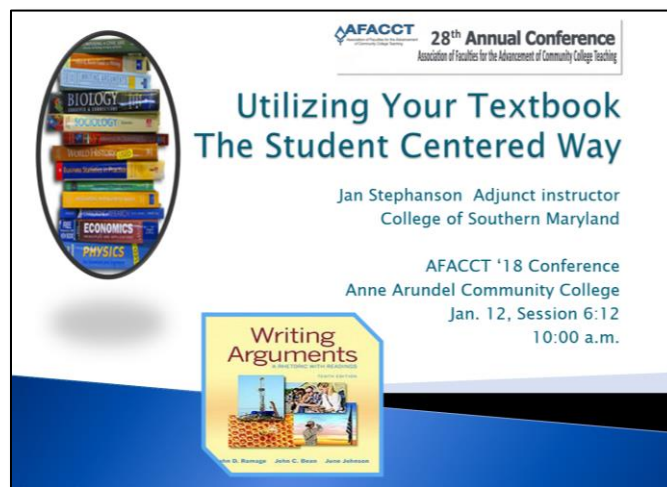

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Stephanson, Jan. College of Southern Maryland, jestephanson@comcast.net

Professors as Facilitators: Utilizing your Textbook

Session 6.12: January 11, 2018

The session demonstrated a student-centered way to use a textbook regardless of the subject matter. Participants received information about projects titled "Chapter Summary PowerPoint Project" and "Online Textbook Quizzes." Participants then learned that the chapter summary assignment involved the students presenting their summaries to classmates. Participants were shown sample student PowerPoints and learned that the online text quizzes were centered on instructor chosen topics. Students then constructed their own questions with accompanying answers using their textbooks to complete this activity. The third use of the textbook involved distributing a sample copy of a paper and then having the students use their textbook to label the parts of the paper. Participants were given copies of the assignments for adaptation to suit their courses.

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Tarek, Ahmed. Montgomery College-Rockville**,** Ahmed.Tarek@montgomerycollege.edu

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

Session 1.6: January 11, 2018

Community college learners are a varied and unpredictable group. Research revealed that students from diverse cultural and ethnic backgrounds learn materials better through group-based, active, and collaborative learning pedagogies. With the adoption of team teaching approaches, the students were exposed to other team members within the same group in learning of the core computing concepts. Besides, the team teaching came out to be an inclusive pedagogy, which also addressed the issues relating to *Culturally Responsive Teaching* (CRT). The team teaching pedagogies adopted were particularly suitable in teaching of the core computing courses at a community college setting where a majority of the in-coming freshmen have absolutely null to very little background of the fundamental knowledge in computing. The reason for adopting group-based active learning approaches in teaching of the community college computing courses was discussed elaborately. Then, beginning within an introduction to varied group-based active learning approaches targeted to computing courses, the benefits rendered through each one of the seven different group learning pedagogies were discussed in detail.
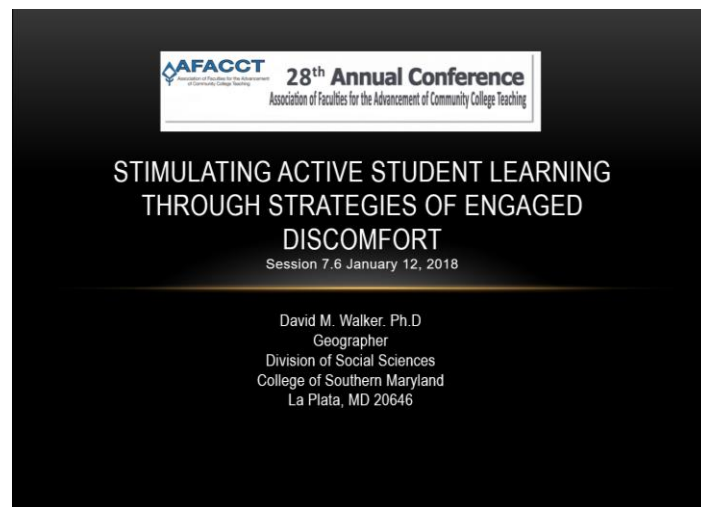

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Walker, David Matthew. College of Southern Maryland, dwalker5@csmd.edu

Stimulating Active Student Learning Through Strategies of Engaged Discomfort

Session 7.6: January 12, 2018

This presentation discusses the possibilities of active/participatory pedagogy. The objective is to engage students to better 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.

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