



# **Annual Conference Proceedings**

## **The Thirty-Fourth Annual Conference**

**Association of Faculties for the Advancement  
of Community College Teaching**

**Finding Balance in a Shifting Educational Landscape**

**January 11 and 12, 2024**

**Hosted by the  
Allegany College of Maryland**  
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# AFACCT Conference 2024 Proceedings

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**Dr. Tom Striplin** President, Eastern West Virginia Community & Technical College

Keynote Address Day #1: January 11, 2024

Dr. Tom Striplin is the President at Eastern West Virginia Community & Technical College. He has served in that role going on 3 years. Prior to the President position, he served as the Dean of Arts & Science at Allegany College of Maryland for 6 years, and prior to that that as professor, full-time faculty, and Director of Clinical Education for the Respiratory Care Program at Allegany for 27 years. He specializes in assessment, previously leading academic assessment at Allegany and also serves as a PEER Evaluator for the Middle States Commission on Higher Education, and he will complete this training as a PEER evaluator for the Higher Learning Commission in March of 2024. He holds a Doctorate in Higher Education Leadership and a Masters in Education from Frostburg State University. He writes a monthly column on higher education issues for the Cumberland Times News and serves a a Board of Directors member for Transform Mid-Atlantic(formerly Campus Compact). He previously served on the Allegany County Board of Education as an elected Board member. He recently represented the state of West Virginia at the National Governors Association meeting in Washington DC on "Cyber Intelligence Issues Facing the Nation." He describes his leadership style as both visionary and transformative, and believes that creating an open, transparent, and supportive culture within an organization is the key to success. He routinely tells his faculty and staff that "We are all investors and owners of this college, and although I hold the position as president, I don't see myself as any more important then each of you in achieving our mission... and let's them know that I need to hear your ideas, concerns, and issues. Tom has an open door policy to his president's office... and states They Use it ! LOL

### **Higher Education 3.0: Challenges and Opportunities**

**Higher education is facing considerable competition and challenges in a changing education landscape. The closure, consolidation and increased competition/choice for learning opportunities is forcing higher education to rethink the way they operate. This presentation will discuss significant changes facing higher education associated with declining enrollments, increasing student curricular choice, competency-based learning, micro-credentials, competition from online colleges and for-profit educational entities, and opportunities for higher education institutions to adapt.**

No video available

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**Kelly Frager, Owner Kelly Frager Professional Development and Training**  
Keynote Address Day #2: January 12, 2024

As owner of Kelly Frager Professional Development & Training, Kelly partners with organizations to help them optimize the power of their people through training and consulting. Her collaborative relationship with her clients, customization of her message for professional realness & relevancy, and genuine, dynamic delivery style are the distinguishing aspects of her business. Kelly has spent her entire professional career in the human resources, training, and professional development fields. Her clients and employers have ranged from the hospitality industry to professional services firms. With every engagement, she strives not only to teach, but also to learn from her audience. Over the years and across the industries, she has learned that nearly ALL people want to feel good about where they work and possess a desire to contribute and grow as professionals. This insight has been the motivator for her work. The primary content areas for her speaking and training include: • Effective Workplace Communication • The 6 Types of Working Genius • Healthy Conflict Conversations • Emotional Intelligence • Team Dynamics • Workplace Civility • Leadership Essentials

### Finding Your Balance During Dynamic Communication

**In an era of constant connectivity and rapid information exchange, mastering the art of dynamic communication is essential. This talk explores the significance of finding balance in our communication styles, navigating between assertiveness and empathy, clarity, and nuance. Discover the keys to fostering meaningful connections, adapting to diverse audiences, and achieving harmony in an ever-evolving communication landscape. Join us on a journey to enhance your communication skills and strike the perfect balance in the dynamic interplay of words, emotions, and ideas.**

*No Video Available*

Shannon Fleischman

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***Ready, Set, Coach! Considering the Practice of Coaching Within Community Colleges.***

Abstract:

Coaching is a new and evolving field, taking various institutional forms outside and within higher education. A recent multi-year, mixed-methods study of coaching across 10 North Carolina community colleges shows encouraging results, especially for vulnerable student populations. This session explored the benefits and challenges of coaching and coaching practices for community college students. Specifics of where coaching is housed within institutions, the role of faculty in coaching students, and more from a survey of coaching programs at community colleges across Maryland were shared. Finally, we focused on what you can do to start showing up more “coach-like” for your students today.

[AFACCT24 Coaching.pptx](#)

Linda Forrest

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Abstract:

This presentation addressed the Blueprint for Maryland's Future and impact on Early College populations in Community Colleges. The history of Early College, best practices, current research, and policies were reviewed. The presenter included lessons learned and guidance for implementing Early College in the discussion.

[AFACCT Early College and the MD Blueprint \(2\).pptx](#)



Paul Jozik

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**My Life in Education: The Good, the Bad, and the Peculiar**  
Session 3.8

[AFACCT 2024 Paul Jozik 2024-03-09.docx](#)

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William Lowe, Professor Howard CC

Sandra Lee, Professor of English/Division Chair of Liberal Studies Howard CC

Yulan Liu, Program director Howard CC

Amelia Yongue, Professor of English Howard CC

### **Using Collaborative Online Learning (COIL) Practices to Create Global Experiences for Students**

#### **Sessions 1.10 and 5.10**

The NEH-funded Collaborative Online International Learning (COIL) projects enable faculty and students to enhance knowledge of humanities topics and global issues through cross-cultural exchanges and collaborations that contribute to international partnerships. Howard Community College's COIL-based approach to deepening humanities learning engaged over 200 students and 10 faculty the last two years with global partners. Equity was fostered by developing COIL projects within HCC's general education core curriculum, enabling HCC students of all backgrounds and programs to participate without additional requirements. This presentation shared best practices from COIL faculty in order to initiate dialogue and build collaborations among Maryland's community colleges to provide global experiences for students.

[COIL presentation at AFACCT 2024 proceedings.pptx](#)

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## Communicating Culture in a Business & STEM Collegiate Curriculum

Sessions 1.5 and 5.5

### ABSTRACT:

In the current business and STEM curriculums, a diligent and exceptional job has been done in keeping students abreast of the ever-evolving world of business and technology and all its moving parts, theories and modalities. As the world changes and more specifically as the business, science and technology world has changed, the question becomes how does understanding cultures of our students play a role in this change. By exploring and utilizing the cultural underpinnings that move the world around on its axis and the impact cultural sensitivity impacts on the world, we recognize there is a deficit in the approach to culturally responsive teaching.

This workshop seeks to provide solutions as well as spark ideas about how to construct a culturally responsive pedagogy for today's business and STEM college curriculum. The business of employing multicultural teaching is a wholistic method to develop and foster a more inclusive teaching philosophy and pedagogy. Specifically, this session seeks to utilize interactive discussion and analysis as practical modes to construct a culturally centered curriculum that challenges and supports the following:

- Decolonization Theories and Examples to build Student Solidarity
- Critical Race Theory of Education; intent versus effect
- Culturally Responsive Teaching based on Theory, Research and Practicality
- Indigeneity – Where Am I in Our accounting / business learning examples
  - Interculturalism: A Melding Pot or A Pot that is Melting

[AFAFCCT 34th Conf Present 1 12-13 24.ver 2.pptx](#)

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**Leveraging Scholarship for Balance in the Classroom**

The scholarship of teaching and learning (SoTL) is a powerful tool to reveal what's working in your classes to help cope with the ever-shifting educational landscape. This session provided an overview of the process of SoTL and how it can be applied to any teaching practice. Participants were also shown examples of articles describing best practices through SoTL research as published in the regional academic journal [Teaching and Learning Excellence through Scholarship](#). Participants were invited to share their educational insights in TALES.

[TALES AFACCT 2024 Session.pptx](#)

Dr. Wen Nellis (she/her/hers)  
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Christine Chin Choy Frederick Community College

## Impact of an Artificial Intelligence Learning Tool on Student Success

Sessions 2.10 and 6.10

Artificial intelligence-based study tools have been explored as a way to help improve student learning in General Chemistry for several years. In an effort to augment learning tools available to Frederick Community College students, we conducted a pilot implementation of McGraw Hill's ALEKS product in two sections of General Chemistry (CHEM 101). Student performance after completing ALEKS assignments was compared to performance by a past semester's cohort. Additionally, data such as time spent completing the ALEKS learning modules and percentage of completed topics were presented. No significant overall impact on student success was determined.

[Presentation-AI-StudentSuccess\\_Final.pptx](#)

Kendra Perry

Coordinator of [Library](#) & [Learning Support Services](#)  
Hagerstown Community College

In-Class Library Instruction & Student Retention: A Win-Win-Win Situation  
Session 3.9

Abstract: Several retrospective cohort studies suggest that inviting in-class library instruction is a high-impact practice that results in improved student retention in the following semester and year. Thus, inviting librarians into a classroom can be a win-win-win situation for students, the institution, and the library. This presentation examined the results of one such study at two community colleges and offered practical ideas for both implementation and future research.

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## UTILIZING TILT FORMAT ACROSS DISCIPLINES: DOES IT WORK?

The Transparency in Teaching and Learning (TILT) Format has gained popularity as a pedagogical approach aimed at enhancing clarity and understanding in assignments. This conference presentation delved into a comprehensive exploration of TILT, with a focus on its definition and application. Drawing from the results of a national study and data collected by faculty at the Community College of Baltimore County, this session offered insights into the effectiveness of TILT Format across diverse disciplines.

The presentation included a review of TILT Format fundamentals: it involves outlining assignment purpose and objectives, required tasks and assessment criteria, and evaluation structures to enhance student understanding and engagement. By clearly explaining to students why they are completing a particular activity or assignment, it helps students understand the value and allows them to take charge of their own learning. As a result, it improves student confidence, sense of belonging, and skills valued by employers (Winkelmes, M.A. et al, 2016).

Attendees had the opportunity to examine examples of TILT Format assignments in various disciplines including Dental Hygiene, Respiratory Therapy, Teacher Education, Psychology, and Biology, and understand how it can be seamlessly integrated into different courses. The research findings, based on a survey of 41 students from Psychology, Dental Hygiene, and Teacher Education at the Community College of Baltimore County, highlighted the positive impact of TILT on student comprehension and engagement. Consistent with the national findings, the survey responses reveal that TILTing assignments contributed to a better understanding of assignment objectives, assessment criteria, and evaluation structures. This newfound clarity empowers students to focus on relevant criteria and the necessary steps for successful assignment completion.

The session concluded by encouraging participants to identify at least one assignment within their respective disciplines that could benefit from the implementation of TILT,

fostering a collaborative discussion on the applicability and efficacy of this format across diverse academic domains.

[Improving Student Achievement by TILTING Assessments - Vithlani Copy.pptx](#)



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Howard Community College|Anne Arundel Community College|Community College of Baltimore County

How to Encourage Active Learning in Online Courses (Synchronous and Asynchronous) session 7.8

This presentation provided suggestions on how to use Google docs, Google slides, discussion boards, and videos to help students engage in active learning in online classes. Techniques discussed included group quizzes using Google docs and Collaborations, making their own study guide in groups using Google slides, group brainstorming using Google docs, sharing with the whole class using discussion boards, and students making video comments on discussion boards. Variations of all these techniques will work in Canvas, Brightspace, and Blackboard.

[How to Encourage Active Learning in Online Courses \(Synchronous and Asynchronous\).pptx](#)

Using Padlet and Google Voice to Engage Student Interaction

session 6.8

When I was a student, I was anxious when I struggled with a concept, and I would rather not ask a question than risk appearing stupid in front of my classmates. I imagine many students today feel the same. Technologies can help students ask questions without anxiety. Padlet provides a way for students to ask questions anonymously and speak openly in ways that many have not beforehand. Google Voice provides a way of connecting with students individually. Importantly, since using these technologies, I have seen class averages increase. This session provided examples and suggestions on how to use both technologies to benefit students.