AFACCT
Association of Faculties for Advancement
of Community College Teaching

Annual Conference

Proceedings

The Thirty-First
Annual Conference
Association of Faculties for the Advancement
of Community College Teaching

Rejuvenating Yourself, Your College and
Your Students

January 7 and 8, 2021

**Hosted by the
Chesapeake College
1000 College Circle
Wye Mills, Maryland 21679**

First edition: March 30, 2021

AFACCT Conference 2021 Proceedings

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Dr. Sandra Kurtinitis, President of the Community College of Baltimore County Keynote
Address Day #1: January 7, 2021

Dr. Sandra L. Kurtinitis is president of the Community College of Baltimore County, one of the largest community colleges in the State of Maryland. An experienced and respected educator, administrator and author, she is a lifelong community college professional who believes that the classroom is a far more important place on campus than the executive office.

Under Dr. Kurtinitis' leadership, CCBC has made significant strides in building a curriculum menu to meet industry needs, improving service to students, and strengthening the college's operational areas to best support instruction.

Click for video

Ms. LaTanya Eggleston Assistant Professor of Communications, Anne Arundel Community College

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Keynote Address Day #2: January 8, 2021

"Rejuvenate in the RAIN"

LaTanya Eggleston is an Associate Certified Coach with the International Coach Federation and an experienced higher education instructor. For more than 20 years, Eggleston has taught interpersonal communication and public speaking skills in a variety of locations. Eggleston has facilitated workforce development workshops and new hire professional development training. She has taught in four countries for University of Maryland Global Campus, training and assessing military personnel and other professionals on topics of interpersonal, public speaking and small group dynamics. She most recently facilitated a communications skills course at Quantico for military agencies with UMGC. In addition, she has taught at NSA and two NATO locations in Europe. She was an appointed instructor for Transportation Security Administration and the Homeland Security Educational team to teach interpersonal communication skills. Eggleston is an expert at working with people to develop effective presentations and to ease public speaking nervousness.

Click for video

Jonathan Boyle. Assistant Professor, Carroll Community College: jboyle4@carrollcc.edu

Accessibility for Online Course Content

Session 9.2: Friday, January 8, 2021

The presentation focused on the significance of course design that is compliant with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1990). Moreover, the presentation focused on a nine-point rubric based on Burgstahler's checklist for online accessibility. The checklist included the following criteria:

1. Organization: Maintain an organized, consistent, and easy to navigate layout.
2. Formatting: Use headings and lists built into your learning management system (LMS), Microsoft Word, or Microsoft PowerPoint. Make sure to use headers in tables.
3. Hyperlinks: Use descriptive wording when adding hyperlinks to text.
4. PDF Files: Post as much content as possible in LMS system, use PDF files sparingly.
5. Image files and Tables: Include alt-text descriptions for all image files and tables.
6. Text: Use sans serif fonts at least 12-points in size. Use bold and italics instead of underlining text for emphasis.
7. Text/background combinations: Use dark-colored text with light-colored backgrounds. Do not use text color to communicate important information.
8. Audio/Video Files: Video: Close-caption videos. Make sure captions are synchronized. Include transcript if closed captioning is not available. Limit the use of flashing, flickering, or blinking to three-seconds in length. Limit video to no more than ten minutes. Use mp4 format. Audio: Include transcripts. Limit audio file to no more than ten minutes. Use mp3 format.
9. Keep the content simple and use descriptive names for files.

Accessibility for Online Course Content

- Jonathan Boyle
- Assistant Professor: Business & Accounting
- Carroll Community College
- E-mail: jboyle4@carrollcc.edu
- AFACCT 2021
- Session 9.2
- Friday, January 8, 2021 2:00 PM to 2:50 PM

Click above for PowerPoint

Sonia Galvan Coordinator, Nursing Retention, College of Southern Maryland, sgalvan@harford.edu, and
**Dominique Gelmann,** dominique.gelmann@som.umaryland.edu

Teaching Health Literacy: Why It's Important and How You Can Do It

Session 3.3. Thursday, January 7, 2021

Health literacy best practices—helping individuals to understand and use health information, is a crucial part of education for health professionals, including nurses. This presentation described how an associate's degree nursing program integrated interprofessional health literacy teaching into a second-semester clinical curriculum.

Health literacy was explained as an emerging health equity and social justice issue nationally. Only 12% of Americans have more than basic health literacy, and the significance to the nursing profession and nursing education was discussed. The responsibility of society and educational institutions to address health literacy gaps with the public was developed. The crucial role of community colleges in producing health literacy-proficient professionals who practice clinically was explained in terms of curricula and plans of study. Priority best practices for addressing health literacy with patients were identified and explained.

A case study of how second-semester nursing students used a combination of didactic and active learning opportunities to develop health literacy communication knowledge demonstrated how health literacy could be incorporated into the nursing curriculum. Strategies for incorporating health literacy best practices in patient communication into the theory, simulation, and clinical learning were presented. Interprofessional opportunities for addressing health literacy across the health professions were proposed.
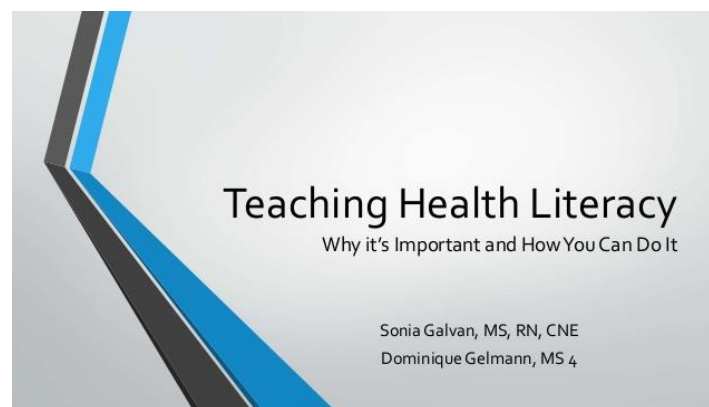
Click above for PowerPoint

Dr. Denise Holland, Baltimore City Community College, dholland@bccc.edu

Effective Tools for Online Teaching & Learning
Session 4.1: January 7, 2021

The Effective Tools for Online Teaching & Learning presentation highlighted three major sections. In Section I, the presentation included a variety of current and up to date online effective teaching tools for students and teachers. Some of the tools discussed emphasized different Learning Management Systems used such as Canvas/Blackboard. The Online Tools Section also focused on the LMS related integration tools such as TED Ed, YouTube Uploader, Slideshare, Microsoft Teams Meetings, Quizlet, Commons Favorites and more. Section II, of this presentation provided information, background details, and recommendations for securing your system communications with students. Topics emphasized the importance of hardware and software protection for teachers and students. Various examples of Virus Protection Software and VPNs was discussed and resource links were shared with participants. Additional basic online security measures were also shared with attendees. Section III, provided some best practices for student engagement as we adapted from face-to-face to the new normal in online teaching and learning. Participants were given time to share their ideas, issues, positive and encouraging stories, using various online conference tools, and more.

Click for Video

Daniel Izume: dizume@bccc.edu, **Deepa Radhakrishnan:** dradhakrishnan@bccc.edu**,** and
Dr. Malathi Radhakrishnan: mradhakrishnan@bccc.edu, Baltimore City Community College

Closed Captioning Accessibility Feature

Session 7. January 8, 2021

Faculty from Baltimore City Community College (BCCC), who have a variety of experiences in integrating accessibility in their Learning Management System (LMS), presented what they learned. Professors Deepa, Malathi and Daniel discussed ways to integrate accessibility features in curriculum, instruction, and testing for students with disabilities. They demonstrated how to use closed captioning and subtitles to Zoom meetings, and PowerPoint closed caption/subtitles feature with applications, such as Word, Excel and PDF. In addition, they discussed BigBlueButton, an open-source video conference and screen sharing application that is pre-built into Canvas as the Conferences tool to make online lectures more accessible and inclusive. They explained the importance of teaching courses with accessibility in mind that benefits all students and accessibility tools also meet the needs of students that prefer materials in an alternate format.

Click above for PowerPoint

Ronda Jacobs. College of Southern Maryland, rjacobs@csmd.edu

Updating Teaching Technologies - Real World Impact!

Session 8.6: January 8, 2021

Finding, applying, and successfully completing an MHEC grant was described. The College of Southern Maryland received an MHEC CTE Innovation grant November 2020. All grant work must be completed by June 30, 2021. The four grant strategies were discussed: (1) developing a new Cloud and Information Technology AAS program, (2) building stackable industry credentials for students to enter into the new cloud program and/or to earn while completing academic courses, (3) evaluating and implementing new teaching technologies into the cloud and cybersecurity programs, and (4) engaging dual-enrolled and prospect students into the new cloud program. Through open houses, information sessions, student-oriented workshops and bootcamps, students are guided through entering and succeeding in the new cloud AAS program. Grant management, timeline, and budget summaries concluded the presentation.
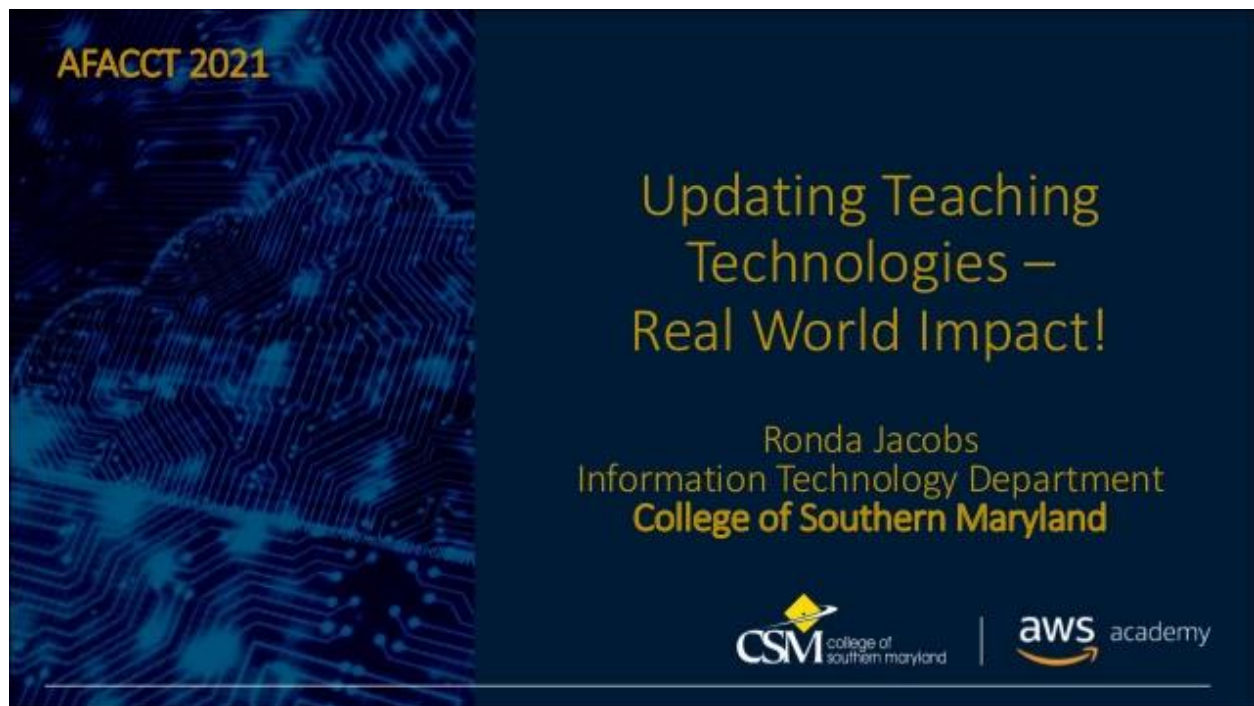
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Sara Leu, CCBC, hleu@ccbcmd.edu

Let Go of Stress by Finding Your Flow

Session 4.5. January 7, 2021

In this session, the audience learned the Flow Experience, which occurred when a person being involved with full attention and passion in something that he/she is engaging. The eight dimensions of Flow Experiences, according to Csikszentmihalyi, were elaborated: ":1) the experience usually occurs when we confront tasks we have a chance of completion, 2) we must be able to concentrate on what we are doing, 3) & 4) The concentration is usually possible because the task undertaken has clear goals and provides immediate feedback, 5) we act with a deep but effortless engagement that removes the awareness of the worries and frustrations of everyday life, 6) enjoyable experiences allow people to exercise a sense of control over their actions, 7) concern for the self disappears; however, the sense of self emerges stronger after the flow experience is over, Finally, the sense of the duration of time is changed; hours pass by in minutes, and minutes can stretch out to seem like hours."(*Flow: The Psychology of optimal experience*, 1990, New York)

The session addressed the benefits along with the methods of obtaining Flow Experience based on the above dimensions and the process of before, during and after a task. The presentation also included the managerial functions combined with various Mindfulness/Contemplative Practices designed to induce and sustain Flow Experience and to help the audience reduce stress and regain balance in life.
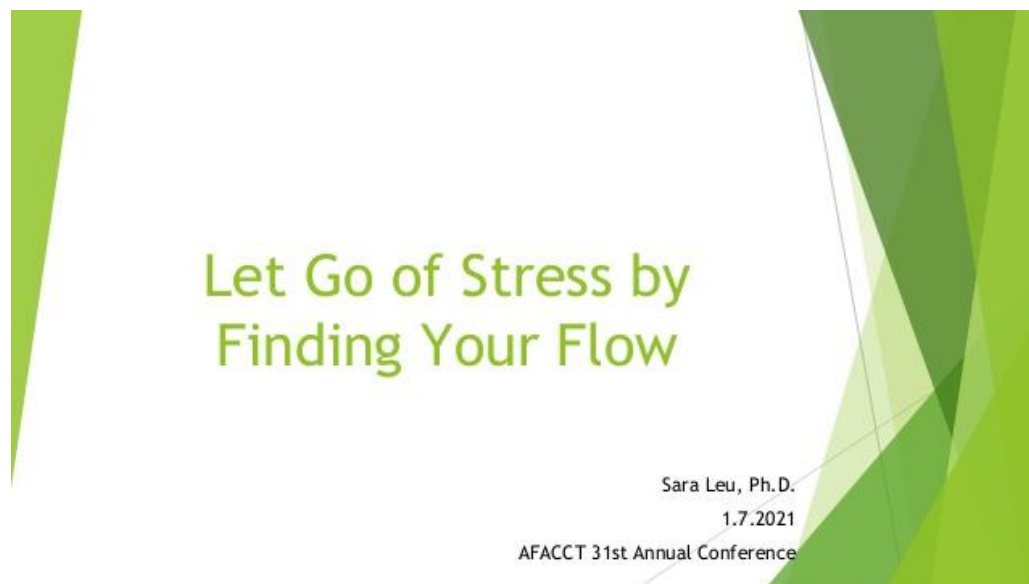
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Jessica Adams, Harford Community College, jeadams@harford.edu, and
Breonna Martin, Harford Community College, brmartin@harford.edu

Quantitative Biology OER - Using Linear Regression to Explore Environmental Factors Affecting Vector-borne Diseases

Session 9.1: January 8, 2021

In this presentation, faculty from the Community College of Baltimore County (CCBC) shared how they have infused global education into their learning communities. After introductions and an ice-breaker using M&Ms, Stacie Miller, CCBC's Learning Community Coordinator, shared some of the general concepts of the interdisciplinary nature of learning communities and how these concepts are applied at CCBC. Cheryl Scott, who teaches the English component of an English/Communications Studies learning community, described the integrated activities on international literature used in these classes, such as Kate Evan's Threads from the Refugee Experience, CCBC's Community Book Connection book. Elena Neunaber, an ESOL faculty member who teaches an ESOL learning community combined with Sociology, discussed the students' Service Learning project and the corresponding integrated activity. Finally, Sherry Tucker, a Communications Studies professor, shared how her ESOL/Communication Studies learning community had an Intercultural Dialogue with a Hip Hop Dance class, where the students explored cross-cultural perspectives of Hip Hop. Presentation attendees explored ways of integrating global education material between difference disciplines and gained ideas on applying Global Education activities and curricula into their own classrooms.

No PowerPoint or video available

Mary Ann Massoglia, Howard Community College, mmassoglia@howardcc.edu

Fostering Student Connections in a Remote Format and the Pedagogy that Supports Them

Session 3.1: January 7, 2021

Quantitative data indicating that students use social media and other virtual tools to interact was used. Conversely, qualitative data suggesting that students value more intimate and personal connections at their colleges was also addressed. The challenge for faculty teaching in a remote format to develop relationships that help students feel connected and encourage them to continue in their studies was discussed, especially in asynchronous classes.

Neuroscience research provided the foundation to understanding that positive relationships foster motivation and have a powerful effect on the brain and that students need more positive interactions than negative ones. It was stressed that positive relationships provide safe spaces for learning, and in response, students are more likely to participate, to engage, ask questions, to try completing assignments, even when difficult. Forming new pathways and activating old neural pathways in the brain was also discussed.

The importance of presence in faculty relationships with students visible, active, exhibit care, show empathy and demonstrate trust for all students was stressed. Presence was identified as essential in the online format and that presence would ultimately lead to greater course success for both for students and faculty

Raised was the question: How can faculty foster stronger and more diverse connections with (and among) students? Best practices to connect with students in big and small ways were demonstrated.

Click for video

Stacie Miller, smiller@ccbcmd.edu, **Jessica Farrar,** jfarrar2@ccbcmd.edu, and
Sara Osman, sosman@ccbcmd.edu Community College of Baltimore County (CCBC)

Rejuvenation through Building Classroom Community ... Even without a Building!

Session 6.3: January 8, 2021

This presentation highlighted how building classroom community during social distancing times can rejuvenate both faculty and students. Stacie Miller discussed the Learning Community program at the Community College of Baltimore County (CCBC), through which students take interdisciplinary pairings of General Education courses. In addition, the ESOL program also provides learning community opportunities for students by pairing an ESOL class with a credit Gen Ed class. Building classroom community is an integral part of this high impact practice, and data on CCBC's learning communities' link student success with such classroom community.

Next, Sara Osman provided an in-depth example of a learning community by sharing her experience teaching an ESOL Academic Writing course paired with a Communications Studies class. She gave examples of integrated assignments between the two courses and other techniques used to build community online.

In the last part of this presentation, Jessica Farrar provided specific virtual activities and assignments to build community in any discipline. These included a student hall of fame to highlight the contributions of each student in a course, alternatives to traditional written discussion boards to provide student choice and showcase their talents, and modified jigsaw activities (expert groups) for synchronous or asynchronous courses. Lastly, participants shared their own ideas for building community. The presenters provided a "Master List" (see slide #26) of community-building activities and ideas for both synchronous and asynchronous virtual classrooms.

Click above for PowerPoint

Dr. Randall Salm, College of Southern Maryland, rasalm@csmd.edu

Pre-war, Wartime and Post-war Identity for Former Child Soldiers

Session 8.1: January 8, 2021

While thousands of children continue to be abducted or recruited to fight for armed groups globally, one problem for these former child soldiers is the issue of identity formation. How they develop their personal and social identities, in relation to the broader environment and their life histories, is important for them, their families and their local communities. This ongoing study examines how pre-war and wartime identities affect postwar identities via structured interviews of former Colombian child soldiers. Its findings may help explain how former child soldiers negotiate the sense of who they are--personally, socially, economically, and politically--within their local communities and in the context of armed conflicts.

No PowerPoint or video available

Jessica Powers, MSN, RN, NPD-BC, CNE jepowers@harford.edu, and
Laura Schenk, MS, RN, CNE lschenk@harford.edu, Harford Community College

Escaping Reality: Using Virtual Escape Rooms to Challenge and Engage Students

Session 6.2: January 8, 2021

The presenters discussed the history, purpose and evidence supporting the use of escape rooms as an educational method. Escape rooms began and continue to be used for entertainment, where teams use clues to solve puzzles and escape a room. When used for education, escape rooms can promote active learning, creativity, problem solving, time management, and collaboration.

After transitioning to remote teaching due to the COVID-19 pandemic, nursing faculty searched for ways to accomplish clinical course objectives and engage students in critical thinking. Virtual escape rooms were used by the presenters as an active learning method to reinforce knowledge related to clinical skills and mass casualty incidents. The initial data after implementation demonstrated favorable results including improved exam scores, strong application of knowledge in the lab setting, and positive student feedback.

The presenters discussed challenges and lessons learned related to implementation, including those related to escape room development, integration into the learning management system, tracking student completion and, technology barriers. Educational escape rooms have implications across all disciplines. The presenters demonstrated a virtual escape room experience with participation from the audience. Tools and resources for participants to create their own escape room were provided at the conclusion of the presentation.

No PowerPoint or video available

Kathleen Snyder, Montgomery College, kathleen.snyder@montgomerycollege.edu,
Sabrina Bielefeldt, Montgomery College, sabrina.bielefeldt@montgomerycollege.edu, and
Lena Choudhary, Montgomery College, lena.choudhary@montomgerycollege.edu

Empowering Students to Enter the Community Job Market: Resume and Interview Workshop Series for Nursing Students

Session: 5.2, January 7, 2021

Professors Snyder, Bielefeldt and Choudhary presented on strategies to promote the professional skills and confidence of nursing students as they applied for their first nursing jobs. Specifically, the presenters described workshops they developed and implemented to provide the professional skills necessary to write a precise and professional resume and letter and to effectively conduct themselves in a job interview. They presented on the needs assessment that led them to identify a lack of skills and confidence in their students' ability to enter the community job market and apply for their first nursing positions. Local human resource recruiters were invited to present on how best to present oneself on paper, and in an interview. They emphasized discussion of their implementation of mock panel interviews. They discussed how students found the process intimidating, but hugely beneficial to learn how to overcome their anxiety and best prepare before an actual interview. In addition, the presenters discussed points to consider when interviewing moves to a virtual format. This environment requires additional factors to be considered before setting up a "zoom" like interview. Moving forward, they plan to continue offering online/virtual events to promote access and increase participation in these beneficial activities for their students.

No PowerPoint or video available

Joseph Sparenberg, Howard Community College (Also, Anne Arundel Community College and Community College of Baltimore County), jsparenberg@howardcc.edu

How to Minimize Student Anxiety Before and During Exams

Session:5.5, January 7, 2021

Initially as a student, Joseph Sparenberg struggled on exams regardless of how well he understood the material. He was the student who left exams and never came back due to a panic attack. He knew he was going to fail out of UMBC, so he took some time off. During the time off he got the help he needed for anxiety. A decade later, he returned to school at CCBC. Then, he transferred back to UMBC and, while working full time, he earned dual BS degrees in Biochemistry and Biology. Continuing at UMBC for Chemistry because of comfort and being able to pay off his mortgage, he earned his MS the day before his 40th birthday. He would not have been able to do it without getting the help he needed. He has no idea where he would be without that help, but he knows that he is happier than ever before. He made it a major focus to help students succeed in trying times like now. It also helped that he is certified in Mental Health First Aid. Between personal experiences as a student and observations as an instructor, he created tips to help students combat anxiety before and during exams. Initially an announcement to a class, it blossomed into this presentation for instructors. Included were tips for students, tips for instructors, and signs for instructors to look for. For whatever reason, students often are not willing to reach out to us. We need to reach out to them.

Click above for PowerPoint

Dr. Lucinda Stanley, Wor-Wic Community College, lstanley@worwic.edu

The 3 C's of Course Design in Any Modality

Asynchronous Session 8

This asynchronous presentation focused on learning and instructional design theories to support user-friendly course design. The theories that were presented included Bandura's Social Cognitive theory, Anderson's Interaction Equivalency theory, and Transactional Distance theory. Basic principles of good course design are discussed using the ADDIE framework with an assortment of design models discussed. Finally the 3 C's of course design are presented: Consistency, Community, and Communication. Examples of how these 3 C's can be implemented in a variety of course modalities to help instructors build a course that will meet the needs of their students, engage them at appropriate levels, and make their life easier were also shared.

Click for video

Chris Jones, math professor, Harford Community College, cjones@harford.edu,
Elizabeth Holmes, associate professor of reading, Harford Community College,
eholmes@harford.edu, and
Dr. Lisa Tittle, English professor, Harford Community College, ltittle@harford.edu

A Pain in the Assessment: Addressing the Challenges of Placement Testing during the COVID-19 Pandemic"

Session: 2.3, January 7, 2021

In this session, math and English transitional studies faculty members from Harford Community College shared how they were able to continue accurate placement testing for new and returning students during the pandemic when access to the Accuplacer test was limited by college's closure during the pandemic. By creating alternative testing made available through Blackboard, prospective students registered for the appropriate courses. The process, challenges, triumphs, best practices, lessons learned, and results were shared. In addition, the presenters shared how the transitional courses for reading, English and math were organized. Challenges, such as Internet access, technology issues and accommodating students with special needs, related to creating placement test were discussed. Revised procedures and technology adjustments to alleviate these challenges were shared.

In the reading and English placement tests, pass rates for students who took the Blackboard Placement Test (BPT) was lower than for students who took the Accuplacer test. Interestingly, forty percent of students who took the BPT did not register for courses. For math transitional courses, 72% of students passed at least one transitional course. Transitional studies faculty continue to work with the Test Center, The Learning Center, and advising to ensure that students are placed appropriately.

No PowerPoint or video available

Cynthia Lewis, Associate Professor, Harford Community College, clewis@harford.edu, and
Miriam Wiglesworth, Associate Professor, Harford Community College,
mwiglesworth@harford.edu

Increasing the Success of Dual Enrollment and Dual Credit High School Students

Session: 1.2, January 7, 2021

Harford Community College (HCC) and Harford County Public Schools (HCPS) have joined forces to offer high school students college courses. The authors explored the different types of offerings and results.

The authors explored and explained the terms dual enrollment, dual credit, concurrent enrollment, and early college. HCC and HCPS use the dual enrollment model under their North Star Initiative. In the Community Education, Business and Applied Technology Division at HCC instructors use the Online Asynchronous model. As part of this model HCC business faculty are paired with an HCPS business instructor. Faculty members visit each of their assigned high schools two to three times per semester.

During the presentation the authors shared the successes of the program. These successes included the positive results of HCC professors visiting the high school classroom. The support provided from high school instructors was invaluable as well as the liaisons between HCC and HCPS.

Authors also discussed challenges and solutions to these challenges that have been effective. Examples included the checking of college email by the students and even the completion of assignments/exams in a timely manner. Other struggles and solutions included effective use of citations, knowledge development of Learning Management Systems, affordability of tuition and books, and orientation for the students.

The authors concluded the presentation with the dual enrollment statistics provided by the Maryland Higher Education Commission. The authors also asked for feedback from the group and encouraged sharing of the different models, successes, and challenges used at other Maryland Community Colleges.

INCREASING THE SUCCESS OF DUAL ENROLLMENT AND
DUAL CREDIT HIGH SCHOOL STUDENTS

By: Cindi Lewis and Miriam Wiglesworth
Harford Community College

AFACCT'21
Session 1 – Jan. 7, 2021 – 9:30 a.m.
Clewis@Harford.edu and mwiglesworth@Harford.edu

HARFORD

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Sheila Levings, College of Southern Maryland, splevings@csmd.edu, and
Sara Cano, College of Southern Maryland, sicano1@csmd.edu

Implementation of a Revised Student Success Tool: Reenergize the Quest for Student Retention, Academic and NCLEX Success!

Session: 4.3, January 7, 2021

In addition to promoting student retention and academic success, nursing programs must maintain a minimum level of first-time pass rate NCLEX scores in order to maintain good standing with accrediting bodies, as well as the state's board of nursing. A collaborative team (NCLEX Success Task Force) was formed to identify common areas of concern that may contribute to the low NCLEX pass-rates. One area of concern recognized was the identification and remediation of at-risk students. Although the program has a student success tool, faculty and staff have recognized the need to rejuvenate the tool to reenergize the efficient collection of information, ensure early identification of risk factors, timely monitoring of adverse conditions, and the promotion of low effective academic and individualized interventions.

Objectives met included:
1. Recognize the evidence-based importance of identifying at-risk nursing students beyond their first semester to ensure academic and NCLEX success.
2. Understand the limitations of an initial success tool, the need for revision and its improved process.
3. Discuss how an improved tool can promote both student retention and the academic remediation processes conducted by faculty and a program's retention coordinator.
4. Learn how to utilize the student success tool to energize the collection of risk-related information to promote student success in the program and for the licensure exam post-graduation.

Click above for PowerPoint

Yu, Yang. Acting Associate Dean, Division of Social Sciences and Education,
Chair, Department of Social and Cultural Sciences, Assistant Professor, Geography
Coordinator, Geography & Sociology: yyu@howardcc.edu

Lessons Learned in Higher Ed from the COVID-19 Crisis

Session 1.1: January 7, 2021

The COVID-19 pandemic has created a learning crisis for education system around the world. Due to the crisis, more than 1.5 billion students have been affected. On the other hand, this crisis has stimulated innovation within the education sector. Community colleges have long been a source for innovation in higher education, and face unique challenges as resource providers to their local communities and keep costs low for their students. With many different approaches being introduced by countries around the world and community colleges in the nation, the COVID-19 is an opportunity to do things differently and for decision makers to learn from each other and collaboratively work together to mitigate the effects of the pandemic and build back a better and inclusive education system. This presentation explored and discussed ways that help institutions of higher education emerge stronger moving forward.

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