

NEW HORIZONS 2018 April 11-13

SESSION DETAILS

Session One

2:00 - 2:45 p.m.

Shenandoah A

Upper Level

Recommended for:

Faculty, Deans/VPs/Presidents, Student Services, Classified Staff,

Adjuncts

Interested in:

Integrated Student Support

Audience level:

Beginner

Advising as a Pathways College

Alison Thimblin, Northern Virginia Keri Bowman, Northern Virginia

With the implementation of VIP-PASS, Northern Virginia Community College (NOVA) is committed to transformative changes to improve student success. Along with informed pathways and technology implementation, NOVA will provide a consistent model of advising to students. Students will be served where they come, according to their level of need.

As a very large, multi-campus community college, NOVA strives to deliver high quality, consistent service to students in support of their success. The new advising model is based on collective decision making, consistency, and accountability. Students have improved self-service resources, are provided with more direction through informed pathways, have the opportunity for "on demand" advising (virtually and in person), and are proactively "nudged" to complete milestones to stay on course to completion. Students with "high-need advising issues" are identified and advisors proactively intervene to help the student stay on track. Students are served by a variety of advising staff, including professional and faculty advisors, who serve as general and program-specific advisors. Advising roles are clearly defined through consistent CAS-based competencies and expectations. The use of informed pathways and technology assists both students and advisors to help students reach their academic goals.

Session One

2:00 - 2:45 p.m.

Shenandoah B

Upper Level

Recommended for:

Αll

Interested in:

Effective Business Processes

Audience level: Intermediate

HR FAQ's: Teaching Faculty Ask, We Share the Answers—Pay, Benefits, Retirement, Policies, and More

Christopher Lee, Virginia's Community Colleges Jennifer Pittman, Virginia Western

This session will address questions about personnel policies, practices, and protocols that will help faculty make the most of their employment experience, thereby enhancing their ability to serve students. Fostering our shared understanding and appreciation of pay practices, promotions, benefits, and related matters helps assist performance improvement and career management.

This session is back by popular demand. It is an interactive Question and Answer session that will provide faculty with the unique opportunity of asking the most daunting of questions to a panel of HR experts. Learn answers to everyday and long-term employment challenges and opportunities. College leadership, faculty, and the HR community have recognized that a correct answer to an employment-related issue can make a world of difference. Come learn about as well as take advantage of the breadth of HR services, benefits, and perquisites that the VCCS and state offer. A resource tool for attendees to reference as needed in the future will also be provided. This dynamic exchange will encourage attendees to listen, inquire, and learn together within the spirit of this conference.

Session One - Two

2:00 - 3:45 p.m.

Pocahontas A - Computer Lab

Upper Level

Recommended for: Faculty, Adjuncts

Interested in:

Innovative Teaching and Learning

Combating Misinformation: Arm Your Students for Battle

Tamara Whyte, Piedmont Virginia Crystal Newell, Piedmont Virginia Laura Skinner, Piedmont Virginia

This workshop is a hands-on professional development opportunity where attendees will create a ready-to-deploy information literacy assignment for their classes. They will work with peers to create discipline-specific assignments, intentionally designed to teach their students the skills they need to evaluate credibility in everything from media messages to scientific studies.

Audience level: Beginner

"Young people's ability to reason about the information on the Internet can be summed up in one word: bleak." - Stanford History Education Group, Evaluating Information: The Cornerstone of Civic Online Reasoning

We must counteract this trend, and to do so we must ensure our students learn how to evaluate information in ALL subject areas.

Come to a hands-on professional development workshop and walk away with a ready-to-deploy assignment. Work with peers to create discipline-specific assignments, intentionally designed to teach your students the skills they need to evaluate credibility in everything from media messages to scientific studies.

Session One

2:00 - 2:45 p.m.

Pocahontas B

Upper Level

Recommended for: Faculty, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Intermediate

The Effect of Social Media Usage on Course Achievement and Behavior

Julie Nash, Eastern Shore

This research looked at the potential benefit to utilizing a popular app with students to enhance positive course behavior.

This session will convey the results of recent research that investigated creative instructional practice to engage students deeper in student-teacher interaction as well as student-student interaction through the use of the social media application "whatsapp" as a group class management tool. Researchers studied the effects of the tool on student achievement and their behavior in class. All the students and the teacher were included in the group. Students were able to talk to each other and the teacher. The teacher was able to interact with the students within their choice of media. Students used the whatsapp group to help each other keep up with assignments and share notes and to solicit confirmations from the instructor. The instructor used the group application to remind students of upcoming deadlines for tests and assignments. Results from the research were mixed. The hypothesis that the application would promote more successful course behaviors was significantly supported. Students in the whatsapp group (experimental group) did have significantly fewer absences and missed assignments. However, the hypothesis that the application would improve course grades was not significantly supported. The experimental group did not have a higher average course grade than the control group. In addition, there were effects of gender and course type. Results from this study suggested that the use of social media apps that are popular with college-aged populations can be a tool to enhance successful classroom behavior by increasing communication between students and professors and providing additional possibilities for social media usage to enhance courses. During the session a demonstration will be given on how to set up a class "whatsapp" account.

Session One

2:00 - 2:45 p.m.

Appalachian

Upper Level

Recommended for: Faculty, Adjuncts

Interested in:
Innovative Teaching and Learning
Peer Group – OER

Audience level: Beginner

Information Literacy for Early College Students: An Open Online Learning Module

Amanda Burbage, Tidewater Olivia Reinauer, Tidewater

Faculty agree that information literacy is a vital skill, but it can be challenging to incorporate in the classroom. Would you like a "turnkey" module to integrate into your courses? Presenters will review a module created for this purpose, discuss preliminary results, and provide adoption instructions!

Information Literacy is a vital skill that community colleges across the country address in a variety of ways, but many faculty struggle with reinforcing such skills in the classroom. There are significant differences in student knowledge levels and faculty approaches to providing information literacy education across the teaching modalities of face-to-face, hybrid and online. These inconsistencies are further complicated by the development of a new information literacy document recently adopted by the Association for College and Research Libraries: the Framework for Information Literacy for Higher Education (January 2016). Thus, a discrepancy currently exists between how faculty and librarians are addressing the elements of information literacy education and the current ACRL

Framework. To address this discrepancy and to support consistency in information literacy education across courses, instructors, and modalities, the presenters applied for and were awarded funding from the VCCS Paul Lee Grant for the summer of 2017. Their project is an online learning module developed in Blackboard and compatible with other learning management systems. As an "open" (i.e. Creative Commons licensed) resource, it can also be easily adapted to fit the needs of a particular college, course, or instructor. In this session, presenters will demonstrate the module, discuss preliminary results, and provide instructions on accessing and integrating the module in your Blackboard courses.

Session One

2:00 - 2:45 p.m.

Roanoke E

Ballroom Level

Recommended for: Faculty, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

Should We Talk? Asynchronous Discussion Outside the Online Class

Donald Gregory, Northern Virginia Mary Gregory, Virginia Western

It is commonly accepted that asynchronous class discussion is appropriate to online and hybrid classes. Might it also be a useful learning tool in face-to-face classes? In this roundtable, we will explore the uses of asynchronous discussion in several kinds of learning environments.

Class discussion is critical to courses which expect student outcomes at the higher levels of Bloom's taxonomy: analyzing, applying, and evaluating ideas. In face-to-face (F2F) classes, discussion usually is "live" in the classroom, while in online classes, it is typically asynchronous through online discussion forums. Hybrid classes often mix the two, with F2F discussions followed (or preceded) by asynchronous ones. It is not very common to see asynchronous discussion form part of the F2F class experience, although this can easily be done since every VCCS course has a Blackboard site.

In this session, we will ask whether asynchronous discussion can be a useful component of any class—F2F, online, or hybrid. We will suggest several advantages: it allows all students (LD, ESL, shy, etc.) equal access to participation; it encourages thoughtful and well-edited replies; it takes place at times most convenient to each student; and, it especially appeals to 'digital native' students. We encourage participants to share their experience and use of asynchronous discussion, and will conclude with some practical applications.

Session One

2:00 - 2:45 p.m.

Roanoke F

Ballroom Level

Recommended for:
Faculty, Deans/VPs/Presidents,
Student Services, IT, Adjuncts,
Blackboard Admins

Interested in:

Innovative Teaching and Learning Peer Group – Distance Ed

Audience level: Intermediate

Take My Test, Please: Maintaining Academic Integrity and Improving Online Programs

Paul Miller, ProctorU Gabrielle Davis, Proctor-U

Googling "Take my test" reveals many options for students seeking "help." This session will review the current state of services that "help" students with their online course work, assessments and exams. It will also review federal rules regarding identity management and academic integrity in online programs and provide guidance and share advice on how to maintain academic integrity and improve both online and onsite programs.

Online learning growth as ushered in new realities and created new demands for colleges and universities and raised the stakes for students. Now more than ever, a post-secondary education is seen as critical to building a successful career. Pair that with the rising cost of college and the impact of student loan debt and higher education transforms into a high pressure situation. As motivations for a college education have changed, an environment where academic dishonesty is common has formed. Left unchecked, this could cause poor learning environments as well as reputation and financial damage for colleges and universities. According to a survey from the New England Board of Higher Education, 84 percent of higher education professionals believe student dishonesty is a significant issue.(1) Contemporary examples like the Harvard cheating scandal, SAT cram schools in parts of East Asia, and far-stretching financial aid

fraud rings hitting schools are representative of this new environment for colleges and universities.

To protect themselves and their students, institutions must understand what these new paths for academic misconduct are and how to combat them.

As online learning has become more sophisticated and powerful so have the services that purport to "help" students with their online course or degree program. In this session, we will uncover these services and provide advice for you and your organization on how to maintain academic integrity, encourage your students to make the right choices and stay compliant with your accreditation body and federal guidelines.

Session One

2:00 - 2:45 p.m.

Roanoke G

Ballroom Level

Recommended for:
Faculty, Deans/VPs/Presidents,
Facilities, IT, Adjuncts, Blackboard
Admins

Interested in:
Exhibitor
Innovative Teaching and Learning

Audience level: Beginner

Session One

2:00 - 2:45 p.m.

Roanoke H

Ballroom Level

Recommended for: Faculty, Adjuncts

Interested in: Innovative Teaching and Learning Integrated Student Support

Audience level: Intermediate

Augmenting Curriculum with BodyViz Anatomy Software

Scott Rodenburg, BodyViz Laura Ekl, BodyViz

Learn how BodyViz anatomy software can enhance anatomy, health sciences, biology, and pre-med classes and give your students hands-on education with real anatomy. BodyViz delivers real anatomy to instructors and students when and where they need it, on the platform that best meets their objectives. Unlike models and illustrations, BodyViz visualizations are direct renderings of medical imaging data in 3D, making real anatomy available on-demand for repeated study, exploration, and virtual dissection.

The BodyViz solution easily integrates into existing curriculum and allows institutions to tailor the solution to support specific learning environments. Combining computer licenses and iPad Apps, institutions access BodyViz in formats that support individual and small-group collaboration, as well as laboratory, classroom, and large group instruction. Users have access to the BodyViz anatomy library of patient and cadaver data and can easily create visualizations using specific patient scans. This flexibility makes BodyViz equally powerful in a single computer installation or an extensive multi-campus integration.

Engaging the Reluctant or Uncertain Learner: Facilitating Growth with Interactive GoogleTools

Krisztina Domjan, Northern Virginia

Join this workshop to modify your teaching strategies and create elements of a learning-centered course! Interactive Google tools, when used mindfully, can provide scaffolding, can prompt quality feedback, and can visibly improve the quality of learning experiences and chances of completion as students master content and become independent learners.

The goal of this session is to demonstrate teaching practices which support a learningcentered environment using Google drive-based tools to measurably improve the quality of learning experiences in face-to-face, hybrid, and online classes and also to offer skills for life. Such practices will engage students and faculty equally, neither of whom needs to be particularly tech savvy in order to quickly develop tool-related expertise. The presenter will discuss how to assist students to gradually develop new study skills and improve their chances of completion while they master content. She will explain when and how instructors could use student feedback to measure the effectiveness of their methods and enhance or modify them so that even uncertain students can successfully complete their courses. The focus will be on the usefulness of Interactive Grading Rubrics also used as checklists and Interactive Syllabus using Google docs and add-ons. These tools can help direct the format of one's learning, be used as scaffolding, and help organize weekly goals that students understand: all to accelerate knowledge retention and promote growth mindset. She will introduce Mindmeister which can provide reluctant and uncertain learners with opportunities to fully explore and stay focused on any given topic. Next generation learning tools empower instructors who are flexible, demonstrate passion and consider the learning needs of all students. She will emphasize

Google Forms as a diagnostic tool to allow instructors to become agile and mindful listeners to provide guidance and ensure progress and mastery. The hope is to create a ripple effect among and to inspire my fellow colleagues, and participants to attune to their students as they create an easily accessible course each semester. Participants will receive tips on lesson enhancement to bring together study skills and content mastery. The ultimate goal is to offer even the hesitant learner high-quality, relevant instruction to reach their full potentials. https://mm.tt/959580674?t=EOLtkbx7rf

Session One

2:00 - 2:45 p.m.

Mill Mountain

Ballroom Level

Recommended for: Faculty, Student Services

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

Chaos to Clarity: Demystifying Essay Writing for Reluctant Writers (ENF Focus)

Kelley Lloyd, Germanna

Are you tired of receiving bad papers, dealing with students missing deadlines, and hearing complaints from students who think they "can't write"? Writing does NOT have to be hard, and you can even make it fun by learning about active learning rubrics, teaching journal-style essay writing, and boosting writer confidence.

Many students think they can't write or that writing is just a mystery that they can't solve. They feel frustrated, they may have had bad experiences, and their confidence levels are often at an all-time low. Nevertheless, a three-part process to boost students' confidence and their abilities can break the cycle of hating writing and getting bad grades.

First, there needs to be clear expectations for the writing. Often, students think they understand what is being asked of them, when really, they are just guessing. This leads to issues with them delivering quality writing, when things could have been cleared up from the start.

An active rubric can address that. Doing the active rubric process allows instructors to set clear expectations for the writing, gets the students involved in the planning process, and provides a streamlined grading of the produced material.

Writing the essay itself is also a common pain point for aspiring writers. They often don't know where to start, what to say, or how they'll make the length required.

This session will introduce a way to write essays that is low-tech, high yielding, easily digestible, and fun!

Doing a timed activity where each essay paragraph is broken down into a timed journal pressure with no stakes takes the fear out of writing. Students aren't afraid to journal, so let them journal their way to getting the essay done.

Finally, at the end of the day, many students are just not confident in their ability to write clearly. They need activities to boost their grammar skills, their reading comprehension, and their idea development.

The session will show six or more activities that instructors can start today, regardless of their discipline, to get their budding essayists to do more writing and less fretting.

Session One 2:00 - 2:45 p.m.

Buck Mountain

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents

Interested in:
Innovative Teaching and Learning

Audience level:

Disparity of Women of Color in Higher Education Administration

Lisa Hamiel, Virginia's Community Colleges Susan Moyer, Virginia's Community Colleges

Women of color (WOC) are still facing barriers that keep them from advancing to the senior-levels of higher education administration, despite their qualifications and accomplishments. As WOC become more educated and enter the workforce at a higher rate, the issue of being left in entry- to mid-level positions becomes more apparent. Over the past few decades interest surrounding the topic of the 'glass ceiling effect' has piqued. The glass ceiling effect are the invisible limits that make it difficult for women to rise through the ranks. However, little has changed since the discussion began. In 2018, women of color (WOC) are faced with obstacles that prevent them from easily advancing into the senior-levels of higher education administration, despite their qualifications and

accomplishments. As WOC become more educated and enter the workforce at a higher rate, the issue of being left in entry- to mid-level positions becomes more apparent. The proposed session will highlight issues faced by women of color and open up discussion as to why this may be occurring and what steps we can take to remedy it. The proposed session will illustrate the multitude of perspectives that women of different career-levels and races face in higher education. Best practices will be shared in hopes of opening a dialogue to change the dynamic and culture of institutions across the country.

Session One

2:00 - 2:45 p.m.

Tinker Mountain

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services

Interested in:
Integrated Student Support
Innovative Teaching and Learning

Audience level: Beginner

VA Career Coach Certification—Active Learning for Coaches and Advisors

Celeste Hall, Virginia's Community Colleges Jennifer Wells, Virginia's Community Colleges

The Virginia Career Coach Certification Program involves learners in face to face and online learning. Participants are engaged and active in learning content related to career development that will help them to support students in advising and support roles. Coaches learn how to incorporate career development best practices to help students persist towards a credential, plan for a career and develop the necessary soft skills for success in the workplace.

This session will briefly describe the structure and content of the Virginia Career Coach Certification program and the Facilitating Career Development course which leads to 2 national credentials, the Global Career Development Facilitator (GCDF) and the Certified Career Services Provider (CCSP). The session will focus on how participants are actively engaged in learning activities that prepare them to support student career and soft skill development. The presenter will share several key course activities and engage the attendees in some favorite course activities. During the certification process, participants meet face to face, learn on-line and engage in video webinars, experiencing a variety of ways to learn and interact. Over 200 VCCS employees have completed the 40 hour Virginia Career Coach certification while over 40 coaches have completed the entire Facilitating Career Development course (120 hours), which qualifies them for the GCDF or CCSP credentials. Come learn how can increase your skill set or that of your staff in the area of career development. Find out how these two national credentials set GCDFs and CCSPs apart from others in the field of student and career development.

Session One

2:00 - 2:45 p.m.

Monroe

Conference Level

Recommended for: Faculty

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

Lessons from the Porch: Engaging Your Students With One-Minute Motivators

Bill Grose, Wytheville Laura Gares, Germanna Alison Moore, Central Virginia

Teachers can be notorious thieves—adapting, borrowing, and "stealing" ideas from each other. Gathered from informal conversations between colleagues is a collection of practical tips and tricks for increasing student engagement in the classroom of almost any discipline. We will share ideas on how to quickly grab students' interest and get them to refocus their attention. Come prepared to share—participation among attendees is highly encouraged.

Today's students have an almost unlimited amount of information, entertainment and instantaneous communication available at their fingertips drawing their attention in multiple directions at once. Studies show that the typical Millennial has an attention span of approximately eight seconds; it is no wonder teachers have such a difficult time grabbing their students' attention and holding it for a full class period. Getting a student's attention is often the biggest obstacle to improving student outcomes and learning.

We represent three different colleges and multiple disciplines. We believe the highest form of professional development comes from teachers sharing their craft with their peers.

When educators gather together one common theme of conversation is the difficulty grabbing and maintaining student attention. What follows is the collective result of years of informal conversations with others in the field generating ideas about improving student outcomes by increasing student engagement- getting students to focus attention on the class and not on cell phones, video games, or texting.

We can't promise your students will stand on their desks proclaiming "Oh Captain, My Captain," but we can promise to share some practical tips and tricks we've "acquired" from many friendly conversations with colleagues over the years. We call these tips and tricks "One-Minute Motivators."

What is a One-Minute Motivator? It's that little "something" you occasionally do at the start of class (or in the middle) to quickly catch your students' attention and get them to refocus. It does not have to relate to your class topic—it just needs to engage them in the classroom strengthening the teacher/student alliance. The emphasis is on getting their attention quickly and fully. We will combine these motivators with other quick tips and tricks we have gathered from multiple disciplines over the years. Audience members will be encouraged to participate.

Session One

2:00 - 2:45 p.m.

Wilson

Conference Level

Recommended for: Faculty, Adjuncts

Interested in:
Innovative Teaching and Learning
Peer Group – Distance Ed

Audience level: Beginner

Tips for Effective Instructional Message Design

Jennifer Hitchcock, Northern Virginia

This presentation will include an overview of research from the field of instructional message design theory and practice, including some of the most important and useful discoveries about how students process information. I will also provide specific tips on how instructors can create more efficient and effective printed and digital instructional materials that will be more accessible to students with a variety of learning styles.

Faculty and staff at the college level regularly use PowerPoint or other presentation software to deliver lessons and instruction to students. Creating handouts, Blackboard sites, and other instructional material—both digital and printed—is second nature for most instructors. But how much thought do you put into your choices of layout, color schemes, fonts, and use of images and audio in your instructional materials? Most instructors are not familiar with research from the educational field of instructional message design theory and practice, which is an important source of knowledge that can help instructors from all disciplines create effective instructional materials that will encourage student learning and avoid overburdening students' cognitive load capacities. This presentation will include an overview of some of the most important and useful discoveries about how students process information and give specific tips on how instructors can craft more efficient and effective printed and digital instructional materials that will be more accessible to students with a variety of learning styles. We will review best practices for use of color, contrast, layout, typeface/font, images, audio, white space, etc. This presentation will be useful for faculty and staff across disciplines as they create and select the most effective instructional materials.

Session One

2:00 - 2:45 p.m.

Washington

Conference Level

Recommended for: All

Interested in:

Peer Group - Distance Ed & OER

Distance Education and OER Kickoff

Donna Levy, Reynolds Cheryl Huff, Germanna

Come join your colleagues in the Distance Learning and OER Peer Groups for Information about the sessions that will be here at New Horizons and bring us any questions or ideas. Meet your colleagues who will be presenting on Distance Learning and OER topics. Come join your colleagues in the Distance Learning and OER Peer Groups for Information about the sessions that will be here at New Horizons and bring us any questions or ideas. Meet your colleagues who will be presenting on Distance Learning and OER topics.

Session One

2:00 - 2:45 p.m.

Harrison/Tyler

Conference Level

Recommended for:
Faculty, Deans/VPs/Presidents,
Student Services

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

Session Two

3:00 - 3:45 p.m.

Shenandoah A

Upper Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services

Interested in: Effective Business Processes Integrated Student Support

Audience level: Beginner

LearningPLUS+: Teaching Soft Skills Through Experiential Learning

Ken Fairbanks, Virginia Highlands

Virginia Highlands Community College has launched a new campus-wide project called LearningPLUS+. LearningPLUS+ is a five-year initiative focused on teaching students the soft skills of communication, professionalism, problem solving and teamwork through experiential learning opportunities embedded into our existing face-to-face and online courses and programs. Students in all our programs are also required to complete a capstone experience that highlights their soft skill mastery.

91% of employers agreed that a job candidate's capacity to think critically, communicate clearly and solve problems is more important than their undergraduate major. 97% of business executives believe colleges should provide more hands-on learning opportunities. Virginia Highlands Community College has stepped up to the challenge with a new campus-wide project called LearningPLUS+. LearningPLUS+ is a five-year initiative (QEP) focused on teaching students the soft skills of communication, professionalism, problem-solving and teamwork through experiential learning assignments embedded into the college's existing face-to-face and online curricula. Students in all of VHCC's programs are also required to complete a hands-on capstone experience that highlights and demonstrates their soft skill mastery. This presentation will focus on why LearningPLUS+ was developed and how the program is being implemented and assessed at VHCC.

"Career Pathways Made Easy": Partnering to Promote Career and Technical Education

Elizabeth Wilmer, Virginia Western Kathryn Beard, Virginia Western

Virginia Western in partnership with local school systems explored employment opportunities with regional business leaders and provided professional development for area guidance counselors. "Career Pathways Made Easy" uses what we learned to provide tools to promote CTE and strengthen the economic vitality of our region. Virginia Western received a general assembly appropriation to develop, in collaboration with local school divisions, a proposal to explore the feasibility of establishing a Regional Career and Technical Governor's School to promote economic development in the Roanoke Valley through the education of high school students in CTE pathways. A Governor's School was proposed as a way to give credibility to CTE programs in the eyes of students and their parents and to demonstrate that such pathways provide respectable careers and a sustainable wage.

The study began with a review of the VDOE Procedures for Initiating An Academic-Year Governor's School. The definition of an Academic-Year Governor's School indicates that these schools are an extension of the gifted program and that there is no current model that considers children with CTE aptitude as gifted. As a result, we were advised not to extend the gifted program in this way.

The resulting project used the VDOE Profile of a High School Graduate, which emphasizes workplace skills and career pathways, to explore how to create bridges between education and employment. There were five components to the project: 1) a needs assessment compared the labor market needs of the region with existing educational programs; 2) a program map of career pathways available through Virginia Western was created to illustrate how dual enrollment can lead to a college program, industry credentials, and employment; 3) each school system to mapped the career pathways available through their high schools that align with Virginia Western's pathways and binders were created for each guidance counselor in the Roanoke Region using the CTE Career Cluster Academic and Career Plans of Study to map the plan for each of the pathways available in their specific school division; 4) professional development

was held for guidance counselors to educate them on the opportunities available through CTE education; and 5) marketing materials were produced to promote CTE.

There is a need to change the public perception that the only pathway to a fulfilling career and sustainable wage is through a four-year degree. CTE fields can provide these opportunities with some college but less than four-years of college, while providing a sustained workforce and economic vitality to the region.

Session Two

3:00 - 3:45 p.m.

Pocahontas B

Upper Level

Recommended for:

ΑII

Interested in:

Innovative Teaching and Learning

Audience level: Beginner

Academia & Free Speech: The New Odd Couple

Robert Harrison, Thomas Nelson

This session will explore the current threat to academic freedom and free speech, and the different factors that have great influence in this current dilemma. Participants will discuss all of the factors involved, and together try to determine if this bond can be saved. Factors to be discussed, but not limited to, are: Presidential politics, Alt-Right, ANTIFA/Black Bloc, intersectionality, generational perceptions, and free spaces. All session attendees are encouraged to contribute openly!

Academia & free speech have always held a strong bond, from the days of Socrates to the Civil Rights protests of the 60s and 70s, even to modern movements like Black Lives Matter. This bond has had several challenges over the years, but now it faces newer challenges. The alt-Right movement, ANTIFA, Black Bloc, and other groups are exercising their right to free speech. However, some members of these groups, including academic faculty themselves, are engaging in behavior, which threatens the right to free speech of their opposition. Presidential politics, free zones, and intersectionality, generational differences in the student body of today and yesterday, as well as personal definitions of Freedom of speech play a role. Is it possible for this bond to stay strong?

Given the strong desire of academic faculty to encourage stronger analytical discourse from its student bodies, from all points of view, an important question begs to be answered:

What does free speech really mean?

Session Two

3:00 - 3:45 p.m.

Appalachian

Upper Level

Recommended for: Faculty, Adjuncts

Interested in:

Innovative Teaching and Learning

Audience level: Beginner

Putting the ACT in Active Learning

Theresa Thomas, Blue Ridge

Teach your students how to be a part of their own learning. During this session, attendees will learn how to make lectures engaging and how to use activities in their classroom that will motivate students to get involved, creating deeper learning of the material.

Why are students so disengaged during course lectures? With all of today's distractions, teach your students how to be a part of their own learning. During this session, attendees will be immersed in ACTive learning. They will learn how to make lectures more engaging and how to use activities in your classroom that will motivate and encourage students to get actively involved in their courses and have a deeper learning of the material. Learning techniques such as, "Coach & Player," Appointment clock and many more. The activities are appropriate for lecture or flipped classrooms in any discipline.

Session Two

3:00 - 3:45 p.m.

Roanoke E

Ballroom Level

Recommended for:

Faculty, Student Services, Adjuncts

Interested in:

Clearer Communication, Easier Assessment, and Building Bloom's into Your Class Assignments

Pete Berquist, Thomas Nelson Lynsey LeMay, Thomas Nelson Karen Layou, Reynolds

Bring assignments to this roundtable discussion and learn how to clarify expectations for your students and help them focus their studying efforts.

Innovative Teaching and Learning

Audience level: Beginner

Many of our students who are early in their college experience struggle with knowing exactly what and how to study in our classes. One approach to clarifying our content and expectations is to explicitly use Bloom's Taxonomy to help communicate to what level we expect our students to understand the course material. Bloom's also allows us to efficiently evaluate whether our assignments and exams are of an appropriate vigor to satisfy our learning outcomes. Come to this session with assignments in hand and we'll walk through how to use Bloom's Taxonomy to streamline assessment and communicating your expectations. This presentation is offered in conjunction with the Supporting and Advancing Geoscience at Two-Year Colleges (SAGE 2YC) workshop program and is open to faculty from all disciplines.

Session Two

3:00 - 3:45 p.m.

Roanoke F

Ballroom Level

Recommended for:
Faculty, Deans/VPs/Presidents,
Classified Staff, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Intermediate

Hosting OER Repositories through Springshare's LibGuides Platform

Jane Rosecrans, Reynolds Josh Watson, Reynolds Lynn Riggs, Reynolds

This session will focus on the twenty-one OER repositories that Reynolds Community College has created for high enrollment courses, which are now hosted through Spirngshare's LibGuides platform. LibGuides is an easy-to-use content management system deployed by many college libraries. This session will focus on our process for creating each repository and will demonstrate how easy they are to use and share statewide through the LibGuides platform.

In 2016, Reynolds Community College began the process of moving our OER repositories from Blackboard to Springshare's LibGuides platform. By this time, we had created OER repositories for twenty-one high enrollment courses -- ENF 3, ENG 111-112, ENG 241, HIS 101-102, HIS 121-122, BIO 101-102, BIO 106-107, ART 100, ART 101-102, PSY 200, SOC 200, MTH 163, MTH 166, MTH 170, and MTH 240 -- hosted in Blackboard. This session will focus on three areas in this process. First, we will summarize the benefits and challenges of hosting OER repositories on Blackboard and Springshare platforms. Second, we will introduce participants to our process for creating each OER repository and demonstrate how easy it is to use these repositories in the LibGuides platform. Finally, and perhaps most importantly, we will focus on the accessibility of these repositories, not only for faculty at individual institutions but throughout the VCCS. One of the missions of the OER project in the VCCS is to make OER materials accessible and usable to faculty throughout the state. Unfortunately, OER is at times undertaken by individual institutions in isolation from OER work being done at other VCCS institutions. Hosting OER repositories through Springshare's LibGuides platform solves this problem, by making these materials accessible statewide. This will enable VCCS institutions to benefit from the work Reynolds has done is creating these repositories and to share OER across institutions by creating their own OER repositories on the LibGuides platform.

Session Two

3:00 - 3:45 p.m.

Roanoke G

Ballroom Level

Recommended for: Faculty, Student Services, Adjuncts

Interested in: Exhibitor Integrated Student Support

Audience level: Intermediate

Intrusive Academic Advisement: Forwarding Academic Persistence and Progression in Nursing

Judith Dunn, ATI Nursing Education

Intrusive advisement undertaken in the initial weeks of the nursing program functions as an early alert system, and is an appropriate conduit to relationship building between student and nursing faculty advisor, as well as a proven strategy to enhance student motivation to persist.

Today, students entering college are often 1st generation, represent demographics heralding an increased risk for attrition, demonstrate behaviors signaling decreased academic self-efficacy, value positive relationships with faculty advisors, and benefit from proactive, deliberate, structured interventions to promote academic persistence.

Nursing educators typically perform an additional role as academic advisors. Success in this pivotal responsibility benefits from increased awareness of the difference between

academic planning (progression of courses with attention to pre-/co-requisites) and academic advising (deliberate, structured, data-informed counseling).

Intrusive advisement initiated in the first weeks of the nursing program functions as an early alert system and is an appropriate conduit to relationship building between students and nursing faculty advisors, as well as a proven strategy to enhance student motivation to persist and succeed. The prescriptive nature of this advisement model causes faculty to evaluate student-generated data, approach advisees pre-emptively before academic risk emerges, and employ teaching expertise to proactively construct strategies addressing anticipated challenges to persistence and progression. Advisees are assisted in determining obstacles to academic achievement and are educated on all options available to permit and enhance ownership—and improvement—of their nursing program outcomes.

Session Two 3:00 - 3:45 p.m.

Roanoke H Ballroom Level

Recommended for:
Faculty, Deans/VPs/Presidents,
Student Services, Adjuncts,
Blackboard Admins

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

How to Create Teamwork Among Students: Projects to Papers Using Design Thinking

Dianne Stanbach, Tidewater Kristin Machac, Radford University

The pros and cons of teamwork within the classroom will be briefly discussed, for both online and face-to-face classes. The presenter will share insight into a design thinking approach to curriculum development for group projects. Proven strategies will show how during the brainstorming stage visually engaged students more readily transition to writing assignments.

Learn how to 'spice up' your approach to curriculum and group projects with design thinking methodology. this presenter will share with attendees her knowledge of and experience with Design Thinking: why and how she became enthralled with the possibilities of curriculum creation and enhancement using such approach. She will share the start of her M.F.A in Design Thinking, where the road to this terminal degree has led her so far and where it will take her.

Learn how to embrace, perhaps even embolden your students so they can think beyond traditional brainstorming exercises. Curriculum design needs to be adjustable and flexible, and instructors need to seek more than just recognition of different learning styles. From a more artistic angle (even if faculty do not see themselves as artistic), combined with a challenged-based learning approach to curriculum, students can overcome the fear of group work failure. The transition to reflective and analytical writing comes more naturally using design thinking strategies, as the presenter will prove. A guest speaker, who teaches design thinking at Radford University, will assist the speaker for the Q & A portion of the discussion.

Session Two 3:00 - 3:45 p.m.

Mill Mountain

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Classified Staff, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Intermediate

Promoting Simulation for Learning, Assessment, and Evaluation across the Curriculum

Kathleen Mongiovi, John Tyler

Nursing education requires standards of excellence identified by multiple regulating and accrediting agencies that promote high-stakes performance upon graduation to ensure safe practice. Today's students face increasing demands upon entry into practice to ensure optimal patient outcomes. Effective learning from simulation need not be limited to nursing used across the curriculum to improve psychomotor and affective learning thereby improving program learning outcomes.

Nursing education has been at the forefront of evidence based practice and evaluation. The nursing process identified the importance of assessment and evaluation from patient care to program standards. Maintaining accreditation requires self-assessment of multiple elements and methodologies. Due to limitations placed on nursing education to provide minimal clinical time and hours, the NCSBN identified guidelines regarding incorporating simulation into nursing curricula Currently, Virginia requires 500 clinical hours of which 25% may be used for simulation. INASCL (2016) published Standards of

Best Practice: Simulation that set the expectations of simulation within nursing and other healthcare fields to promote excellence. As other industries are faced with high-stakes, high-risk education and losses of practice settings, simulation can be applied to a variety of learning forums. Simulation is more than just incorporating role-play. It is the development of the appropriate knowledge, skills and attitudes. Reflective learning plays an important role in moving the educational experience from the knowledge realm to true memory. Through repetitive practice and experience, students are able to identify what elements of the learning environment they will bring to the workforce, how to apply skills learned in the classroom, and what attitudes and beliefs are important. Learning is more than just being able to answer test questions correctly. As educators study models of simulation in nursing and other industries standards of excellence help to define expected levels of assessment for students and standardized program evaluation. Applicability to additional industries help to promote standards of excellence across both higher education and the industries that institutions of higher education prepare students to enter.

Session Two 3:00 - 3:45 p.m.

Buck Mountain *Ballroom Level*

Recommended for: Faculty, Deans/VPs/Presidents, Adjuncts, Blackboard Admins

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

The Value of Faculty Presence in Online Courses: From Research to Practice

Dawn Kolakoski, Northern Virginia Will Hatheway, Northern Virginia Nillab Pazhwak, Northern Virginia

Jazz up your presence in online courses with engaging discussion boards, fun ice breakers, creative announcements and improved feedback to increase student retention. Learn more about our research on faculty presence and online student success at NOVA and apply new strategies to increase instructor to student interaction. Recent research to investigate the reasons for low student success rates in 50 of Northern Virginia Community College's online courses found that a diminished faculty presence was the critical factor in the loss of students in 78% of the courses, clearly affecting student retention. We can extrapolate from this data that students who feel alone in their online studies are more apt to withdraw, fail, or disappear. At this workshop, we will briefly share the results of this research and then work with participants to create fun icebreakers, engaging discussion boards, creative announcements and improved feedback to increase and improve faculty presence with the goal of increasing student success rates and retention. Examples of exemplary faculty presence in courses with successful completion rates will be shared. Participants will return to their online classes with increased skills in writing engaging discussion board prompts, leading robust online discussions, using the announcements feature effectively and creating quality feedback to improve student engagement, success and retention. Additional resources on improving faculty presence will be provided.

Session Two 3:00 - 3:45 p.m.

Brush Mountain

Ballroom Level

Recommended for:

Interested in: Effective Business Processes

Audience level:

The ABCs of Three Ds: Managing Disabled, Distressed, & Disruptive Students to Foster Student Success (Oh, and Comply with the Law)

Greer Saunders, Virginia's Community Colleges

Colleges must comply with federal and state laws that protect individuals with disabilities from discrimination. These laws are designed to enable individuals to satisfy essential course functions with or without reasonable accommodations. Providing appropriate accommodations can mean the difference between success and failure for many students. In addition to obvious physical disabilities, colleges must respond to students with cognitive, learning, and mental disabilities. These conditions, unaccommodated or improperly accommodated, can lead to missed classes, classroom disruptions, and failing grades. The worst-case scenario is that the student simply may quit.

What role can faculty and staff play to help students who are disabled, distressed and maybe even disruptive? This session will provide an overview of applicable law and discuss the college's legal obligations. It will include case studies for discussion and practical tips.

Session Two

3:00 - 3:45 p.m.

Tinker Mountain

- "

Ballroom Level

Recommended for: Faculty, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Intermediate

Moving Beyond "For or Against": Integrating Fiction into the Composition Classroom

Catherine Gaiser, Northern Virginia

Often, the composition class' approach to teaching argument forces students to "choose a side" in a controversial debate, leading to predictable essays whose underpinnings are based on Googling. This presentation will show how arguing about literature forces students beyond this binary approach while demanding the skills that composition instructors prize.

In her 2011 article "A Textbook Argument: Definitions of Argument in Leading Composition Textbooks," Abby Knoblauch examines the way in which a handful of texts "are attempting to broaden the definition of argument beyond the pro-con debate" (250). She states "that while traditional argument is essential, as is persuasion itself, we do our students (and ourselves) a disservice by not taking seriously a wide variety of definitions, practices, and goals of argument within popular composition textbooks" (245). I agree.

My presentation will propose that one primary pitfall of teaching argument is not selecting the wrong pedagogical approach, but selecting the wrong readings. To that end, I will explain how writing about short fiction precludes a "for-or-against" response in a way that arguing about issues such as gun control or health care reform cannot. In addition, treating fiction as a debatable topic sharpens student's research, analytical, and critical thinking skills. Introducing the idea of multiple interpretations of a single work encourages them to abandon a binary approach to persuasive writing.

I will show how arguing about literature demands the skills that composition instructors prize: close reading, comprehension, annotation, analysis, outside research, integration of sources (including MLA), and constructing a cogent defense of a thesis statement. These skills align with the course objectives of composition classes.

I will distribute the following materials to attendees: one piece of flash fiction for discussion, a list of instructive stories, and a packet of in-class activities and that can be (1) adapted for any story, (2) used for multiple purposes, and (3) completed individually or through collaboration.

It is especially important in the current political climate that students resist the temptation to adopt simplistic stances to complex topics. Reading fiction to develop an open-minded, multi-faceted approach to argument is a good start.

Knoblauch, Nancy. "A Textbook Argument: Definitions of Argument in Leading Composition Textbooks." College Composition and Communication, vol. 63. no. 2, December 2011, pp. 244- 268. JSTOR. Stable URL: http://www.jstor.org/stable/23131584.

Session Two

3:00 - 3:45 p.m.

Monroe

Conference Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Classified Staff

Interested in:

Integrated Student Support

Developing an Enrollment Management Plan

Julie Ranson, John Tyler Scott Meredith, John Tyler

Learn how to develop an enrollment management plan for recruitment and retention by effectively using resources and institutional strengths.

Recruitment and retention are the watchwords of the day. Both activities are essential to effective enrollment management year after year. Hear how to develop an enrollment management plan that takes into account your institution's resources, staff, and capabilities. Session presenters will also highlight effective activities at their institution that result in higher than average enrollment metrics.

Session Two

3:00 - 3:45 p.m.

Wilson

Conference Level

Recommended for:

ΑII

Interested in:

Integrated Student Support

Audience level:

Beginner

Achieving Pathways Goals with Student-Centric Design: Fostering Goal-Based Student Decision Making

Nina Lyon Bennett, EAB

This session will teach leaders how to proactively guide students to their best decisions throughout career and program selection by elevating the role of advisors as part of pathways reform, increasing student exposure to quality faculty interactions, and directing students who are falling off pathway.

While structured meta-majors reduce the credit penalty for switching programs within that meta-major, they don't mitigate the risk of students selecting the wrong academic path to begin with. Community college students are likely to have either limited exposure to potential careers or have received misinformation as part of their prior educational or work experiences, making the risk of choosing incorrectly even higher. This session will teach leaders how to proactively guide students to their best decisions throughout career and program selection by elevating the role of advisors as part of pathways reform, increasing student exposure to quality faculty interactions, and directing students who are falling off pathway.

Session Two - Three

3:00 - 4:45 p.m.

Washington

Conference Level

Recommended for:
Deans/VPs/Presidents, Faculty,
Student Services, Classified Staff

Interested in: Effective Business Processes Integrated Student Support

Audience level:

Focus Group Invitation: Response to Legislative Mandate on Advising and Comprehensive Support Services

Van Wilson, Virginia's Community Colleges Julie Ranson, John Tyler Pam Hilbert, Northern Virginia Jennifer Lerner, Southside Virginia

The audit by the Joint Legislative Audit Commission (JLARC) identified several recommendations for improving the scope, scale, and delivery of advising and comprehensive support services at VCCS colleges. An advising steering committee was formed in December 2017 to review the recommendations and begin the work of researching current practices and planning a comprehensive response to the specific recommendations by June 1, 2018. The steering committee is inviting faculty and staff to review the recommendations and provide input on developing a response that describes current advising processes across the VCCS, identifies a comprehensive approach for improving the capacity of colleges, and identifies resources needed to improve student advising and support. The response will also include proposed policy language, if needed, and a proposal for a system-wide student success strategic plan. You are invited to join this session to learn more about the work to be done and to provide constructive feedback. This is a working session in which attendees will be asked to participate via discussion, polling, and written response.

Session Two

3:00 - 3:45 p.m.

Harrison/Tyler

Conference Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services

Interested in:
Innovative Teaching and Learning

Audience level: Intermediate

AES + GPA = MM: A First Look at Multiple-Measure English Placement

William Ziegler, Reynolds Michael Weiser, Thomas Nelson

The presentation reviews English placement data from two community colleges before and after the VCCS adopted a multiple-measure policy for entering students, with the aim of critiquing multiple measures v. automated essay scoring as methods of assessing college students' writing and reading skills.

Departing from a 20-year practice of relying on commercial computerized tests as the main instruments for English and mathematics placement, the Virginia Community College System in March 2017 began offering newly enrolled students the option of qualifying for credit-level courses on the basis of high school grades. Driving the move was a desire to reduce barriers to enrollment, thereby "attracting qualified students and keeping them in our community college programs" (VCCS Initiative Update, 2017). However, because the new measure uses overall high school GPA rather than grades in

reading—and writing—intensive courses, some faculty have worried that students with weaker reading and writing skills may be steered into college credit courses. This session will present results of a study of data from Reynolds and Thomas Nelson Community Colleges seeking to answer these questions: (1) Are students receiving the GPA waiver more likely to enroll in classes than those who must take the placement test (achieving the goal of "attracting qualified students")? (2) What has been the impact, if any, on the volume and the outcomes of the English placement test? (3) What are the success rates of ENF3-placed students in credit-level courses? The session will also critique the design of the computerized Virginia Placement Test (VPT) for English, discussing the test's use of rhetorical genres and outcomes of the test for various demographic groups, leading to a final question: is assessment for placement evolving further away from direct assessment of reading and writing?

Session Three

4:00 - 4:45 p.m.

Shenandoah A

Upper Level

Recommended for:

All

Interested in:

Effective Business Processes

Audience level: Beginner

Exploring the Shifting Demographics at Virginia's Community Colleges

Kate Haselhorst, Virginia's Community Colleges Chris Lee, Virginia's Community Colleges

This session will explore the diverse landscape of our community colleges and include a discussion on how to develop and maintain an inclusive environment. We know diversity is important. Not only has research shown it improves decision making, employee retention, and innovation, it also has a positive impact on student success. Students who learn in a diverse and inclusive environment achieve greater intellectual growth and academic skills, and they have better education outcomes, increase cognitive development and increase satisfaction with their college experience.

We also know that the Virginia Community College System is extremely diverse and its diversity continues to progress. Since the inception of the Chancellor's Task Force on Diversity in 2014, the VCCS has intentionally focused on monitoring diversity and inclusion throughout our 23 institutions. College demographics are compiled annually at the System Office to track our changing student and faculty populations. These demographics are used to enhance strategic initiatives system wide.

This interactive session will provide highlights from the data compiled and an overview of diversity and inclusion initiatives taking place throughout the VCCS.

Session Three

4:00 - 4:45 p.m.

Shenandoah B

Upper Level

Recommended for:
Deans/VPs/Presidents

Interested in:

Chancellor's Special Sessions (by invitation only)

Audience level: Advanced

2017 FALA Project—Improving Transferability: Case Studies

Tamra Lipscomb, Dabney S. Lancaster Cindy Wallin, Central Virginia Faison Dana, Blue Ridge Christian Mason, John Tyler David Braun, Southside Virginia Katherine Clatterbuck, Southside Virginia

2017 FALA team members from BRCC, CVCC, DSLCC, JTCC, PVCC, and SVCC will explore their immersion project topic and present recommendations to the Chancellor and leaders throughout the VCCS.

The 2017 Faculty and Administrators Leadership Academy (FALA) focused on the development of VCCS leaders through the practical application of theory and real world problem solving. Participants were divided into five teams, expanding upon their professional role and college campus knowledge to address a VCCS challenge at the direction of the Chancellor. Selected topics included: Improving Transferability, Blending Credit and Non-Credit, K12/Community College Partnerships, Improving Completion Rates for Underrepresented Populations, and Increasing Diversity of Faculty and Administrators in the VCCS. Teams have been working together since September to explore their topics and form recommendations which they will present to the Chancellor and leaders throughout the VCCS.

2017 FALA Project—Blending Credit & Non-Credit: Best Practices

Keisha Samuels, Thomas Nelson - Hampton Todd Estes, Tidewater Wendy Miller-Edwards, Paul D. Camp Heather Eckman, Thomas Nelson Olivia Reinauer, Tidewater Nicole Walker, Tidewater

2017 FALA team members from PDCCC, TNCC, and TCC will explore their immersion project topic and present recommendations to the Chancellor and leaders throughout the VCCS.

The 2017 Faculty and Administrators Leadership Academy (FALA) focused on the development of VCCS leaders through the practical application of theory and real world problem solving. Participants were divided into five teams, expanding upon their professional role and college campus knowledge to address a VCCS challenge at the direction of the Chancellor. Selected topics included: Improving Transferability, Blending Credit and Non-Credit, K12/Community College Partnerships, Improving Completion Rates for Underrepresented Populations, and Increasing Diversity of Faculty and Administrators in the VCCS. Teams have been working together since September to explore their topics and form recommendations which they will present to the Chancellor and leaders throughout the VCCS.

Session Three

4:00 - 4:45 p.m.

Pocahontas B

Upper Level

Recommended for: Faculty, Deans/VPs/Presidents, Adjuncts

Interested in:

Effective Business Processes

Audience level: Intermediate

Session Three

4:00 - 4:45 p.m.

Appalachian

Upper Level

Recommended for: Faculty, Adjuncts

Interested in:

Innovative Teaching and Learning

Audience level: Beginner

Partnering with Our Adjuncts as They Partner with Us

Ursula Bock, Thomas Nelson

Comments will address the institutional perspective, but will also be grounded in the findings of an adjunct faculty survey conducted by Thomas Nelson's Faculty Senate and suggestions for addressing the concerns it brought to light.

The overriding emphasis will be on the importance of reciprocity in the relationship between the institution and its adjunct faculty. We will explore practical ways to accomplish this. Among the topics to be addressed are the following: effective onboarding of new adjuncts, best ways to work with varied levels of teaching experience, optimal departmental and organizational support including guidance with syllabus development, and preparation for faculty evaluation.

A time for comments or questions from the audience will conclude the session.

Analog Teaching in a Digital World

Jay Steere, Northern Virginia Susanna Ferrara, Northern Virginia

Rediscover the value of pens, paper, crayons, sticky notes, and other realia in everyday instruction. We will provide a number of strategies for engaging students with physical objects and promoting the kind of concentration and discovery that comes when freeing them from digital distractions.

"Can you please put that phone away?" is often a constant refrain in today's classrooms. Instead of policing our students' technology use, though, let's consider ways in which we can create a culture where students learn to value the work that they can produce with real things and with real people. This presentation will seek to help you identify ways in which you can foster student engagement and learning through various activities that you can apply to various teaching situations across a number of disciplines. The New Horizons conference allows us all to explore new instructional technologies, but using those tools requires us to think more deeply about opportunities wherein we can shut down technology, wake up students' critical thinking practices, and challenge them to think more deep without distraction.

Session Three

4:00 - 4:45 p.m.

Roanoke E

Ballroom Level

Recommended for:

Faculty, Deans/VPs/Presidents

Interested in:

Innovative Teaching and Learning

Audience level:

Beginner

Pulling Together: STEM-Humanities Partnerships to Foster Responsible, Global Thinking

Gillian Backus, Northern Virginia

This session presents four replicable models of community college curricula that address global issues through interdisciplinary STEM-Humanities frameworks and content. When we think about student success, we don't think only of mastery of content, but of the ability to generate original and inventive ideas based on that content, the ability to effectively communicate those ideas, and to integrate knowledge across disciplines. Understandably, faculty focus on expertise and content in their disciplines. However, today's global issues require an interdisciplinary approach. Faculty and students at Montgomery College in Maryland and Northern Virginia Community College explore compelling global issues such as hunger, sustainable energy, and water through integrated STEM-Humanities curricula. This session presents four replicable models of community college curricula that address global issues through interdisciplinary STEM-Humanities frameworks and content. Participants in this workshop will break into small groups to explore ways to cultivate STEM-Humanities partnerships in their own contexts and will receive tools and handouts to do so. Be pulling together multiple discipline experts, we will have rich discussions about global issues that can then be repackaged as learning modules for students.

Session Three

4:00 - 4:45 p.m.

Roanoke F

Ballroom Level

Recommended for:

ΑII

Interested in:

Innovative Teaching and Learning Concept-based Nursing

Audience level:

Beginner

Augmented and Mixed Reality in the Classroom

Garry Putland, Pearson Immersive Learning

HoloLens is the world's first untethered augmented reality system. Join Pearson to see how this next generation of devices can be used to create memorable and effective learning experiences.

In Augmented Reality the viewer can still see the environment around them but content powered by the headset—usually a 3D holographic model—is superimposed over their current surroundings.

In doing this, AR allows the user to walk around and interact with said model and analyze it from different angles or select specific areas with which to interact.

The user can be guided by voiceover located in the headset and only needs to use their hands and own body movements to control interactivity within the environment. This is the very cutting edge of mixed reality technology and is incredibly intuitive. Join Pearson Immersive Learning and partner HoloLens in this presentation of cutting edge instruction.

Session Three

4:00 - 4:45 p.m.

Roanoke G

Ballroom Level

Recommended for:

Faculty, Deans/VPs/Presidents

Interested in:

Concept-based Nursing

Making Clinical Meaningful Conceptually

Tammy Pleasant, Elsevier

How do we transition to a new curriculum and still ensure that our students have the best clinical experience possible?

New Curriculum! How do we transition to a new curriculum and still ensure that our students have the best clinical experience possible? Tammy Pleasant will provide best practices of how to plan and prepare students for a meaningful clinical experience.

Session Three

4:00 - 4:45 p.m.

Roanoke H

Ballroom Level

Recommended for:

Αll

Are You OK with Cultural Diversity?

Ellyn Hodgis, Tidewater

The VCCS Diversity and Inclusion initiative supports serving a diverse population. How do we look beyond our own worldview, values, and biases, to meet the needs of the many communities that we serve?

Chancellor Glenn DuBois, stated that "Serving Virginia's 21st century students, helping them succeed requires Virginia's Community Colleges to construct a faculty and staff

Interested in:

Innovative Teaching and Learning

Audience level:

Beginner

that embraces the diversity of our communities and fosters a spirit and practice of inclusivity."* This session will discuss the prevailing American cultural values, and compare cultural variances. Concepts such as locus of control, time orientation, and personal vs. societal responsibility will demonstrate fundamental differences in cultural perspective, and behaviors. Examples of each concept will be provided, and attendees will be encouraged to participate in interactive scenarios.

Objectives include defining culture, generalization, worldview, and values. The presentation will include demographics of our student population, and concepts to enhance interactions with marginalized groups, will be suggested. Ideally, participants will reach the conclusion that rather than "Do unto others, as you would have them do unto you," you should "Do unto others, as they would do unto themselves." Enhancing cultural competence can improve communication, access and outcomes, and help to foster that spirit of inclusivity.

*Chancellor Glenn DuBois Nevada System of Higher Education Diversity Summit Truckee Meadows Community College Reno, Nevada Friday October 11, 2013

Session Three

4:00 - 4:45 p.m.

Mill Mountain

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Adjuncts

Interested in:
Peer Group – Distance Ed

Audience level: Beginner

NASA Digital Badging and Online Professional Learning Communities for STEM Educators

Anne Weiss, Tidewater

This session will provide an overview of online NASA education resources, specifically digital badging and learning community platforms for educator professional development. While primarily designed for STEM and administrative faculty (e.g., professional development managers), this workshop will also highlight content for students.

Given budget, geographic, and time constraints, STEM educators increasingly turn to the internet for professional development (PD) that fits with their individual content and pedagogical needs. NASA Langley Research Center's Office of Education oversees the management of both an online professional learning community (PLC) and a digital badging system, two popular methods for delivering PD. Online PLCs provide members with environments that support long-term collaborative partnerships for exchanging STEM content and development or modification of course activities. Meanwhile, digital badging, or micro-credentials, are online certifications of learning experiences that tell a story about an educator's knowledge and skills. All told, NASA seeks to promote high-quality STEM education that leverages the agency's unique assets while at the same time it inspires the next generation of scientists and engineers.

Session Three

4:00 - 4:45 p.m.

Buck Mountain

Ballroom Level

Recommended for:
Faculty, Deans/VPs/Presidents,
Student Services, Adjuncts

Interested in: Integrated Student Support

Audience level: Beginner

Incorporating Early Childhood Student Supports for Success across Systems and Classrooms

Kim Gregory, Virginia Western Martha Tucker, Danville Bonnie Graham, New River

Come hear about our first year with The Davenport Institute for Early Childhood Development, a Virginia Community College System initiative, designed to support educational access and success to early childhood professionals in Southside and Southwestern Virginia. Learn about how we developed a regional plan that incorporates academic and professional supports.

The Davenport Institute for Early Childhood Development is an innovative project, established in the fall of 2017 with a 1 million dollar gift from Ben and Betty Davenport. The mission is to create a talented workforce to educate Virginia's future by ensuring access to high quality training and education for individuals working in early childhood programs and increasing access to quality child care options for all working parents. The four community college faculty members (Virginia Western, New River, Danville, and Patrick Henry) and the Institute Director are working tirelessly to develop a program that

offers academic coaching and support, on the job mentoring, an incentive plan to break down student barriers, celebrations of success, and outcomes data and results that support statewide expansion. Participants in this interactive session will hear the story of our first year; lessons learned, successes, and challenges. The focus will be on coordination between both on the job coaching and academic navigation, shared support across departments within and across the colleges, integration of coursework into professional behavior, community involvement in the colleges' early childhood programs, integration of community and professional resources, and development of data plans and tools. Additionally, there will be opportunities for the sharing of ideas as they relate to a holistic view of student success; how can we work together within and across colleges and professional communities to improve and elevate the workforce?

Session Three

4:00 - 4:45 p.m.

Brush Mountain

Conference Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Classified Staff

Interested in:

Integrated Student Support Effective Business Processes

Creating a Streamlined Application for Admission

Heather Sorrell, Virginia's Community Colleges

Come see the new VCCS Admissions Application, launching soon at your college! VCCS College and System Office staff have been diligently designing a new application for admission for VCCS students over the last year. The final product launches in a few short weeks! Come see your new application! We will review the student experience, as well as the new staff tools for outreach, reporting, and processing of applicants.

Session Three

4:00 - 4:45 p.m.

Tinker Mountain

Ballroom Level

Recommended for:

Faculty, Deans/VPs/Presidents, Student Services, Classified Staff, Adjuncts

Interested in:

Innovative Teaching and Learning

Audience level:

Beginner

Energize Student Resumes with Non-Traditional Approaches

Melissa Stange, Lord Fairfax Henry Coffman, Lord Fairfax

Five primary ways to better prepare our students outside the classroom are (1) participation in individual and team competitions, (2) summer internships, (3) real course projects, (4) clubs, and (5) community service. Hear first-hand from students, faculty, and partners on this approach energizes a student's resume.

As John Holt said - "Learning is not the product of teaching. Learning is the product of the activity of learners." This session will focus on five primary ways to better prepare our students outside the classroom. These focus areas will be (1) participation in individual and team competitions, (2) summer internships, (3) real course projects, (4) clubs, and (5) community service. These focus areas are not new to educators. It is often common to do one or two of them, but combining all of them has shown positive results in the Cybersecurity and Computer Science programs at LFCC. Hear first-hand from students, faculty, and business partners on how learning outside the classroom brings life to lectures and skills on the resume. The approach taken can be used for any discipline, it only takes an educator with passion and dedication to go beyond automated grading and textbook homework problems.

Session Three

4:00 - 4:45 p.m.

Monroe

Conference Level

Recommended for:

Αll

Interested in:

Innovative Teaching and Learning

Brain Science and the Future of College Instruction: Insights and Applications

Michael Babcock, Central Virginia

Neuroscience is providing powerful new insights into how we can engage students more effectively in real-time learning in the classroom. Simple techniques and small adjustments in our teaching methods can make a big difference in how much our students learn and retain. This presentation focuses on how teachers in all disciplines can activate the neural pathways of their students through narrative, sensory stimulation, and collaborative inquiry.

Audience level: Intermediate

The recent and dramatic growth in neuroscientific knowledge is providing new insights into the nature of effective teaching and learning. Researchers are finding that simple techniques and small adjustments in our teaching methods can make a big difference in how much our students learn and retain. This presentation will focus on three scientific findings that directly impact our effectiveness in the classroom: how the brain responds to narratives, sensory stimulation, and collaborative inquiry. Specific examples will be drawn from the field of composition instruction, but the principles and applications are relevant for teaching in any discipline.

Session Three

4:00 - 4:45 p.m.

Wilson

Conference Level

Recommended for: Faculty, Classified Staff

Interested in:
Peer Group – Distance Ed

Audience level: Beginner

Using an Online Virtual World for Multi-Disciplinary Collaboration and Distance Learning

Shahnaz Kamberi, Northern Virginia

This session includes a discussion and demonstration of a successful connection between online nursing informatics, students with onsite computer information sciences, and students to teach collaborative skills, project management, and programming.

In this talk, I will summarize and report on a 2014 collaborative effort I was involved in with Chamberlain College of Nursing, in using Second Life (a mass multiplayer online virtual world environment) for distance education and multi-disciplinary collaboration.

The collaborative effort started with the objective of honing in on the online Nursing Informatics (NI) students' project management and collaborative skills; and for Computer Information Sciences (CIS) students to collaborate with clients, learn scripting and important computer programming logic and design concepts.

The online NI students conceptualized their simulation or gaming projects and seek assistance from the CIS students who act as their vendors. The client/vendor relationship is established to bring the project to fruition; to date, 7 simulations have been developed in Second Life.

The program was successfully implemented in an online environment, with all meetings conducted remotely. This program has provided an opportunity for CIS students to collaborate with nursing students. The program provides CIS students with actual project development skills including benchmark and deadline goals, and feedback related to their programming efforts. The NI students experience project management from conception through implementation regarding advancements in healthcare technology in a Virtual Learning Environment that is not always available to students in actual clinical environments.

I will summarize the status of this effort today and what I plan on doing with the lessons learned from this project in the future.

Session Three 4:00 - 4:45 p.m.

Harrison/Tyler

Conference Level

Recommended for: Faculty, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

To Think, To Speak, & To Write: The Answers to Impactful Student Learning

Sabrina Ricks, Northern Virginia

This session emphasizes the need for instructors to ensure students are strong critical thinkers, writers, and speakers regardless of discipline. You will learn innovative pedagogical practices that motivate, transform, and engage students. Finally, you will learn how thinking, writing, and speaking impact your class evaluations, career, and the workforce.

Did you know that many college graduates are unprepared and uncomfortable critically thinking, speaking, and writing in the workplace? Dr. L. Dee Fink (2013) completed research that concluded many college graduates struggle to demonstrate their ability to critically think, speak, and write based on reported interactions in the workplace. This should be a concern for professors around the nation because it still impacts the success of our students today. The current workforce requires employees who are equipped and capable of basic skills upon hire which saves time during the onboarding process. The

call to action is for professors (full-time and part-time) to raise standards for students across disciplines to exercise these areas of concern by demonstrating and practicing these valuable tools in the classroom. Your instructional practices may transform to ensure students are learning in an engaging and significant manner that translates into what they can expect in the workplace. As faculty, we are responsible to prepare students to be successful in the careers they choose.

This session will provide innovative teaching methods that ensure students practice thinking, speaking, and writing. Among the methods to be discussed include: debates, critical thinking discussions in class and online, role-playing, speaking and writing projects, and more. I will also highlight some suggestions provided in Dr. Fink's (2013) book *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. I will highlight Fink's (2013) suggestions for teaching including active learning, writing to learn, small-group learning, reflecting on one's learning, and instructional technology. We will also discuss course design, components of teaching, new ways to think about teaching, and how to make learning significant. The implication is for faculty to improve the learning experience for students who will have more success within their chosen careers based on the foundation provided during the college journey. There will be large and small group discussions, instructional examples, and case studies that will allow you to learn and engage in best pedagogical practices. Handouts will be provided.

BEGIN THURSDAY, APRIL 12, 2018

Caccian	Opening	Nurcina	Dlanary
26221011	Opening	ivui siiig	rielialy

8:45 - 10:00 a.m.

Washington

Conference Level

Recommended for:

Faculty

Interested in:

Concept-based Nursing

Implementing Your CBC—3 Secrets to Success

Tim Bristol, NurseTim®

This nursing plenary session will offer your team concrete strategies to Start Today and to Start Strong.

We will explore what success will look like in the VCCS Concept Based Nursing (CBC) as faculty unite to improve outcomes and satisfaction for all. The session will focus on the evidence-base that has driven the adoption of the CBC nationwide. Through the curriculum that was developed, we will explore how the CBC will positively impact classroom, lab, and clinical learning.

Session Four

9:15 - 10:00 a.m.

Shenandoah A

Upper Level

Recommended for:

Αll

Interested in:

Effective Business Processes

Audience level: Intermediate

Retirement 101—What are the Options, Choices, Decisions, and Plans Everyone Must Know

Christopher Lee, Virginia's Community Colleges Belinda Stockton, Patrick Henry Teddy Martin, Patrick Henry

Learn about or refresh your memory regarding the many ways to save for retirement—both mandatory and supplemental options—available to VCCS employees. This session is designed to help faculty and staff decipher the complicated alphabet soup and details related to VRS, ORP, SSN, 457, 403b, Hybrid, Roth and other retirement-speak choices, options, ideas and related benefit matters. There is a robust question and answer session built into the design of this interactive program.

Session Four

9:15 - 10:00 a.m.

Shenandoah B

Upper Level

Recommended for:

What's NEW in OER?

Shawn Shields, Germanna Cheryl Huff, Germanna

Come see the exciting developments in the Open Educational Resources (OER) world. Learn about how the abundance of new resources and open textbooks can help you

Faculty, Deans/VPs/Presidents, Student Services, Classified Staff, Adjuncts

Interested in:
Peer Group – OER
Innovative Teaching and Learning

Audience level: Beginner customize your class and lower costs for your students to improve retention and enrollment.

There have been lots of exciting developments in the Open Educational Resources (OER) world! Come and learn about how the abundance of new resources and open textbooks can help you customize your class and lower costs for your students to improve retention and enrollment. The first part of this presentation will discuss the "what, why, and how" of OER, including an introduction to Creative Commons licensing and advanced search techniques. The second will offer a first-hand look into how converting to OER is much easier now, but just as rewarding as in the past. Discussion is welcomed throughout the session.

Session Four

9:15 - 10:00 a.m.

Pocahontas A - Computer Lab Upper Level

Recommended for: Faculty

Interested in:
Innovative Teaching and Learning
Peer Group – Distance Ed

Audience level: Beginner

Making Blackboard Your Friend

Donna Levy, Reynolds

Learn about the links that faculty can release that the Blackboard Admins might not provide.

There are many elements hidden in Tools that provide faculty effective tools for retention and feedback, and help with time management for you and your student that can be forgotten or lost in Blackboard. Some of the elements will include that eye icon that you do not have any idea what it is for, Adaptive Release, Retention link that is the same software as what we call SAILS, Data Management. Once you find these, you will wonder why we weren't introduced to these earlier. This is all effective and helpful if you teach online or face-to-face, so all are welcome.

Session Four

9:15 - 10:00 a.m.

Pocahontas B

Upper Level

Recommended for:

Interested in:

Audience level:

Preventing Early Attrition: Understanding Enrollment Pain Points

Fleming Puckett, EAB

This session will focus on an interactive exercise designed to better understand the non-linear path of college enrollment, and self-reflect on institutional pain points.

Research suggests that the first 60 to 90 days of contact with a college is the most critical time to position students for success. Although administrators often imagine that they have created a linear onboarding process, EAB secret shopping exercises and interviews with students revealed a maze of overwhelming steps. A wrong turn in the enrollment process results in mistakes such as signing up for a degree without financial aid or unnecessary placement into developmental courses—high-cost errors that dramatically lower retention and completion rates. Our research provides college leaders with a playbook to replace the traditional student services matrix built around administrative silos with a system built to support critical student decisions and prevent early dropout. This session will focus on an interactive exercise designed to better understand the nonlinear path of college enrollment, and self-reflect on institutional pain points.

Session Four

9:15 - 10:00 a.m.

Appalachian

Upper Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Classified Staff,

Adjuncts

Interested in:

Innovative Teaching and Learning Effective Business Processes

The New VCCS General Education Outcomes: Faculty Feedback Opportunity

Catherine Finnegan, Virginia's Community Colleges Eric Vanover, Germanna Stacie Deaver, Virginia Western Jennifer Van Curen, Lord Fairfax

VCCS is revising its General Education Outcomes to meet the needs of students in the 21st century. Participants will learn about the proposed policy and have a chance to share their ideas.

In July 2017, SCHEV approved its new policy on general education assessment. In order to comply with this new policy, VCCS is reviewing and revising its policy on general

Audience level: Beginner

education outcomes. A task force of faculty, administrators and librarians representing all 23 community colleges has been working since October to identify key areas of knowledge and skills for all VCCS graduates. Faculty representatives from this task force will describe the process, share the draft policy language, and solicit input from audience members on this new policy.

Session Four

9:15 - 10:00 a.m.

Roanoke E

Ballroom Level

Recommended for:

Αll

Interested in:

Innovative Teaching and Learning

Audience level: Beginner

Centers for Teaching and Learning Roundtable

Fred Stemple, Tidewater Ghazala Hashmi, Reynolds Amanda Burbage, Tidewater Thomas Lee, Tidewater

An interactive roundtable for those involved or interested in faculty professional development to collaborate and share practices. Using the collective knowledge and experiences of the attendees, participants will identify current and future practices, networking opportunities, and potential collaborative efforts that positively enhance teaching and learning excellence within the colleges across the VCCS.

This session will provide an opportunity for those involved in faculty professional development and/or centers for teaching and learning to collaborate and share practices. Individuals who are interested but not currently involved in this arena are also invited to participate. This interactive session will include discussion and collaborative activities on such topics as program structure, professional development offerings, faculty involvement, departmental collaboration, and overcoming challenges. Using the collective knowledge and experiences of the attendees, participants will identify current and future practices as well as potential collaborative efforts that positively enhance teaching and learning excellence within the colleges across the VCCS.

Session Four

9:15 - 10:00 a.m.

Roanoke F

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Adjuncts

Interested in: Exhibitor

Audience level:

Using Cutting-Edge Technologies and AI to Analyze Student Writing

Chad Warner, McCann Associates

This insightful, interactive discussion will explore the benefits advanced technologies and Artificial Intelligence bring to learning institutions. Presenters will share advancements in technology designed to assist faculty and administrators in the measurement of student writing proficiency across the curriculum.

This insightful, interactive discussion will explore the benefits advanced technologies and Artificial Intelligence bring to learning institutions. Presenters will share advancements in technology designed to assist faculty and administrators in the measurement of student writing proficiency across the curriculum.

Join is for what promises to be a highly informative discussion of new and innovative writing analytics and AI technologies.

Session Four

9:15 - 10:00 a.m.

Roanoke G

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Adjuncts

Interested in:

Innovative Teaching and Learning Exhibitor

Audience level:

Investigating Technology "Master Your Digital Future!" in Computer Literacy

Kelly Kimball, McGraw-Hill Education

Connect Master: Investigating Technology is a unique, digital-first learning solution, powered by McGraw-Hill Education's Connect Master that is consistently updated with refreshed content to provide students the most relevant computer concepts and digital literacy information.

Investigating Technology uses this current and engaging content to create an agile learning experience that is adaptive and customized to match the needs of each individual learner. This core advantage allows students to propel forward at a pace tailored to their needs. Investigating Technology gives users multiple opportunities to use practice quizzes and customizes learning activities to study for exams, thus increased the probability of learning retention.

Intermediate

Digital-First Approach: Digital Connect Master platform allows for greater accessibility and frequently updated material.

Current, Updated & Refreshed Content: Up-to-date content allows students to engage in material for better learning.

Adaptive: Customized learning platform allows students to learn in a variety of ways and focus on a learning path that is designed to help them learn more efficiently.

Flexible: Ideal for ANY course format—traditional, flipped, online or hybrid.

Dedicated Author Team: North Idaho College professors Ted Tedmon & Casey Wilhelm are customer oriented to determine the best content and product solutions.

Session Four

9:15 - 10:00 a.m.

Roanoke H

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Adjuncts

Interested in:
Innovative Teaching and Learning
Peer Group – Distance Ed

Audience level: Intermediate

Building Connections: The Interview Project

Amy Anderson, Thomas Nelson

Add an interview project to your class to boost oral communication proficiency and professional skills. Engaging a variety of learning styles and intelligences, as well as giving students a practical application of workplace tools, this project can be adjusted to fit course learning outcomes, for both lecture and online format. Design an interview project relevant to your students' fields of study, including grading rubric, and build connections between your students, college, and community.

Engaging a variety of learning styles and intelligences, as well as giving students a practical application of job search and workplace skills, an interview project and presentation assignment can be adjusted to fit course learning outcomes, whether for an on-ground or online/distance learning class. Adding an interview project to a class can boost oral communication proficiency and professional skills. Workshop participants will explore how to design an interview project relevant to their students' fields of study, including a grading rubric, as well as how to build connections between students, their colleges, and communities. Helping students prepare themselves for one-on-one and group interactions early on in their community college experience promotes confidence when speaking in both academic and professional environments. Integrating a variety of oral communication methods in the classroom is relevant and applicable across disciplines, as well as supportive of each college's gradate profile and student learning outcomes. This workshop is two-part. Using a variety of examples in the first part, the presenter explains how she has included an interview project and presentation assignment in most of her courses, the types of learning styles and intelligences engaged by doing so, sample learning outcomes, professional applications and anecdotal results, a sample grading rubric, and project design tips. The second part engages the audience by inviting participants to interact with the presenter and each other to brainstorm ways of incorporating interviewing and other oral communication skills into their classes and programs.

Session Four

9:15 - 10:00 a.m.

Mill Mountain

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services

Interested in:
Innovative Teaching and Learning
Effective Business Processes

Audience level: Intermediate

Inclusion and Belonging: The First Lecture

Hemchand Gossai, Northern Virginia

In this session, I will outline a variety of ways in which faculty may use the first lecture in a course to establish a sense of inclusion and belonging for all students. The session will outline ways in which students will have a sense of collaborative partnership in their learning.

We have heard of "The Last Lecture", but in this session, I will establish suggested principles in what I have termed "The First Lecture." How might Faculty use the first class session to establish a sense of belonging, a sense of partnership, an environment of inclusion for all students? The aim is to have students remain in the class and their course of study, and indeed begin to understand that there is a particular significance to the Community College experience that will shape their academic, vocational, and life journey. In "The First Lecture" the session will provide proven and helpful descriptors to

enable students to embrace their community College experience in a particularly inspiring way.

Session Four

9:15 - 10:00 a.m.

Buck Mountain

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Classified Staff, Adjuncts, Blackboard Admins

Interested in: Integrated Student Support

Audience level: Advanced

Rookie to Pro: An "Academic College" Team Approach to Advising

Connie Estep, Old Dominion University Kirk Dewyea, Old Dominion University Pam Beatty, Old Dominion University Todd Marville, Old Dominion University

A successful, dynamic advising model using an "academic college" team approach will be presented. From initial, prospective student contact through matriculation to graduation, each of the team roles will be discussed and compared to the coaching staff of a professional sports program. Attendees will also obtain knowledge of a variety of tools including LMS Blackboard, SharePoint, DEGREEWORKS, WEBEX and Google tools which advisor can use to enhance and improve their advising process.

Advising plays a pivotal role in driving student success. Various approaches to advising have been used and a successful model must be able to engage the student, provide an environment of consistency, accuracy, and trust, as well as embrace NACADA guidelines and its principle: advising is teaching.

This session will highlight a successful "academic college" team approach model recently implemented with Old Dominion University's "ODUOnline" distance learning program. The members of the team have valuable knowledge of a prescribed set of majors and work with students in a one on one environment. The team approach provides accuracy, consistency and an environment ensuring student success supporting higher retention rates.

The attributes of specific college team members will be enhanced and defined through a comparison with the coaching staff of a professional sports program. As the coaching staff of an athletic team recruit and groom players, the "academic college" team works with students from initial contact to graduation to ensure student success throughout their collegiate experience. Team members guide, coach and empower students to reach goals and dreams.

Participants will take away a practical, efficient strategy for advising. Just as the coaching staff of a professional athletic team recruit and groom players, attendees will be made aware of the roles of the team members as they work with students from initial contact to onboarding, matriculation, and ultimate graduation. This team approach provides accuracy, consistency and a one on one environment ensuring student success and supporting higher retention rates. Attendees will obtain knowledge of a variety of tools including LMS Blackboard, SharePoint, DEGREEWORKS, WEBEX and Google tools for advisor use to enhance and improve their advising process.

Session Four

9:15 - 10:00 a.m.

Brush Mountain

Ballroom Level

Recommended for: Faculty, Student Services

Interested in: Integrated Student Support

Audience level: Beginner

Keep Calm & Align: A Case Study of Integrating a Co-Curricular Program with Academics

Laura Soulsby, Tidewater

Tidewater Community College's Women's Center has aligned its yearlong co-curricular program on women's leadership under the new Intercultural Learning Center's Guided Pathways-informed student engagement model. This session includes practical alignment strategies by examining a case study on integrated student support and a discussion on alignment resulting in innovation and growth.

Tidewater Community College (TCC)'s recently founded Intercultural Learning Center, which encompasses its Women's Center, has aligned all programs and services to a Guided-Pathways-aligned student engagement model that provides students with integrated support from retention-based needs to leadership development. This model reinforces the highly structured and scaffolded learning environment outlined by Guided Pathways. When students engage the Intercultural Learning Center, whether through

the direct student services of our International Student Services office and/or Women's Center or an interest in Study Abroad programs, they are presented with programs and services that support Virginia Community College System's general education learning outcomes on personal development and social and cultural understanding, as well as critical "soft skills" and co-curricular objectives.

The Women's Center's programs and services are a critical resource in fostering an inclusive learning environment, as TCC strives to support graduates prepared for an increasingly pluralistic society. In practice, the Intercultural Learning Center staff, from the International Student Advisor to the Women's Center programming and services coordinators, are cross-trained to ensure that when students enter the Intercultural Learning Center they have an interculturalized experience, actively engaging in our shared mission.

The Women's Center's Women Inspiring Self-Empowerment (W.I.S.E.) leadership development program is the capstone of this integrated model for women students at TCC. The year-long co-curricular W.I.S.E. program has supported leadership development since 2011. Today, the leadership development program includes faculty-developed curriculum, a semester-long mentoring relationship with a professional woman from the community, community service, and unique networking opportunities. The new structure supports cultivating a diverse recruitment pool of W.I.S.E. students, including F-1 international students.

This session will provide attendees with practical strategies for aligning student services with academics by examining a case study of a fully integrated student support model, the W.I.S.E. leadership development program. This session will cover how alignment with various initiatives has resulted in innovation and growth for a programming model that was developed to provide holistic student support with a leadership framework.

Session Four 9:15 - 10:00 a.m.

Tinker Mountain *Ballroom Level*

Recommended for: Faculty, Adjuncts

Interested in: Innovative Teaching and Learning Integrated Student Support

Audience level: Beginner

Supporting Non-Native English Speaking Students in Reading and Writing Across the Disciplines

Breana Bayraktar, Northern Virginia Stephanie Harm, Northern Virginia Martha Wheeler, Northern Virginia

Presentation will discuss (1) key characteristics of NNES learners in American higher education, (2) suggestions from research on what content area faculty can do to work with NNES students, and (3) description of dimensions of student written/oral communication on which faculty could focus. Small groups will discuss the challenges NNES students face in their classrooms, and share with the larger group. Presenters will end with sharing of resources for further reflection.

College faculty are tasked with guiding students to develop content-specific skills and knowledge, while helping them to develop oral and written communication skills necessary for success in the classroom and the workforce. Students enter the classroom with a wide variety of background knowledge and, for international and immigrant students, a variety of experience with academic work in English. Mastering academic writing is a major gatekeeper to success in general education classes; although all students face challenges in learning how to navigate academic writing, students learning to do so in a second language face a different set of challenges when writing in English than native English speakers. As the population of Non-Native English Speaking (NNES) students continues to grow, faculty must be prepared to support these students in their academic endeavors. This means we must have an understanding of who these students are, including the benefits and challenges which a larger population of NNES students brings to the classroom, and how assignments, materials, and assessments can be made accessible to all students.

One key area where faculty can make a significant difference in the success of NNES students is in the design of course task expectations and assessment of task completion - assignments, materials, and assessments. These tasks can be made more accessible to

students, while still evaluating mastery of the concepts and skills necessary to the discipline, without overly simplifying the tasks or weakening the integrity of the course. Across disciplines there is a greater focus on developing oral and written communication skills, and often scant agreement in various content areas as to what they are looking for and how to communicate these expectations to students. Our goal with initiating a discussion of tasks is to elicit description of what successful written and oral tasks look like in different discipline contexts, and to lead participants to reflect on how their assessment of these tasks does or does not allow all students to demonstrate mastery of both content knowledge and communication skills. This session will address these concerns, with the goal of helping faculty to support NNES students to be successful in a variety of communication tasks across disciplines.

Lunchtime Plenary

12:40 - 1:25 p.m.

Washington

Recommended for:

Interested in:

Concept-based Nursing

Perspectives on Concept Based Curricular Implementation

Liz Powell, John Tyler Becky White, Rappahannock April Morgan, Germanna

A panel of faculty from the nursing programs in the VCCS that have implemented the concept based nursing curriculum will share their thoughts on the implementation process. Challenges and strategies for successful implementation will be discussed.

Session Five

10:15 - 11:00 a.m.

Shenandoah A

Upper Level

Recommended for: All

Interested in:

Effective Business Processes

Audience level: Advanced

The "Costs of Incivility": Why Considerate Conduct Matters

Marcee Andersen, Tidewater Monica McFerrin, Tidewater Thomas Geary, Tidewater

VCCS faculty, staff, and administrators are immersed in an era of transformation. The adoption of Guided Pathways as an answer to declining enrollment has led to initiatives and restructures resulting in an organizational sea change in which all employees are being tasked with new roles and facing the looming threat of layoffs. It is no surprise that in this climate – let alone the political and social tensions in America – resistance to change exists and collegiate relationships may be strained

The "Costs of Incivility": Why Considerate Conduct Matters

VCCS faculty, staff, and administrators are immersed in an era of transformation. The adoption of Guided Pathways as an answer to declining enrollment has led to initiatives and restructures resulting in an organizational sea change in which all employees are being tasked with new roles and facing the looming threat of layoffs. It is no surprise that in this climate—let alone the political and social tensions in America—resistance to change exists and collegiate relationships may be strained. Communication and behaviors that are uncivil have in many situations replaced respectful dialogue, and this can be detrimental to any workplace environment, especially one going through changes. The "costs of incivility," according to a study by Christine Pearson, are wide-ranging, with a decline in commitment to the organization being perhaps the most significant.

In this presentation, we address the definition of civility and explore how P.M. Forni's *Choosing Civility: The Twenty-Five Rules of Considerate Conduct* can offer solutions for improving communication, and thus professional relationships, for faculty, staff, and administration. Participants in this session will learn and consider ways to effectively implement conscious awareness and respect for others' space and time. Recognizing the illusion of anonymity and the importance of being kind and agreeable ensures a better work environment for all, including the most important part of our community: the students.

10:15 - 11:00 a.m.

Shenandoah B

Upper Level

Recommended for:

Student Services, Classified Staff

Interested in:

Integrated Student Support Effective Business Processes

Audience level:

Beginner

Session Five - Six 10:15 a.m. - 12:00 p.m.

Pocahontas A - Computer Lab

Upper Level

Recommended for: Faculty, Adjuncts

Interested in:

Innovative Teaching and Learning

Audience level:

Beginner

Streamline Your Enrollment Processes with Mapping!

Whit Madere, Virginia's Community Colleges

Did you know that mapping enrollment processes can identify opportunities for improvement? Join us as we share some common themes identified from enrollment process mapping sessions our team has performed at several colleges. We will also show how you can map your own college's current and changing processes.

A college's enrollment process can have many departments involved which all must work together to help ensure students are able to easily and efficiently enroll in, pay for, and attend classes. The procedures and decisions implemented by each department impact the overall process, and ultimately student success. Process mapping is a tool that can be used to depict the process and identify areas that need improvement. An immediate benefit of process mapping is the cross-functional discussion that occurs as processes are mapped. This session will provide attendees with the common opportunities for improvement that we have identified while helping colleges map their processes. In addition, we will share the steps and resources to conduct an effective process mapping session.

Assignment Design: Is It Broken? Let's Fix It

Karen Layou, Reynolds Lynsey LeMay, Thomas Nelson Pete Berquist, Thomas Nelson

This interactive workshop on assignment design will allow faculty the opportunity to collaborate with peers to ensure that a current or soon-to-be used course assignment is properly aligned to course objectives.

Do you have an assignment that just is not working the way you would like? Have you written an assignment you have not tried with students, but would like to discuss with other faculty? Bring those assignments to this interactive workshop on assignment design. A brief introduction to assignment design and alignment will be presented, followed by active peer-review sessions that will allow participants to collaborate on ways to improve and modify their own assignments. Course assignments are a critical place to focus an instructor's creative efforts. Across many curricula, course and unit level objectives, and their accompanying testing instruments, are standardized, yet individual course instructors often design their own assignments for their courses. Assignments should not only introduce and emphasize essential content to students, but also provide students with opportunities to practice skills associated with course objectives. By ensuring assignments support course or unit level objectives, student success can be improved.

Session Five

10:15 - 11:00 a.m.

Pocahontas B

Upper Level

Recommended for:

ΑII

Interested in:

Innovative Teaching and Learning

Audience level: Intermediate

FastFoward—Credentials for a Career that Matters

Randall Stamper, Virginia's Community Colleges Lori Dwyer, Virginia's Community Colleges

Workforce Development leaders will provide an update on the implementation of the FastForward program, including policy, outcomes, and credit for prior learning In July of 2016, Virginia's Community Colleges began to implement the New Economy Workforce Credential Grant program, now known as FastForward. This pay-for-performance workforce development program is the first of its kind in the country, and it has marked a sea change in how colleges' workforce development divisions operate and integrate within their institutions. System office leadership will provide a brief background on the program, relate the outcomes to date, describe examples of workforce and credit based instructional integration, and give an update on the progress of the law's requirement to assess and provide credit for FastForward credentials.

10:15 - 11:00 a.m.

Appalachian

Upper Level

Recommended for:

ΑII

Interested in:

Integrated Student Support Innovative Teaching and Learning

Audience level: Beginner

(Almost) Everything you wanted to know about DIVERSITY and INCLUSION and were afraid to ask!

Joan Ehrlich, Northern Virginia

Diversity is often defined as a group or organization having members who are different races or who have different cultures, but it is so much more than that. A diverse group includes people with disabilities. Knowledge is Power and Communication is a key to creating an inclusive and welcoming learning environment. Let's Learn and Communicate!

Colleges value diversity including students with disabilities. Has someone told you that they can't fill out a form or read a handout? Maybe an assignment can't be completed by all students because of the use of videos. Perhaps your classroom cannot accommodate a student in a wheelchair or you didn't know that a large service animal would also be attending class.

Colleges serve a diverse population which includes veterans, senior citizens, speakers of other languages, and high school & home-schooled students. While approximately 10% of students identify as having a disability, many more with undisclosed or "invisible" disabilities or communication barriers require accessibility to resources and materials. Providing barrier-free instructional materials and the use of assistive technology can benefit all students and facilitate equity, inclusion, and overall success.

Open communication among faculty, staff and students creates a welcoming environment. This presentation will provide information and tips to increase communication and discuss the right questions to ask and how to ask them. We will also review valuable resources.

Session Five

10:15 - 11:00 a.m.

Roanoke E

Ballroom Level

Recommended for:

Faculty, Deans/VPs/Presidents, Student Services, Adjuncts

Interested in:

Innovative Teaching and Learning

Audience level:

Beginner

Cheating 101—Old School vs New School Techniques

Tracy McAfee, Wytheville

Cheating... nothing new under the sun, right? New technology has added a new dimension to the art of cheating. This roundtable discussion will explore "old school" vs. "new school" ways of cheating in the classroom and how to prevent it.

Cheating in the classroom is not a new behavior. It has been widespread for centuries but we will explore the "old school" vs. "new school" practices that cause students to receive grades that they do not deserve. Examples of "low tech" as well as "high tech" techniques will be discussed and how participants can detect this unethical behavior. Student input has been solicited to find out what the current treads are and how they view cheating. This session will explore how we can recognize cheating and the consequences of cheating in our face-to-face classroom setting.

Session Five

10:15 - 11:00 a.m.

Roanoke F

Ballroom Level

Recommended for:

ΑII

Interested in:

Integrated Student Support Innovative Teaching and Learning

Audience level: Beginner

Toward a More Accessible Digital Learning Environment

Krista Martin, Blackboard Inc. Lisa Andion, Blackboard Inc.

A Showcase of Blackboard Ally

Accessibility within the digital learning environment is front of mind within higher education and impacts students, instructors, and institutions, alike. It's not enough to show that an LMS is accessible when the content shared within the LMS is not. Blackboard Ally begins here. Ally runs content instructors add to the LMS through an accessibility checklist, identifies the accessibility gaps, and then generates alternative, accessible versions for students to consume immediately. The result is greater awareness and greater access for all. Join us for a live demonstration of Blackboard Ally.

10:15 - 11:00 a.m.

Roanoke G

Recommended for: Faculty, Deans/VPs/Presidents, Classified Staff, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

Enhancing Dual Enrollment Quality Through NACEP's National Standards and Accreditation

Megan Adamczyk, The National Alliance of Concurrent Enrollment Partnerships' (NACEP)

Maintaining the academic integrity of college courses taught to high school students by high school instructors in high school locations is a challenge for many institutions. As the sole program accreditor for concurrent/dual enrollment partnerships, NACEP helps these programs adhere to the highest standards in order to maintain the academic integrity of courses regardless of their location, delivery method, or instructor.

The National Alliance of Concurrent Enrollment Partnerships' (NACEP) national standards and accreditation ensures that college courses offered in high schools are as rigorous as courses offered on the sponsoring college campus. The standards provide a roadmap for an institution to engage campus faculty in the oversight of the content, quality, and effectiveness of courses taught by high school instructors. This session will highlight specific strategies used by NACEP accredited member, Minnesota State Community and Technical College.

Session Five

10:15 - 11:00 a.m.

Roanoke H

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Classified Staff, Adjuncts

Interested in: Integrated Student Support

Audience level: Beginner

The Impact of Early Intervention on Student Success

Sue Ann Curran, Virginia's Community Colleges Chris Pfautz, Virginia's Community Colleges Aris Bearse, Virginia's Community Colleges

Analyzing usage and outcome data for SAILS the presenters will share best business practices for student success using an early alert system.

Do you ever wonder if early intervention works? Examining early alert tracking items, intervention, and outcome data, the presenters show that early intervention can have a positive impact on the student's success in a course that can improve retention. The presenters will share how early alert can strengthen your enrollment management goals by mitigating loss points and enhancing momentum points.

Session Five

10:15 - 11:00 a.m.

Mill Mountain

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Classified Staff, IT,

Interested in:

Adjuncts

Innovative Teaching and Learning Integrated Student Support

Audience level: Beginner

VCCS Math Pathways Project Update—Where Are We Now?

Patricia Parker, Virginia's Community Colleges

All colleges are engaging in the implementation of Math Pathways. This session will provide an update on all project components and where we are today. These five major areas will be covered: Pathways, Coreq, 12-16 Collaboration, Placement, and Placement Testing. Bring questions to ask and ideas to share.

VCCS Math Pathways Project Update—Where are we now?

The purpose of the VCCS Mathematics Pathways Project is to improve student success in developmental mathematics through gateway mathematics courses by reducing the time to completion with increased success and greater levels of rigor. The mathematics faculty and support staff of Virginia answered the call and, through statewide collaboration, developed plans of action to support students in meeting their mathematics requirements. Their solutions are now being implemented throughout the Commonwealth.

The update provides the solutions developed to me the project's goals:

 Clearly define math pathways that prepare students earning workforce credentials or transferring to a four-year college or university. These high quality, system-wide pathways courses will be well defined and highly transferable to senior institutions or applicable to workforce demands.

- Increase collaboration and opportunity for focused conversations between K-12, community college, and four-year math faculty.
- Develop co-requisite opportunities that offer appropriate remediation to support successful completion of on-level gateway math courses.
- Evaluate current placement practices to eliminate barriers for college ready students and better place students for success in mathematics courses.

Participants are encouraged to bring questions to ask and ideas to share as we are all learning during the implementation process.

Session Five

10:15 - 11:00 a.m.

Buck Mountain

Ballroom Level

Recommended for:

Αll

Interested in:

Integrated Student Support Innovative Teaching and Learning

Audience level: Beginner

Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment

Susan Moyer, Virginia's Community Colleges Trish Paterson, CAEL Wilson Finch, CAEL Jean Chappell, Piedmont Virginia

Credit for prior learning, also known as Prior Learning Assessment, can be an integral piece linked to your goals for improved recruitment, equity, retention, and progression, while engaging faculty in this important process.

Fueling the Race Study: The presentation will focus on the key findings of a study conducted by Council for Adult and Experiential Learning (CAEL) on the comparison of PLA students with non-PLA students in terms of earned degrees, persistence, and time to degree. The importance of faculty engagement in the PLA process will be discussed, as well as best practices implementing change.

In order for the nation to maintain its competitive edge and economic success, we must educate greater numbers of our citizens to higher levels than we have in the past. Prior Learning Assessment (PLA) is an important and often overlooked strategy for helping adults progress towards a degree. Institutions may use several different PLA methods in order to award credit for prior learning, but the goal is to recognize and legitimize the significant learning in which adults have engaged in many parts of their lives. PLA advocates have long argued that by helping students earn credits faster and at a lower cost, PLA can significantly contribute to students' ongoing progress – or persistence – towards a degree. This presentation will review the results of a multi-institutional study, conducted by CAEL with support from the Lumina Foundation for Education, which explored the records of 62,475 students at 48 colleges and universities. The study attempted to answer the following research questions: 1) Do adults who earn PLA credit have better graduation rates, compared with those who do not earn PLA credit? 2) Do they have better persistence? 3) Do they earn their degrees in a shorter period of time? Participants will have an opportunity to join in the discussion on the value of PLA/CPL to students' perception, the value of "self", and the important role of faculty in this assessment of prior learning process. Institutions participating in the Pathways to the American Dream project will provide insight into how PLA implementation is proceeding at their campuses. This important discussion on national and regional best practices will provide practical ways for participants to implement change....beginning with their own campuses.

Session Five

10:15 - 11:00 a.m.

Tinker Mountain

Ballroom Level

Recommended for: Faculty, Adjuncts

Building and Using Open-Source Hardware for STEM Learning in Both the Classroom and Community

William Oliver, Blue Ridge

This presentation shares lessons learned during a two-year project building and using open-source hardware with students at Blue Ridge Community College. Student-built, Arduino-driven sensor devices as well as purchased open-source scientific equipment (from brain-computer-interfaces to DNA replicators) will be featured. Participants will

Interested in:
Innovative Teaching and Learning

Audience level: Beginner also learn how our students build and use 3D printers to raise awareness of, and funds for, open-source prosthetics charities.

Open-source hardware, from drones to 3D-printed prosthetics, has the potential to change the way we teach, purchase goods, and even treat illness. This presentation shares with colleagues some lessons and strategies learned during two years of using open-source hardware with students at Blue Ridge Community College. Participants will also learn how our campus STEM Club used 3D printers to raise awareness and promote charitable giving.

The presentation begins with a brief overview of my 2015-2017 Chancellor's Commonwealth Professorship project for integrating open-source hardware into formal and informal learning scenarios.

Students used low-cost open-source hardware, including Arduino microcontrollers, tiny Raspberry Pi single-board computers, environmental sensor components, and 3D printers to build their own projects and Wi-Fi-enabled scientific measuring devices.

Participants will be able to view a selection of student-built projects such as Wi-Fi sensors and Bluetooth-enabled speakers. Purchased (non-profit) open-source scientific hardware including brain-computer-interface boards, DNA replicators, and muscle electrical current detectors, will also be on display and discussed for potential STEM classroom integration.

During the course of the project, low enrollment necessitated altering trajectory in innovative ways. Our campus STEM Club became the primary source of student activity, leading to new and emergent learning situations.

One particular project, which will be a showcase of this presentation, is the student-initiated fundraiser for the open-source 3D-printed prosthetic hand charity, Enabling the Future (http://enablingthefuture.org/). STEM Club students built an open-source 3D printer, used open-source 3D models for printing fundraiser items, and donated the proceeds to Enabling the Future. Blue Ridge Community College students were able to see a 3D printer in action and gain a deeper appreciation for the social and democratizing potentials of open-source hardware.

Participants will leave with a better understanding of what pedagogical and logistical challenges they may face in integrating open-source hardware. Interested colleagues will learn how to replicate and potentially improve upon the 3D printer fundraiser model; low-cost 3D printer build kit recommendations and web resources will be shared.

Session Five

10:15 - 11:00 a.m.

Monroe

Conference Level

Recommended for:
Faculty, Deans/VPs/Presidents

Interested in:
Concept-based Nursing

Audience level: Intermediate

Health Assessment Concepts: Strategies to Develop Concepts in the VCCS Course NSG 200

Karen Mittura, Germanna Nancy Leahy, John Tyler

The session will present the nursing curriculum concepts of health assessment by utilizing virtual simulation and other teaching strategies. Incorporating concepts in the health assessment assignments both virtual and actual will be reviewed using a compare and contrast format. The concepts presented can be utilized both for health assessment course assignments as well as concepts being threaded throughout all concept based nursing courses.

Germanna Community College (GCC) and John Tyler Community College (JTCC) are two of the Virginia Community College System (VCCS) programs introducing the Concept Based Curriculum. Faculty from both GCC and JTCC will report the outcome of the NSG 200 Health Assessment course related to the concept based curriculum and discuss future plans. Various methods of learning and practicing nursing concepts in a Health Assessment course and skills lab can be implemented. The virtual simulation, provides an interactive, hands on experience in a virtual setting designed to improve nursing skills and clinical reasoning through the examination of standardized patients in a digital format. Students will be accessing and completing assignments in the Health Assessment

course prior to and in conjunction with assessments using standardized patients. These assignments are used to highlight the concepts related to health assessment and physical assessment skill development.

Communication is the concept presented to students at the forefront of the content using the virtual patient. As the course progresses students are introduced to concepts related to each system reviewed. The students can incorporate the concepts as they put them all together in the final comprehensive assessment format. The cardiac, respiratory and abdominal concept labs are examples which allow students to review the anatomy of each system and correlate the findings by identifying normal and abnormal sounds. The health assessment content is presented in a developmental approach allowing students to progress in the assignments at an individual pace.

The concepts learned and practiced in the virtual simulation can then be transferred to applying the same concepts with standard patients in the skills lab setting. The ultimate goal is to allow students to transfer the knowledge of the concepts to patients in the actual clinical setting.

Session Five

10:15 - 11:00 a.m.

Wilson

Conference Level

Recommended for: Faculty, Deans/VPs/Presidents

Interested in:
Concept-based Nursing

Audience level: Intermediate

Focus Visit Report and Virginia Board of Nursing Checklist (Administrative Thread)

Tammy Colatruglio, John Tyler Patti Lisk, Germanna

The session is intended for Deans/Directors and Faculty involved in writing and submitting this report and notification.

This session is intended to prepare the audience for writing and submitting the required ACEN Focus Visit Report which is due 6 months after implementation of the statewide concept based nursing curriculum. All 19 VCCS nursing programs will either have already implemented this new curriculum or will implement in Fall 2018. Additionally, 30 days prior to implementation of the new curriculum the Virginia Board of Nursing must be notified and documents need to be submitted for their approval. Documents and resources will be shared that will assist the audience in the preparation of these reports.

Representatives from the 4 programs (JTCC, GCC, JSRCC, and RCC) that implemented the curriculum Fall 2017 will present information regarding their experiences, student progress, and the outcomes of the ACEN Focused Site Visit and BON approval process. They will share recommendations for programs who are implementing in Fall 2018.

Session Five

10:15 - 11:00 a.m.

Washington

Conference Level

Recommended for: Faculty, Classified Staff, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

Culturally Competent End-of-Life Simulations: Adapting to Concept-based Format

April Durham, Wytheville Stephanie Spangler, Wytheville Rita Huddle, Wytheville

During this session, we will describe how we developed and integrated end-of-life simulations into our associate degree nursing program to prepare culturally competent nurses.

During this session, nursing faculty will describe the planning and implementation of end-of-life simulation that not only prepares associate degree nursing students to utilize empathy and therapeutic communication in these delicate situations but to incorporate cultural preferences to provide competent, holistic care. Faculty select cultures that are more prevalent in the geographical region and use this opportunity to discuss end-of-life and postmortem traditions. In addition to utilizing manikins, standardized patients are used to play relatives of the dying patient to encourage the development compassion and professionalism.

10:15 - 11:00 a.m.

Harrison/Tyler

Conference Level

Interested in:

Innovative Teaching and Learning Integrated Student Support

Audience level: Intermediate

Session Six

11:15 a.m. - 12:00 p.m.

Shenandoah A

Upper Level

Recommended for:

ΑII

Interested in:

Effective Business Processes

Audience level: Intermediate

Best Practices for Promoting Engaged Online Student Learning

Alexander Case, Northern Virginia Shaoyu Chi, Northern Virginia

After 41 years delivering distance education services, NOVA's Extended Learning Institute continues to key in on technology best practices that maximize student engagement for online learning. Hear our Instructional Design leaders share key tools in our toolbox to maximize student interaction, instructor presence, and detail how we connect students with essential course content for success in guided pathways coursework.

Responsible for over 1,200 sections a semester, 400 courses in the college catalogue, and collaboration with 600 faculty members, Northern Virginia Community College (NOVA)'s Instructional Design Team has an intense responsibility to modernize, update, or design online coursework. This session will highlight the technology best practices we have been focusing on to maximize student engagement with greater student to student and student to faculty interaction. We have sought to promote meaningful instructor presence in distance education and revisit legacy ways of providing essential course content such as lecture and guided notes. We will sample enhanced use of VoiceThread and learning management system discussion boards, Articulate Storyline-enhanced lectures, and authentic peer groups for assessments to push boundaries and ensure higher student success outcomes. Many of these resources and courses have expanded our college-wide use of Open Education Resources (OER) and/or exceeded standards on Quality Matters (QM) assessments and certifications.

Achieving Employee Job Satisfaction at Community Colleges: Case Study Results

Chris Boies, Lord Fairfax

Less than two-thirds of colleges that apply annually to the *Chronicle of Higher Education*'s Great Colleges to Work For designation are recognized in one or more of the eleven evaluation categories. Come learn about best practices found through research conducted at three community colleges that have consistently scored highly in this annual designation. In addition, the presenter works at a community college that has been recognized in 10 of the 11 categories and will share helpful insights.

The work environment for employees at community colleges has been negatively impacted by reduced state funding, dropping enrollments, and increased scrutiny of our work. Despite these challenges, some institutions have been able to achieve high levels of employee job satisfaction as measured by the *Chronicle of Higher Education*'s Great Colleges to Work For designation. The presenter conducted in-depth interviews with employees and the presidents at three high performing community colleges (as measured by the Chronicle's results). The findings reveal through the perspectives of the employees and presidents how these community colleges continue to perform well on the Chronicle's annual rankings. The findings include what programs and human resource practices employees described as contributing to their job satisfaction. In addition, the role of the community college president in promoting employee job satisfaction is explored through the viewpoint of the both the presidents and the employees.

If you are interested in improving the employee job satisfaction levels at your institution, this session will provide the human resource and leadership practices that were found at three high performing community colleges studied in this research. The presenter will also share best practices used at his institution where high levels of employee job satisfaction have been achieved over a number of years.

Session Six

11:15 a.m. - 12:00 p.m.

Shenandoah B

Upper Level

Recommended for: Faculty, Student Services, Classified Staff, Adjuncts

Interested in:
Integrated Student Support

Audience level: Beginner

Academic Coaching: Helping Students Succeed for the Long Haul, During and After College

Todd Parks, Piedmont Virginia

Academic coaching helps students develop a sense of purpose, a positive attitude toward learning, and an ability to bounce back from disappointments. Participants will review the theoretical underpinnings supporting academic coaching and the emerging literature about it, and they will explore resources and strategies to train coaches and help students achieve their desired outcomes.

Community Colleges provide accessible, affordable, high-quality educational programs for students striving to transfer to baccalaureate degree programs, as well as those seeking immediate employment or workplace advancement. Nevertheless, many students stop out or drop out before realizing their aspirations. According to The Century Foundation (2013), "Sixty-five percent of students who begin at a community college fail to earn a degree or certificate from their starting institution or another school within six years. While 91.4 percent of students entering community college for the first time say they eventually want to transfer and earn at least a bachelor's degree, only 11.6 percent of entering community college students do so within six years" (p. 12). Educators recognize that noncognitive skills go a long way in explaining student success, but they do not always know how to help students develop a sense of purpose, a positive attitude toward learning, and an ability to bounce back from challenges and failures.

Academic coaching appears to enhance students' collegiate experience, foster students' learning, and raise students' likelihood of earning a postsecondary credential. Coached students demonstrate improved study skills, self-confidence, and motivation (Bellman, Burgstahler, & Hinke, 2015). Bettinger and Baker (2011) found that coached students were more likely to persist than non-coached students (p. 3), and another study suggested that coached students were more confident in their ability to access resources, manage priorities, prepare for exams, and set goals (Robinson & Gahagan, 2010). Coaches help students address these concerns, and they encourage students to take responsibility for their progress. Hargrove (2003) posits that coaching is transformational, not transactional. It promotes deep learning, integrating multiple aspects of students' lives and facilitating students' success for the long haul, during and after college (Hurd, 2002; Loranger, 2001).

Even though academic coaching is growing in popularity, few scholars have turned their attention to the subject. Relevant literature is limited, and resources are not widely available. Participants will review the theoretical underpinnings supporting academic coaching and the emerging professional literature about it. And they will explore resources and strategies to train coaches and help students achieve their desired outcomes.

Session Six

11:15 a.m. - 12:00 p.m.

Pocahontas B

Upper Level

Recommended for: All

Interested in: Effective Business Practices Integrated Student Support

Audience level: Beginner

Preventing Early Attrition: Making Self-Service Work

Fleming Puckett, EAB

A follow up to the earlier session on "Understanding Enrollment Pain Points" this session will focus on best practices for student self-service as well as an interactive exercise focused on Jargon Reduction.

Research suggests that the first 60 to 90 days of contact with a college is the most critical time to position students for success. Although administrators often imagine that they have created a linear onboarding process, EAB secret shopping exercises and interviews with students revealed a maze of overwhelming steps. A wrong turn in the enrollment process results in mistakes such as signing up for a degree without financial aid or unnecessary placement into developmental courses—high-cost errors that dramatically lower retention and completion rates. Our research provides college leaders with a playbook to replace the traditional student services matrix built around administrative

silos with a system built to support critical student decisions and prevent early dropout. A follow-up to the earlier session on "Understanding Enrollment Pain Points," this session will focus on best practices for student self-service as well as an interactive exercise focused on jargon reduction.

Session Six

11:15 a.m. - 12:00 p.m.

Appalachian

Upper Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

Reducing Stereotype Threat in the Classroom

Kim Hoosier, Piedmont Virginia Todd Platts, Piedmont Virginia

This presentation will discuss the idea of stereotype threat, how it negatively impacts minority students, and provide specific and useful techniques that any faculty member can incorporate into their classrooms. In addition, the presenters will discuss their current work and preliminary findings relating to the reduction of stereotype threat in Introduction to Sociology courses.

This presentation will focus on the year-long work of two sociology faculty to address the issue of stereotype threat in the classroom. Academic underperformance and overall student success of under-represented and minority groups have been enduring issues for higher education. While structural forces certainly add to these inequalities, this project focuses on the micro interactions in the classroom with the hopes to reduce stereotype threat. Stereotype threat has been defined as, "being at risk of confirming, as self-characteristic, a negative stereotype about one's group." In other words, a stereotype threat occurs when individuals are placed in situations where a negative stereotype can be applied to some aspect of their identity (e.g., race, sex, sexuality, age). When a stereotype is present, it often induces counterproductive senses of unease in individuals which, in turn, causes those individuals to underperform in specific tasks. Of particular interest for this project are the persistent negative stereotypes about racial and ethnic minorities. These manifest as stereotype threats in testing and writing situations, making the reduction of stereotype threat in the classroom especially pertinent. Work has been done to introduce various techniques into the sociology 200 curriculum with the aim of reducing stereotype threat. This presentation will discuss the project, preliminary findings, and provide useful techniques that can be applied to any discipline to help combat stereotype threat.

Session Six

11:15 a.m. - 12:00 p.m.

Roanoke E

Ballroom Level

Recommended for: Faculty, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

The Value of Sociology in All Disciplines of Sociology

Donna Minnich, Northern Virginia Heidi Morehead, New River John Brenner, Southwest Virginia

Sociology is important for all disciplines/programs and continues to play an important role in general education goals. In this session we will discuss the value of Sociology courses both from a theoretical and practical perspective. Specific suggestions for the inclusion of Sociology will be offered for debate, including the addition of Sociology as a meta-major.

Sociology is the study of human social interactions in everyday life. While there are many functions of Sociology, it most importantly draws our attention to the intrinsic worth and dignity of humans and has been responsible for changing our attitudes towards our fellow human beings. According to the ASA(American Sociological Association), a Sociology degree "serves as an excellent springboard for a variety of careers in many diverse fields" with Sociologist increasing in demand in business, government, industry, race relations, social welfare, community life, and communications. With its many theoretical and practical contributions, Sociology courses alone can add much value to other disciplines/programs. Sociologist Philippe Besnard's (1979), earlier study identified some of the following: Philosophy, History, Religion, Linguistics, Geography, Law, Criminology, Economics, Politics, Chemistry, and Biology. Sociology courses also offer a better understanding of diversity which increasingly becomes more and more important for all majors and careers. More recently, Sociology courses are being used to prepare students for the newly revised MCAT (Medical College Admission Test) section on social

and behavioral sciences. Thirty percent of this section is specifically about Sociology. Because of the increasing relevance of Sociology for today's future workforce, to be discussed more in this roundtable, it is a discipline that should be considered for increased inclusion in other programs/disciplines and as its own program or meta-major within the VCCS.

Session Six

11:15 a.m. - 12:00 p.m.

Roanoke F

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Intermediate

Session Six

11:15 a.m. - 12:00 p.m.

Roanoke G

Ballroom Level

Recommended for:
Faculty, Deans/VPs/Presidents,
Student Services

Interested in:
Integrated Student Support
Exhibitor

Audience level: Intermediate

Session Six

11:15 a.m. - 12:00 p.m.

Roanoke H

Ballroom Level

Recommended for:
Faculty, Deans/VPs/Presidents,
Student Services, Classified Staff,
Adjunct

Interested in: Integrated Student Support

Audience level: Beginner

The Alchemy of Open Educational Resources, Data, and an Adaptive, Mastery-based Platform designed for Chemistry, Math and Economics

Eric Stano, Knewton

With an eye toward putting achievement within reach of all students, Eric Stano, Senior Director of Content and Knewton, will host a discussion that explores the Knewton content team's cultivation and development of open educational resources, their partnership with data science, and the delivery and iteration of course materials within an adaptive, mastery-based platform. The conversation will explore topics such as: the value of OER; how data can best be harnessed to drive learning outcomes, aid instructors, and drive OER development; and the contexts/course models best suited for the use of mastery-based learning in a higher education context.

Preventing Suicide on Virginia's Community College Campuses

Jane Wiggins, The Campus Suicide Prevention Center of Virginia

This session will provide a brief description of a comprehensive, public heath approach to preventing suicide that is specific to a community college campus environment. College and university campuses of all sorts face increasing expectations to identify and support students who are in distress, particularly when suicide risk is present. The temptation has been to expect community colleges to adopt a model similar to those used on residential college campuses, even though community colleges typically have different resources and typically serve a different population of students. This session will provide a brief description of a comprehensive, public heath approach to preventing suicide that is specific to a community college campus environment. It will address challenges and lessons learned as well as update participants on resources available to Virginia campuses. Finally, the session will highlight the many ways in which Virginia Community Colleges are working to promote student safety and wellness.

"Bridging the Gap" for the Military Student: Best Practices and Career Pathways

Caitlin Trimble, Virginia Department of Veterans Services Patrice Jones, Department of Veterans Services

The Training and Education Alliance (TEA) seeks to increase employment opportunities for Veteran and Military-related students. Our presentation will focus on ways the community college system can cultivate partnerships to help military-related students transition into the civilian workforce. By connecting education and training institutions to V3 Certified employers, we can build the Virginia veteran workforce to meet the growing talent demands of employers for well-educated, trained, and credentialed employees.

The Training and Education Alliance (TEA) assists faculty and staff in post-secondary education by providing free training on Veteran cultural competency and best practices in Military and Veteran student recruitment, matriculation, retention, and graduation, and employment in the civilian sector. Both individuals and institutions can achieve certification as educators of choice for Military-related and Veteran students. The curriculum was developed with the guidance of a steering committee of 13 Virginia Colleges and Universities combined with in-depth research into the best practices of

educational institutions across the United States. This program is made possible by a generous grant from Altria.

The Training and Education Alliance (TEA) seeks to increase employment opportunities for Veteran and Military-related students. Our presentation will focus on ways the community college system can cultivate partnerships to help Military-related students transition into the civilian workforce. Virginia is fourth in the nation (behind CA, TX, and FL) with \$890 Million in GI Bill payments. Military-related students (here defined as Active Duty Service Members, National Guardsmen, Reservists, Veterans, and Retirees) represent a growing pipeline of talent to Virginia employers. However, these students may face more obstacles than the traditional student that can impede their ability to complete their degrees and certifications. The Alliance will work directly with V3 Certified employers across the state to determine workforce and industry-specific strategies to meet the growing talent demands for well-educated, trained, and certified Veterans.

Session Six

11:15 a.m. - 12:00 p.m.

Mill Mountain

Ballroom Level

Recommended for: Faculty, Student Services, Adjuncts

Interested in:
Integrated Student Support
Innovative Teaching and Learning

Audience level: Beginner

Session Six

11:15 a.m. - 12:00 p.m.

Buck Mountain

Ballroom Level

Recommended for:
Faculty, Deans/VPs/Presidents,
Student Services, Adjuncts

Interested in:
Integrated Student Support

Audience level: Beginner

Soft Serve, Soft Skills

Jan Harrison, Patrick Henry Seberina Tatum, Patrick Henry

This session will highlight best practices of introducing important employability soft skills on college campuses. We will describe the Brown Bag event we conducted on our campus that encouraged the use of soft skills in the classroom, approaching the instructor, and in job interviews.

This presentation will highlight best practices for introducing successful student and employability soft skills on college campuses. We will describe the Brown Bag event we conducted on our campus that encouraged the use of soft skills in the classroom, when approaching the instructor, and in preparation for job interviews. Using a brief PowerPoint presentation, we will cover some basic soft skills that students need to practice, both in and outside the classroom. We also cover approaching instructors concerning grades or other issues and first impression job interview skills. At the conclusion of this presentation we will describe how we were able to fund ice cream, with all the toppings, for each participant. This event would be simple to modify or duplicate in order to meet the soft skill needs of students on any campus.

We Are Ready For Our Close-up! Producing Results with BRCC's Trailblazer Program

Colleen Pendry, Blue Ridge Michele Ambrose, Blue Ridge David Henderson, Blue Ridge Abe Shahswar, Blue Ridge

Follow the path of four BRCC students as they break ground on the Trailblazer Program. Witness the impact of an integrated student initiative as mentor/mentee in Veteran, Disability, and Career Services, and the Student Success Office share their journey leading "at risk" students in achieving their academic goals.

A Trailblazer will be the first to tell you, "people don't blaze trails for themselves, they blaze trails for others to follow."

As the recipient of the Lumina/Challenge Grant, Blue Ridge Community College brought together four students to participate in the Trailblazer Program. The Challenge invited higher education institutions to create service positions for students to work with community partners and college leaders to address social needs of at risk students while receiving credit for experiential learning. When it was conceived, the initiative of the Trailblazer Program was plugging aspiring peer mentors into the different Student Success departments at BRCC. Over the course of one year this pioneering program has explored what it means to be an "at risk" student, investigated best practices for peer to peer mentoring, and promoted academic, professional, and personal growth beneficial

to its participants. Join us and meet these student ambassadors as they share their journey with this pilot project.

Session Six

11:15 a.m. - 12:00 p.m.

Brush Mountain

Ballroom Level

Recommended for:

ΑII

Interested in:

Innovative Teaching and Learning

Audience level:

Beginner

Publishing to Our Peers: Encouraging Scholarship via VCCS Digital Journals *Inquiry* and *Exigence*

Thomas Geary, Tidewater Amy Coren, Northern Virginia

The editors of VCCS publications *Inquiry* and *Exigence* will discuss opportunities for faculty and staff to publish their scholarship to Inquiry, solicit exemplary submissions from exceptional students to *Exigence*, and join the editorial teams of each journal. Compelling research by faculty, staff, and students is showcased each year by VCCS publications *Inquiry* and *Exigence*. In this session, we will discuss opportunities for faculty and staff to publish their scholarship to Inquiry, solicit exemplary submissions from exceptional students to *Exigence*, and join the editorial teams of each journal.

With the Digital Commons as a shared submission system, *Inquiry* and *Exigence* are granted digital affordances. We will detail the exciting possibilities to publish videos, podcasts, and multimodal scholarship, as well as appeal to a wider readership by determining our target audiences via analytics.

Both journal editors will share expectations for submissions, offer writing and formatting strategies, and discuss the publication process for both writers and editors. We will also engage attendees by exploring ways to bring articles published to *Inquiry* and *Exigence* into the classroom and further develop research for larger journals.

Session Six

11:15 a.m. - 12:00 p.m.

Tinker Mountain

Ballroom Level

Recommended for: Faculty, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

Creative Writing Exercises for Composition and Other Disciplines

Rebecca Boncal, John Tyler Jeff Landon, John Tyler

Writing instructors will model a variety of exercises that promote creativity and critical thinking that can be used to engage students in Composition as well as in disciplines outside of English, such as in history classes, math classes, and in the sciences. Example activities include an exercise in observation and description, an activity helping students to draw inferences based on evidence, and a poetry assignment to help students approach math concepts from a personal perspective.

Creative writing has the potential to engage students with challenging concepts in ways that make them more accessible and fun. Pedagogic practice within the disciplines of composition and creative writing long ago made the move away from a "banking model" of education, in which lecturers transmit knowledge to passive students, to a student-centered model, in which students' own explorations and experimentation drive learning. Writing classes often present problem-solving strategies as a form of play, employing activities and assignments that sometimes look as if they come directly from middle-grade or even kindergarten classrooms. We believe that using metaphor and creative play in any classroom, under the right conditions, can result in higher-level thinking and discourse. These lessons have applications outside of the composition and creative writing classrooms.

We have developed and gathered examples of assignments and exercises that encourage students to approach concepts in a range of courses in creative ways, to think about course material from a different framework. During the session, we will have participants practice one activity in pairs. One partner in the pair faces a projected image while the other faces away from the image. The partner who can see the image is asked to describe it, while that the partner who can't see it attempts to draw the image based only on the description. The activity can be used to get students thinking about how the kinds of details they include (or leave out) build a picture in the minds of their readers. Such meta-cognitive thinking can be applied to several disciplines and can open a discussion about writing for a particular disciplinary genre and audience. We will then

demonstrate how a similar activity can be used in history or science classes to help students understand the difference between observation and inference, or to make imaginative connections with course material.

Another sample assignment we will provide is one that asks students in math classes to write poetry about math concepts. We will present a justification for using poetry in math classes, based on interdisciplinary influence between math and poetry, and provide examples of successful student writing. This assignment is based on the work of Patrick Bahls, professor of math at University of North Carolina, Asheville. Another activity demonstrates how to use short stories and fiction writing techniques in science courses.

Session Six

11:15 a.m. - 12:00 p.m.

Monroe

Conference Level

Recommended for: Faculty, Deans/VPs/Presidents, Adjuncts

Interested in:
Concept-based Nursing

Audience level: Intermediate

Health Assessment Concepts: Strategies to Develop Concepts in the VCCS Course NSG 200

Karen Mittura, Germanna Nancy Leahy, John Tyler

The session will present the nursing curriculum concepts of health assessment by utilizing virtual simulation and other teaching strategies. Incorporating concepts in the health assessment assignments both virtual and actual will be reviewed using a compare and contrast format. The concepts presented can be utilized both for health assessment course assignments as well as concepts being threaded throughout all concept based nursing courses.

Germanna Community College (GCC) and John Tyler Community College (JTCC) are two of the Virginia Community College System (VCCS) programs introducing the Concept Based Curriculum. Faculty from both GCC and JTCC will report the outcome of the NSG 200 Health Assessment course related to the concept based curriculum and discuss future plans. Various methods of learning and practicing nursing concepts in a Health Assessment course and skills lab can be implemented. The virtual simulation, provides an interactive, hands on experience in a virtual setting designed to improve nursing skills and clinical reasoning through the examination of standardized patients in a digital format. Students will be accessing and completing assignments in the Health Assessment course prior to and in conjunction with assessments using standardized patients. These assignments are used to highlight the concepts related to health assessment and physical assessment skill development.

Communication is the concept presented to students at the forefront of the content using the virtual patient. As the course progresses students are introduced to concepts related to each system reviewed. The students can incorporate the concepts as they put them all together in the final comprehensive assessment format. The cardiac, respiratory and abdominal concept labs are examples which allow students to review the anatomy of each system and correlate the findings by identifying normal and abnormal sounds. The health assessment content is presented in a developmental approach allowing students to progress in the assignments at an individual pace.

The concepts learned and practiced in the virtual simulation can then be transferred to applying the same concepts with standard patients in the skills lab setting. The ultimate goal is to allow students to transfer the knowledge of the concepts to patients in the actual clinical setting.

Session Six

11:15 a.m. - 12:00 p.m.

Wilson

Conference Level

Recommended for: Faculty

CBC: Managing Student Progression (Administrative Thread)

Patti Lisk, Germanna Elaine Beaupre, Reynolds Tammy Colatruglio, John Tyler Charles Smith, Rappahannock

This session will review the recommended progression policy for nursing students enrolled in the statewide Concept Based Curriculum.

Interested in:

Concept-based Nursing

Audience level:

Beginner

Managing progression within a nursing program is one of the keys to student success. This session will review the recommended progression policy for nursing students while enrolled in the statewide Concept Based Curriculum. The Statewide Grading Scale will be reviewed . Student transfer between nursing programs will also be discussed. Implementation of this policy across the four implementing schools will be reviewed.

Session Six

11:15 a.m. - 12:00 p.m.

Washington

Conference Level

Recommended for:

Faculty

Interested in:

Concept-based Nursing Innovative Teaching and Learning

Intermediate

Audience level:

Classroom Integration of Concept Based Nursing Education

Catherine Moore, Reynolds Jillian Newbauer, Reynolds

Carolyn Parrish, Reynolds Melinda Ripley, Reynolds

The VCCS has developed a common curriculum for nursing education to be used in every community college across the state. The curriculum is concept-based and represents a substantial change in approach for most nursing educators. This presentation will offer suggestions for course planners to assist in organizing their course modules, assignments, learning activities, and evaluation. Planning methods include creation of a unified calendar to be used by every course in the fundamentals level (NSG100, 106, 130, and 200). Planning also includes creating assignments, learning activities, tests and quizzes prior to the semester start.

The presentation will also describe active learning techniques in which conference attendees will be asked to participate, to help engage learners and enhance learning. Techniques such as case studies, games, and care maps will be presented.

The presentation will include methods by which students' learning can be evaluated within the classroom setting. These include pre- and post-quizzing, self-reflection, and review of material in various interactive formats.

Session Six

11:15 a.m. - 12:00 p.m.

Harrison/Tyler

Conference Level

Recommended for:

Faculty, Deans/VPs/Presidents, IT, Adjuncts

Interested in:

Innovative Teaching and Learning

Peer Group - Distance Ed

Audience level:

Beginner

Building Student-Teacher Rapport Online

Meredith Aquila, Northern Virginia

Based on my dissertation research, I will examine instructors' attitudes, challenges, and strategies relating to online and face-to-face rapport-building with students.

Current research in higher education makes it clear that student-teacher rapport is an important variable in program retention and completion. However, there is only limited information about what happens to the rapport-building process when it moves from a physical classroom to a virtual one. The data that does exist is largely from the point of view of students; instructors' perspectives are not yet represented to the extent that they might be. Following in-depth, in-person interviews with community college instructors of online and face-to-face courses, I will share some of the common themes that emerged as I worked to understand professors' perspectives of online rapportbuilding with students. In discussing my research, I will examine issues of autonomy, access, and interpersonal communication, with the goal of adding to our field's understanding of student-teacher rapport-building and online engagement.

Session Nursing Plenary

12:40 - 1:25 p.m.

Washington

Conference Level

Recommended for:

Faculty, Deans/VPs/Presidents, Adjuncts

Interested in:

Concept-based Nursing

Perspectives on Concept Based Curricular Implementation

Elizabeth Powell, John Tyler Becky White, Rappahannock April Morgan, Germanna

A panel of faculty from the nursing programs in the VCCS that have implemented the concept based nursing curriculum will share their thoughts on the implementation process. Challenges and strategies for successful implementation will be discussed.

The nursing programs in the VCCS have developed a common Concept Based Curriculum that will be implemented in 19 colleges across the state. Four colleges, Germanna, Rappahannock, Reynolds and Tyler, began implementation of this curriculum in the fall

of 2017. Faculty from each of these programs will share their challenges and successes in Audience level: implementing this new nursing curriculum. Intermediate The Secret to...and the Importance of...Making Better Hires **Session Seven** 1:30 - 2:15 p.m. Kate Haselhorst, Virginia's Community Colleges Tashia Scott, Virginia's Community Colleges Shenandoah A Upper Level This session will explore unconscious tendencies that can impact how we think, act, recruit and hire at our institutions. Recommended for: Less than 15% of American men are over six feet tall, yet almost 60% of corporate CEO's Αll are over six feet tall (Galdwell, 2005). This is more than a fun fact. In an ideal world, candidates are hired exclusively because of their professional qualifications. In reality, Interested in: many other factors come into play including where someone went to college, whether **Effective Business Processes** or not they are from Virginia, and yes, even their height! Audience level: This session will share a summary of research on unconscious biases in the recruitment Intermediate and selection process and provide remedies that faculty, staff and administration can immediately implement into their search committee processes. **Navigate Demo Lab Session Seven** 1:30 - 2:15 p.m. Kelly Miller, EAB Amira Ezzat, EAB Pocahontas A - Computer Lab Adam Janus, EAB Upper Level VCCS has selected the Navigate technology tool, to implement at scale, in support of our Recommended for: guided pathways efforts. By Spring 2019 all 23 colleges will utilize the functionality to Αll support student onboarding, academic planning, registration, communication, and advising support. While Navigate does not replace the need for advising or interpersonal student contact, it does allow college faculty and staff to coordinate efforts, nudge student progress, track interactions, and raise alerts—improving our ability to manage the student lifecycle from entry to completion. Join Kelly Miller, Amira Ezzat, and Adam Janus from EAB for a hands on demo of Navigate to learn more about what our students and staff will experience when using the tool. Beyond the Discussion Board: Fun and Engaging Activities for the Online **Session Seven** Classroom 1:30 - 2:15 p.m. **Pocahontas B** Jeanne Hopkins, Tidewater Upper Level The online learning environment can easily mirror the hands-on, face-to-face environment. Learn a multitude of free, easy to use techniques and applications that will Recommended for: enhance teaching and learning in an online environment. Faculty, Adjuncts There are SO many ways to facilitate learning in an online classroom. Come learn how to: Interested in: gain intentional feedback from students after watching a video **Innovative Teaching and Learning** record lectures via screencast and/or video Peer Group - Distance Ed allow students to demonstrate their ability to apply new information in the form of comics, talking avatars, and movies Audience level: curate student work and allow for peer feedback

create your own graphic organizers for student use identify student's prior knowledge and assess in minutes assess knowledge using meme creators, and more!

Intermediate

1:30 - 2:15 p.m.

Appalachian

Upper Level

Recommended for: Faculty, Deans/VPs/Presidents, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

Trailblazing a Path to Student Success: Using Structured Pathways to Increase Student Completion

Johanna Weiss, John Tyler Mikell Brown, John Tyler

John Tyler Community College has embarked on a multi-year project to remove barriers to student completion. This presentation will discuss (a) our use of curriculum audits to remove unnecessary courses and align courses within meta-majors, (b) the creation of new Associate degree programs, and (c) revisions to the AS in General Studies that limit student choice. We will discuss how this work to create structured curricula is expected to increase the numbers of students completing a credential.

The recent book *Redesigning America's Community Colleges: A Clearer Path to Student Success* presents guided pathways as an innovative framework for increasing student completion. This multi-pronged approach involves the successful onboarding of students, the deployment of effective advising strategies, wrap-around student supports, and the implementation of coherent policies, procedures, and business practices. The success of this approach hinges on institutions offering structured curricula that align with employer demands and/or the requirements of transfer institutions. This presentation will discuss the concept of structured curricular pathways and how John Tyler Community College is designing them to enhance student completion.

Our work on structured pathways began two years ago when, upon researching the general education requirements of transfer institutions, we discovered that many of the biggest barriers to graduation at JTCC were requirements that did not exist at the transfer institutions. Though this work led to some small changes to our curricula, we are now adopting a comprehensive strategy that involves the use of curriculum audits. In the curriculum audit process, faculty will a) evaluate each course in every curricula and justify its inclusion, b) reduce the number of electives in each program, and c) develop a common core of courses within each cluster/meta-major. We will present some examples of how the curriculum audits accomplished these goals.

We will also highlight our work to create more structured pathways for the large number of students who are enrolled in our AS General Studies or one of the several specializations within this degree. We have significantly reduced course options within the General Studies program, providing anywhere from 1 - 6 course choices within each category (math, lab science, humanities, social science, etc.). We are also creating standalone degrees for many of our General Studies specializations.

The creation of more structured curricula at JTCC is expected to: a) remove arbitrary barriers to student completion, b) reduce course options for students so that they make better choices, c) enhance the transferability of our courses and curricula, d) enhance mobility of a student switching majors, e) promote more effective advising, and f) enable the successful implementation of the EAB Navigate tool.

Session Seven

1:30 - 2:15 p.m.

Roanoke F

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, IT, Adjuncts, Blackboard Admins

Interested in:

Innovative Teaching and Learning

Affordable Content for Students through Inclusive Access Programs

Jon Poole, Pearson Greg Kirby, Follett

Multiple colleges have entered into Inclusive Access models in the VCCS system. This presentation by Pearson and Follett will review the basics of the model, cover the newest findings, and provide a forum for questions regarding the model.

Inclusive Access models have spread quickly nationwide, saving students millions of dollars over traditional print materials. In this session, leaders from Pearson and Follett will review in detail the basics of the model, learnings from various pilots, and will welcome discussion and questions from attendees.

1:30 - 2:15 p.m.

Roanoke G

Ballroom Level

Recommended for:

Faculty, Deans/VPs/Presidents, Student Services, Classified Staff, Facilities, IT, Adjunct

Interested in:

Innovative Teaching and Learning

Audience level:

Beginner

Translating Higher Education Trends into Learning Environments

Mary Le Johnson, Kahler Slater Brenda Landes, SFCS Architects

Learning environments have gone through significant changes in adapting to new pedagogies and technologies in effort to enhance student outcomes. Through this review and analysis of a variety of student-centered learning facilities you will learn how to better plan and create spaces that support active learning and collaboration on campus.

The bar has been raised for what constitutes an effective learning environment. Classrooms, labs, and other learning spaces have gone through significant changes in adapting to new pedagogies and technologies in an effort to enhance student outcomes. Through this review and analysis of a variety of student-centered learning facilities you will learn how to better plan spaces that support active learning and collaboration on campus. The session will include an interactive survey.

Active Learning:

Active learning classrooms (ALCs) are learning environments which support multiple teaching/learning modes and engage students in their own learning. A comfortable, well-planned active classroom that incorporates flexibility in furnishings, technology and tools and allows controllability of environmental factors can be essential in supporting learning outcomes.

Simulation and Hands-on-Learning:

Simulation in learning is a technique that can be applied to many disciplines. The student is immersed in an environment that replicates the real world and allows them to experience and develop their critical thinking skills. Nursing and health science labs designed as fully outfitted mock healthcare environments can foster a learning experience where students test their application of health care concepts, development of clinical reasoning and gain confidence before entering the clinical environment. In addition, students that are educated in the STEM fields through hands-on learning gain a deeper, personal understanding of the subject matter. Intentionally designed spaces can provide the right environment to support collaboration, exploration, and investigative learning where students connect knowledge in a tactile experience and apply critical thinking skills.

Informal Learning:

Not all learning takes place in the formal classrooms and not all students learn in the same way. Although active learning classrooms were created based upon the idea that interaction fosters better education, it's important to recognize that not all students learn well in a group learning environment; many still need a quieter environment that encourages participation. The careful design of public spaces including corridors, lobbies and alcoves can allow for group and individual learning, extend collaboration and investigation started in the classroom and provide for a sense of the larger community within the building.

Session Seven

1:30 - 2:15 p.m.

Roanoke H

Ballroom Level

Recommended for:
Student Services

Interested in:

Integrated Student Support

Audience level: Beginner

Using On-Course Techniques in Advising

Michael McBride, Virginia Highlands

Using On Course techniques in advising is a way to assist students in planning for the future. Come learn about some of these On Course techniques and the On Course training.

On Course is intended for college students of any age who want to create success in college and life. This session will look at ways to create an open dialogue with your students. We will discuss Success Teams, Language of Responsibility, Silent Socratic Dialogues, Emotional Intelligence, and The Jigsaw Model. These strategies can be used in the advising/counseling process to help students become active, responsible, and successful learners who excel in a learner-centered environment. This session will also take a look into the On Course I Workshop with Dr. Skip Downing.

1:30 - 2:15 p.m.

Mill Mountain

Ballroom Level

Recommended for: Faculty, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Intermediate

A Magical Touch: Engaging Students with Interactive Videos

Bo Yang, Northern Virginia Hong Wang, Northern Virginia

Combining with text, sound and graphics, video helps students with different intelligences learn better. This presentation will introduce a free tool, EdPuzzle, to add a magical touch to existing videos to engage students in learning. Anyone who is passionate about innovative teaching will find this session practical and useful.

More and more faculty add YouTube videos into their teaching content, and some even create their own lecture captures. Video has become a powerful way in teaching because of its focus on effectively presenting information visually and audibly. Video helps vividly demonstrate a process or a procedure that words could hardly present. When a video presents information, the audience are drawn to watch and listen. In this regard, a video engages learners through multiple senses.

Learning theories such as dual coding theory (Paivio, 1986) and theory of multiple intelligences (Gardner, 2011) indicate that people learn better with multimedia like videos.

Although learning theories support the use of video in teaching and many faculty also use videos in teaching, video itself is not interactive in nature, especially the long videos. Research (Fishman, 2016) shows that two minutes is a sweet spot to engage students. After two minutes, there is a significant drop-off in engagement. It's better to keep videos short and simple because viewers have short attention spans. This presentation will introduce a powerful and user-friendly tool, EDpuzzle, to help faculty add a magical touch to the existing long videos like YouTube through a variety of ways such as instant questions, comments, and personal voice annotation. It will also help faculty solve some issues and concerns about students' work in blended courses or flipped classroom by easily tracking students' work outside the classroom and checking their understanding of the video content. A long video can be chunked into short interactive segments by adding questions to engage students.

We will combine presentation, demonstration, and interactive activities into an interesting session in which everyone will learn. Participants will take away with a general knowledge of a powerful technology tool supported by learning theories, skills to use a variety of functions of EdPuzzle, and ideas to apply EdPuzzle to engage students in learning and solve some issues in their teaching practice. Anyone who is passionate about innovative teaching will find this session practical and useful.

References:

Fishman, E. (2016) How long should your next video be? Retrieved on October 27, 2017, from https://wistia.com/blog/optimal-video-length

Gardner, H. (2011). Frames of mind: The theory of multiple intelligences. New York: Basics Books.

Paivio, A. (1986). Mental representations. New York: Oxford University Press

Session Seven 1:30 - 2:15 p.m.

Buck Mountain

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Adjuncts

Interested in:
Integrated Student Support

Partnership Agreements to Enhance Transferability, Diminish Tuition Debt, & Improve Graduation Rates

Scott Ralls, President, Northern Virginia Michelle Marks, George Mason University Kitty McCarthy, Radford University Charles Errico, Northern Virginia

Community college students lose on the average 13 credits when they transfer with an associate's degree. That wasted time and money results in tuition debt, a national problem, and diminishes their chances of earning a bachelor's degree. NOVA President Scott Ralls and representatives from George Mason & Radford Universities will describe

Audience level: Intermediate

partnerships that will ensure that students who follow a prescribed guided pathway will have all of their courses count as requirements & transfer as juniors.

Although 80% of the students who start at NOVA desire to transfer to a four-year college, a significant percentage fail to reach that goal. Those who do transfer often lose credits which increases both their time to earn a bachelor's degree and their tuition debt. "Time is the enemy of college completion," one leading educator noted, "the longer it takes, the more life gets in the way, and the more expensive college becomes." This is a national problem. NOVA is developing partnerships with four-year colleges in Virginia that ensure that students who follow a prescribed guided pathway will have all of their courses transfer as curriculum requirements so that our graduates will start as first semester juniors when they leave us with an associate's degree. Combined with our automatic transfer agreements, these partnership will encourage students to remain at NOVA and not transfer early; thus, improving enrollment and retention numbers. NOVA President, Dr. Scott Ralls, will join representatives from George Mason University and Radford University to describe the significance of these partnerships and the benefits they will bring to our students. Dr. Charles Errico, CFAC Chair, will serve as the moderator.

Session Seven

1:30 - 2:15 p.m.

Tinker Mountain

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Intermediate

Session Seven

1:30 - 2:15 p.m.

Monroe

Conference Level

Recommended for: Faculty, Deans/VPs/Presidents, Adjuncts

Interested in:
Concept-based Nursing

Audience level: Beginner

Building a Community of Honors Students

Rebecca Hayes, Northern Virginia Paul Fitzgerald, Northern Virginia

Our session will discuss how to develop and sustain an Honors Program and community of Honors students.

Our session will discuss how we have built a cohesive, successful Honors Program at our multi-campus college. We will emphasize how we have developed a cohort of Honors students who have completed the Honors core curriculum and graduated, many going on to Honors programs in four-year universities. We will discuss how we have built MOUs with four-year universities to ensure that our Honors students can transfer their Honors credits into those Honors programs. Innovative teaching tips that are integral to creating an "Honors experience" will also be highlighted. Helping our students find success as they challenge themselves is a major goal for our program. The challenges we have experienced, as well as our best practices, will be shared.

Augmenting Concept Based Clinical: Toolkit for Agency Onboarding

Lisa Poirier, Germanna Patti Lisk, Germanna Karen Mittura, Germanna

In order to have a successful concept based nursing curriculum, a change needs to occur not only in the classroom, but also in the clinical setting. The tools provided in this session will help ensure a smooth onboarding of clinical agency partners to the new concept-based clinical.

Germanna, one of four colleges in the Virginia Community College System (VCCS) implemented the new nursing concept-based curriculum in the fall 2017. During curriculum development, the realization was made that the past way of clinical instruction needed to be adjusted to satisfy the new concept-based curriculum. For students to develop a deep understanding of concepts students essentially need to see multiple cases of the same subject and this calls for a change in the way clinical is taught. When clinical partners were educated about the new curriculum and provided the weekly clinical lesson plans, the onboarding of clinical agencies to the new curriculum was successful. The goal of this session is to provide a "toolkit" to nurse educators who are wanting to introduce and onboard clinical agency partners to the new concept-based clinical in hopes of a smooth transition to a new way of clinical instruction.

1:30 - 2:15 p.m.

Wilson

Conference Level

Recommended for:

Faculty

Interested in:

Concept-based Nursing

Audience level: Beginner

Concept Based Nursing Resources and Lesson Plans

Ellen Koehler, Rappahannock Carrie Lewis, Rappahannock Sara Headley, Rappahannock Leslie Lantz, Rappahannock

Use of the course map and pre-class preparation tools. This session will also explore evaluation methods.

Session Seven

1:30 - 2:15 p.m.

Washington

Conference Level

Recommended for:

Faculty

Interested in:

Concept-based Nursing

Innovative Teaching and Learning

Audience level:

Intermediate

Classroom Integration of Concept-Based Nursing Education

Catherine Moore, Reynolds Jillian Newbauer, Reynolds Carolyn Parrish, Reynolds Melinda Ripley, Reynolds

A discussion of methods for planning, integrating and evaluating concept based education.

The VCCS has developed a common curriculum for nursing education to be used in every community college across the state. The curriculum is concept-based and represents a substantial change in approach for most nursing educators. This presentation will offer suggestions for course planners to assist in organizing their course modules, assignments, learning activities, and evaluation. Planning methods include creation of a unified calendar to be used by every course in the fundamentals level (NSG100, 106, 130, and 200). Planning also includes creating assignments, learning activities, tests and quizzes prior to the semester start.

The presentation will also describe active learning techniques in which conference attendees will be asked to participate, to help engage learners and enhance learning. Techniques such as case studies, games, and care maps will be presented.

The presentation will include methods by which students' learning can be evaluated within the classroom setting. These include pre- and post-quizzing, self-reflection, and review of material in various interactive formats.

Session Seven

1:30 - 2:15 p.m.

Harrison/Tyler

Conference Level

Recommended for:

Faculty, Deans/VPs/Presidents,

Adjuncts

Interested in:

Peer Group - OER

Audience level:

Beginner

Open Educational Resources = Equity, Diversity and Inclusion: You Can Dance at this Revolution!

Cheryl Huff, Germanna Shawn Shields, Germanna

We will explore the importance and impact of equity, diversity and inclusion in our classes. We will discuss the wide variety of options and alternatives to liberate us from the publisher's products which do not always address our diverse student population. We will solicit concerns and needs of attendees in their OER journey and give hands-on help in finding resources. We will make connections among attendees and establish communication for future collaborations. We will dance!

Join us in exploring how using OER is a social justice practice, aiding our students who most need help in attending, succeeding, and completing all of our classes. Learn how you can be liberated from the often inaccurate and inapplicable commercial publisher's products, by finding materials and resources that will help your students best achieve the learning outcomes for your course. You are the expert; you can also be the leader. We will tell you about our journey in OER and share a multitude of up to date OER resources. This will be a hands on workshop, so bring your laptop or iPad—and maybe your dancing shoes!

Session Eight

2:30 - 3:15 p.m.

Shenandoah A

Upper Level

Recommended for:

Αll

Interested in:

Effective Business Processes Innovative Teaching and Learning

Audience level: Beginner

Collaboration and Productivity with Microsoft Teams

Alex Gabriel, Thomas Nelson Latasha Holmes, Thomas Nelson

Microsoft Teams makes communicating one-on-one and with groups easy! Enjoy seamless real-time collaboration, schedule small group or team meetings, post an email in a thread to keep everyone in the loop, search for public teams to collaborate on shared projects, and see past content and chat history anytime.

Microsoft Teams is a chat-centered workspace in Office 365. It brings people, conversations, files, and tools into one place, so everyone has an instant access to everything they need. Microsoft Teams is available to all faculty and staff that use Microsoft Office 365 in your college.

Features:

- All your content, tools, people, and conversations are available in the team workspace.
- Enjoy built-in access to SharePoint, OneNote, Planner, and Skype for Business.
- Work on documents right in the applications.
- Microsoft Teams is available as a desktop application and as a mobile app for iOS and Android.

Session Eight - Nine 2:30 - 3:40 p.m.

Shenandoah B

Upper Level

Recommended for:
Deans/VPs/Presidents

Interested in:

Chancellor's Special Sessions (by invitation only)

Audience level: Advanced

2017 FALA Project—K12 / Community College Partnerships: Best Practices for Improving Communication and Data Sharing

Jacob Surratt, Wytheville Beth Page, Virginia Highlands Josh Meyer, Virginia Western Robert Derr, Mountain Empire Amy Webster, Patrick Henry Tom Wright, Southwest Virginia

2017 FALA team members from DCC, MECC, NRCC, PHCC, SSC, SWCC, VHCC, VWCC, and WCC will explore their immersion project topic and present recommendations to the Chancellor and leaders throughout the VCCS.

The 2017 Faculty and Administrators Leadership Academy (FALA) focused on the development of VCCS leaders through the practical application of theory and real world problem solving. Participants were divided into five teams, expanding upon their professional role and college campus knowledge to address a VCCS challenge at the direction of the Chancellor. Selected topics included: Improving Transferability, Blending Credit and Non-Credit, K12/Community College Partnerships, Improving Completion Rates for Underrepresented Populations, and Increasing Diversity of Faculty and Administrators in the VCCS. Teams have been working together since September to explore their topics and form recommendations which they will present to the Chancellor and leaders throughout the VCCS.

2017 FALA Project—Improving Completion Rates for Underrepresented Populations: Best Practices

Jen Daniels, Northern Virginia Amber Foltz, Lord Fairfax Jenni VanCuren, Lord Fairfax Lynn Bowers, Northern Virginia Carlita McCombs, Northern Virginia John Sound, Northern Virginia

2017 FALA team members from LFCC and NVCC will explore their immersion project topic and present recommendations to the Chancellor and leaders throughout the VCCS.

2017 FALA Project—Increasing Diversity of Faculty & Administrators in the VCCS

Nicole Munday, Germanna Cheri Maea, Germanna Lorraine Justice, Rappahannock Gena McKinley, Reynolds Tim Merrill, Reynolds Rachel Angel, Virginia's Community Colleges Aaron Rosenthal, Virginia's Community Colleges

2017 FALA team members from GCC, RCC, JSRCC, and VCCS SO will explore their immersion project topic and present recommendations to the Chancellor and leaders throughout the VCCS.

Session Eight

2:30 - 3:15 p.m.

Pocahontas A - Computer Lab

Upper Level

Recommended for: All

Navigate Demo Lab

Kelly Miller, EAB Amira Ezzat, EAB Adam Janus, EAB

VCCS has selected the Navigate technology tool, to implement at scale, in support of our guided pathways efforts. By Spring 2019 all 23 colleges will utilize the functionality to support student onboarding, academic planning, registration, communication, and advising support. While Navigate does not replace the need for advising or interpersonal student contact, it does allow college faculty and staff to coordinate efforts, nudge student progress, track interactions, and raise alerts – improving our ability to manage the student lifecycle from entry to completion. Join Kelly Miller, Amira Ezzat, and Adam Janus from EAB for a hands on demo of Navigate to learn more about what our students and staff will experience when using the tool.

Session Eight

2:30 - 3:15 p.m.

Pocahontas B

Upper Level

Recommended for:

ΑII

Interested in:

Integrated Student Support Peer Group – Distance Ed

Audience level: Beginner

Impacting Success: Creating an Online Orientation to Support Distance Learners

Meg Foster, Reynolds Kris Dahm, Reynolds

Focusing on student success, learn how Reynolds Community College designed a robust orientation for online students. Presenters will share solutions for engaging online learners as well as retention and success data. Leave with solutions for improving and expanding your orientation programming!

We all recognize the importance of effective orientation programming in preparing students for success. In our technology-driven world, more students are taking courses online, using informal learning resources, and expecting information 24/7. Preparing students for online learning success is a critical function that positively impacts retention and facilitates certificate and degree attainment for our students at a distance. How can our institutions provide orientation in an online format that's engaging, easy to access, and that can be measured for impact and satisfaction? This session will focus on providing attendees a model for orienting students to the online community college experience. We will share how Reynolds Community College worked with a team to develop a robust and engaging orientation program that is positively impacting student success. The audience will learn how Reynolds Community College selected, created, and implemented a comprehensive online orientation solution. Participants will learn about technology features, necessary requirements (ADA, mobile-friendly), content creation, implementation, reporting, etc. The presenter will also showcase best practices for delivering online student orientation and discuss student usage data. Additionally, presenters will walk attendees through the web-based online orientation program.

Audience members will be invited to edit the Go2Reynolds site to demonstrate the ease with which programming can be made school specific and also updated. Session handouts will include guest user access information, and a model for orientation programming for online students. Data regarding student usage, success, and retention will be shared as well.

Session Eight

2:30 - 3:15 p.m. **Appalachian**

Upper Level

Recommended for:

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

Compassionate Pedagogy: How Being Understanding Helps Community College Students Succeed

Thomas Geary, Tidewater Monica McFerrin, Tidewater

Faculty often frown upon students who miss deadlines and ask to revise work. In this session, we will contend that faculty should practice patience and empathy, especially considering our student population. We will discuss the importance of compassionate pedagogy and being understanding for our students.

Faculty often frown upon students who miss deadlines, accrue tardies and/or absences, fail to properly cite research, and ask to revise work for a better grade. Our course policies often establish strict rules regarding these concerns; we're training students to be professionals, after all. But why shouldn't we be patient and empathetic, especially at community colleges that welcome students who face many challenges? How could a compassionate approach inspired by critical pedagogy help our students succeed?

Jesse Stommel writes, "Why not be compassionate? There's nothing pedagogical in arbitrarily removing opportunities for learning." In this session, we will explore those obstacles, discuss the importance of a compassionate approach, introduce participants to critical pedagogy and how it influences our instruction, and offer strategies for being more understanding for our students. Participants will be asked to consider hypothetical scenarios that go against firm course policies and reflect upon their own pedagogy.

Session Eight

2:30 - 3:15 p.m.

Roanoke F

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Adjuncts, Blackboard Admins

Interested in:
Innovative Teaching and Learning

Audience level: Intermediate

McGraw-Hill Virginia Mathematics Solutions

Megan Farber, McGraw-Hill Education Melissa Taylor, McGraw-Hill Education

Please join McGraw-Hill Education to discuss our learning technology platforms and curriculum solutions developed specifically for the Commonwealth of Virginia. The solutions will span the developmental and collegiate math curriculum for STEM and non-STEM pathways. We will be discussing our two technology platforms, ALEKS and Connect Math Hosted by ALEKS, and the accompanying resources.

McGraw-Hill Math understands that each institution, student, and curriculum has unique needs and challenges. Please join us for a session on our two options for your learning technology platform, both built around the quality content and resources you have come to know.

ALEKS (Assessment and LEarning in Knowledge Spaces) is an online, adaptive assessment and learning system proven to help students master math skills and achieve success in college-level courses. At the heart of ALEKS is an artificial intelligence engine that assesses each student individually and continuously.

ALEKS was born from NSF-funded research by mathematicians, cognitive scientists, and software engineers from the University of California, Irvine. It is the practical realization of Knowledge Space Theory, the field of study in mathematical cognitive science developed by the founders.

Connect Math Hosted by ALEKS is the first platform to combine an artificially-intelligent, diagnostic assessment with an intuitive online homework system. The result is peace of mind to trust that Connect Math Hosted by ALEKS will take your students to a new level of success.

Built by educators for educators, Connect Math Hosted by ALEKS uses a one-of-a-kind market development process, involving academic faculty at every step. This enables us to provide you with a solution that best meets your needs. Additionally, Connect Math Hosted by ALEKS offers 99% uptime and highly-rated customer support for both students and instructors.

Session Eight

2:30 - 3:15 p.m.

Roanoke G

Ballroom Level

Recommended for:
Faculty, Deans/VPs/Presidents, IT,
Adjuncts

Interested in:
Innovative Teaching and Learning
Peer Group – OER

Audience level: Beginner

Fostering Connections and Increasing Course Completion Using OER

Elizabeth Spica, Lumen Learning Neil Mairs, Germanna

Open educational resources (OER) deliver much more than textbook cost savings. When used with personalized learning tools, they can deepen faculty-student connections and improve course completion rates. Hear from Neil Mairs (Associate Professor of Business, Germanna) about Lumen's Waymaker OER courses, available across the curriculum and free to VCCS faculty and students.

Neil Mairs, Associate Professor of Business at Germanna Community College, will share his experience using Waymaker OER courseware from Lumen Learning in his Introduction to Business course. Freely available to VCCS across a variety of disciplines, Waymaker combines OER with personalized learning, analytics, and messaging tools that help faculty build connections with students. Hear Professor Mairs' personal account of the positive impact of Waymaker's messaging tools, from its positive impact on students' classroom experiences to the comments on students' end-of-semester evaluations. Elizabeth Spica, Director of Teaching & Learning at Lumen, will also share data revealing how the courseware can improve course completion rates and help Pelleligible students perform at the same level of their wealthier peers. Faculty will be guided through Waymaker functionalities, including how course areas from math, business, English, biology, and college success can easily adopt the courseware in their own classes. The presentation concludes with three evidence-based practices faculty members can adopt in order to boost student performance, according to new learning data analysis from OER courses supported by Lumen.

Session Eight

2:30 - 3:15 p.m.

Roanoke H

Ballroom Level

Recommended for:

Αll

Interested in:

Innovative Teaching and Learning Integrated Student Support

Audience level: Beginner

Using Hoonuit in Your Class

Timothy Hoffman, Rappahannock Kathy Vanlandingham, Rappahannock

Hoonuit provides short, instructional videos for on demand learning. It is available to most VCCS schools and students. This workshop will demonstrate examples how Hoonuit instructional videos are used in some RCC classes, propose ideas for your own class, and show how to integrate these with Blackboard.

Hoonuit (formerly Atomic Learning) provides short, instructional videos for on demand learning. This is available to most VCCS schools and may be used by faculty, staff and students. It may also provide instructional or support materials in your Blackboard classes. This workshop will demonstrate examples how Hoonuit instructional videos are used in some RCC classes, propose ideas for your own class, and show how to integrate these with Blackboard. RCC has been using Hoonuit for faculty and staff technology training since its introduction. Recent topical expansion has made Hoonuit relevant to a wider array of applications. Topics have expanded beyond software to include many soft skills including topics from research papers to job interviews. As such, instructional use has expanded to Student Development (SDV) classes. In some cases the offerings in Hoonuit include interactive features allowing you to share elements of lessons with other Hoonuit users to elicit comments. Other lessons include assessments. Any video may be used as part of the series to which it belongs or as a standalone example of a topic. This session will Share examples of how Hoonuit is currently used to support student success in IT and SDV classes at RCC. We will discuss other ways we have used Hoonuit or are exploring its use in developing classes, hopefully eliciting additional examples or ideas from participants. For newer users who have not used this resource, we are also providing a handout detailing the procedure we will be demonstrating for

integrating Hoonuit videos into Blackboard classes. We will discuss the various options for use in the Blackboard Grade Center as well as common issues that may arise while using Hoonuit in Blackboard.

Session Eight 2:30 - 3:15 p.m.

Mill Mountain

Mill Mountain Upper Level

Recommended for: Faculty, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

How to Use Videos in the Classroom

Deborah Finkelstein, Northern Virginia

Learn why and how to incorporate video into your curriculum.

30 seconds of a video can affect students in ways that 30 minutes of lecture can't. This workshop will reveal why and how you can use videos in your classroom. We will look at ways professors from a variety disciplines have had success with incorporating videos into their curriculum.

Showing short video clips during lecture enhances the educational experience, engages students, and increases critical thinking. However, some teaches shy away from video. "You might not have the highest opinion of video," says Rob Weir, University of Massachusetts at Amherst & Smith College. He says that many used to see video as "an excuse to tune out... that's old information that's no longer the case." Professors don't need to show long videos; 30 seconds, 3 minutes, etc. can be great ways to enhance curriculum, connect with students, and increase critical thinking.

Video breaks up lectures, and provides students with different perspectives. Narrative stories on video, or videos of experts can enhance your curriculum. Video can also be used to give students 30 seconds of humor during lectures on dark subjects, as well as connect students to contemporary concepts or interdisciplinary topics. Use video to show two sides of a debate, reenact historic events, or show computer simulation of events. Assigning educational videos for homework also engages students and increases critical thinking. Videos can also be posted on classroom websites for students that want to be exposed to additional material. We will also discuss the use of video in homework assignments. "Knowledge doesn't come in textbooks alone," says Vicki Davis, The Atlantic. She adds that using "digital media, teachers are reaching past the classroom in unprecedented ways."

We will also brainstorm ways to incorporate videos into your curriculum.

Session Eight

2:30 - 3:15 p.m.

Buck Mountain

Upper Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Classified Staff, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

Incorporating Community-Engaged Learning into the Disciplines

Jane Rosecrans, Reynolds Renee Garris, Reynolds Ashley Bourne-Richardson, Reynolds Stephen Brandon, Reynolds

This session will focus on the work of faculty at Reynolds Community College, who have spent the past year as part of an NEH grant strengthening teaching in community college humanities courses by developing best practices for fostering relationships with and incorporating resources from local historic sites, art museums, cultural institutions, and religious organizations. This session help other faculty incorporate local historical and cultural resources at their own institutions.

In 2015, Reynolds Community College was awarded an NEH grant that was intended to enable faculty to work collaboratively in developing and sharing local humanities resources, interdisciplinary approaches, assignments, and content—all aimed at strengthening humanities instruction, content, and transforming the engagement between students, faculty, and the local community. The first year of the grant focused on faculty development while year two has focused on the implementation of this work into specific courses. By choice, most of our graduates remain in our community for their education and most will remain once they graduate and enter the workforce. The mission of community colleges is to engage local colleges with their communities, and this is largely accomplished through local workforce development, transfer to local four-year institutions, and connections to local employers who are the intended source for

the future employment of its graduates. The work this session will focus on, however, asks faculty to engage the local community in an entirely new way, by working with art, historical, religious, and cultural institutions to develop long-term partnerships in which such institutions are able to make their services, programs, and materials available to local college faculty and students. We will focus on ways to engage with these local resources as well as ways that faculty have reimagined their courses as a result of this engagement. This process is not limited to humanities courses, however. Courses in science, nursing, engineering, horticulture, hospitality, and others all may benefit from partnerships with local cultural and historic institutions. We hope this session will offer innovative ways to transform college teaching to better engage our students and create dynamic partnerships in the communities we share with our students.

Session Eight

2:30 - 3:15 p.m.

Tinker Mountain

Upper Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Classified Staff

Interested in:
Integrated Student Support
Innovative Teaching and Learning

Audience level: Intermediate

Revising the Science AA&S Curriculum at GCC to Facilitate Student Transfer

Shawn Shields, Germanna William Callan, Germanna

The Science Department at Germanna Community College has significantly revised the Science AA&S curriculum to better meet the degree requirements of four-year schools and facilitate student transfer.

Prompted originally by the changes in the VCCS Math Pathways, the Science Department at Germanna Community College has significantly revised the Science AA&S curriculum to better meet the degree requirements of four-year schools and facilitate student transfer. The Science AA&S Curriculum has been separated into a Core Degree requirement section and a disciplinary track requirement section. All Science AA&S degrees candidates must complete the Core degree, plus one disciplinary track. Students can choose from one of five tracks, including biology, chemistry, physics, geology, and environmental science. The requirements for each disciplinary track have been chosen to guide students in choosing courses and to better align with specific requirements established by the four-year institutions in each of these disciplines. Each of the tracks were created by compiling the "Major" requirements for 5-6 common transfer universities (ODU, GM, VT, VCU, UMW, and JMU). We will discuss our program and share our experiences. We welcome discussion regarding experiences at other colleges and questions, as well.

Session Eight

2:30 - 3:15 p.m.

Monroe

Conference Level

Recommended for: Faculty, Deans/VPs/Presidents, Adjuncts

Interested in:
Concept-based Nursing

Audience level: Beginner

Augmenting Concept Based Clinical: Toolkit for Agency Onboarding

Lisa Poirier, Germanna Patti Lisk, Germanna Karen Mittura, Germanna

In order to have a successful concept based nursing curriculum, a change needs to occur not only in the classroom, but also in the clinical setting. The tools provided in this session will help ensure a smooth onboarding of clinical agency partners to the new concept-based clinical.

Germanna, one of four colleges in the Virginia Community College System (VCCS) implemented the new nursing concept-based curriculum in the fall 2017. During curriculum development, the realization was made that the past way of clinical instruction needed to be adjusted to satisfy the new concept-based curriculum. For students to develop a deep understanding of concepts students essentially need to see multiple cases of the same subject and this calls for a change in the way clinical is taught. When clinical partners were educated about the new curriculum and provided the weekly clinical lesson plans, the onboarding of clinical agencies to the new curriculum was successful. The goal of this session is to provide a "toolkit" to nurse educators who are wanting to introduce and onboard clinical agency partners to the new concept-based clinical in hopes of a smooth transition to a new way of clinical instruction.

Session Eight

2:30 - 3:15 p.m.

Wilson

Conference Level

Recommended for: Faculty, Adjuncts

Interested in:

Concept-based Nursing

Concept Based Nursing Resources and Lesson Plans

Ellen Koehler, Rappahannock Carrie Lewis, Rappahannock Sara Headley, Rappahannock Leslie Lantz, Rappahannock

Use of the course map and pre-class preparation tools. This session will also explore evaluation methods.

Session Eight

2:30 - 3:15 p.m.

Washington

Conference Level

Recommended for: All

Interested in:

Concept-based Nursing

Audience level: Intermediate

Electronic Documentation in the Concept Based Curriculum from the Faculty and Student Perspective

Angela Sheaffer, Germanna

Using electronic resources to instruct students on electronic documentation. This session will discuss the student and faculty perception on the use of simulated electronic documentation in the concept based curriculum.

Electronic documentation in health care is a standard. All members of the health care team need to understand and use the EHR to effectively communicate information about the clients they serve. Instruction of the EHR initially was the responsibility of the systems the health care personnel entered. Training was part of the orientation program. In 2015, the American Nurses Association stated the entry level skills needed by nurses included the ability to understand and use the EHR. In nursing schools, simulation charting products have introduced simulated documentation to assist in the education of the student in the area of communication through documentation. The capstone project conducted in 2015 evaluated the first semester perception of the student. The current study measures the student and the faculty perception of the EHR in the concept based curriculum. By using the information, the faculty can use the simulated documentation products in a more robust format. The robust format ensures the student has the entry level skills needed in documenting information for the communities they will serve. The interactive session will discuss the results of the study while showing the products used and recommendations moving forward throughout the program.

Session Eight

2:30 - 3:15 p.m.

Harrison/Tyler

Conference Level

Recommended for: Faculty, Deans/VPs/Presidents, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

An Across-the-Curriculum Model for Demystifying the Act of Thinking Critically

Karyn Pallay, Reynolds

This session will provide a framework for thinking critically across-the-curriculum. Participants will be introduced to explicit vocabulary that can be used to demystify for students what thinking critically involves.

Whether students are aware of it or not, there are elements present whenever thinking is taking place. Students can learn to identify and name these elements in any situation that requires thinking in order to improve thinking. Do they need to think about an assignment you are giving? These elements are present in the assignment. Do they need to think about an article or assigned text? These elements are present in the text. Do they need to think about their response to an assignment? These elements are present in their response to the assignment.

This is to say, a student can use the elements of thought to think about an assignment, a text, and even their own thoughts—and, by extension, many other things. This is because the elements of thought are present whenever thinking is taking place.

Likewise, students can learn a universal set of standards to apply to the thinking they do. They can learn to consider whether what they are hearing, reading or conveying is clear,

accurate, and relevant. They can learn to consider whether what they are hearing, reading, or conveying is comprehensive or lacks depth, or whether the topic is explored from multiple points of view or just one. Just like the elements of thought, the standards can be explicitly learned and practiced.

This session will give faculty the information they need to begin teaching critical thinking in an explicit way that demystifies the act of thinking critically.

Session Nine

3:30 - 4:15 p.m.

Shenandoah A

Upper Level

 $Recommended\ for:$

Αll

Interested in:

Innovative Teaching and Learning Integrated Student Support

Audience level: Intermediate

Next Generational Learning Modules; The Millennial Student

Margaret Marangione, Blue Ridge

This presentation will review qualities that make the millennial student unique and explore whether we need to revamp our classrooms and teaching methods.

Millennials, individuals who are now between 18-35 years old, were born and raised with different inciting incidents (9/11), different economic factors (the 2008 market crash) and a different culture (helicopter parenting, car seats and more). Most importantly, they have been exposed to and have been molded by the information age, technology and social media. These factors have molded them as a population, and according to the Pew Research Center and a 2016 RAND report, it has also shifted their expectations of education, learning, how they scan instead of read, as well as how they learn and process information.

Active learning methods, relevancy and rational for assignments have been methods that have been encouraged as approaches in teaching millennials. The presenter will go over these ideas as well as encourage the attendees to debate the practicality of these methods or if we are compromising skill based learning like reading.

Session Nine

3:30 - 4:15 p.m.

Pocahontas B

Upper Level

Recommended for: Faculty, Adjuncts

Interested in:

Peer Group – Distance Ed Innovative Teaching and Learning

Audience level: Intermediate

Start Strong! Student Onboarding—It's Not Just for Admissions: Tips for Online and Hybrid Courses

Jennifer Schaefer, Lord Fairfax

Faculty members teaching online and hybrid can, very easily, stretch the idea of "onboarding" students to help them start strong in courses offered through these delivery methods. An English faculty member will share some specific tools to consider, including a pre-course welcome email, master assignment sheet, and a course orientation video. Additional techniques to help onboard students in the virtual classroom (all easy to implement) will be shared.

Faculty members teaching online and hybrid can, very easily, stretch the idea of "onboarding" students to help them start strong in courses offered through these delivery methods. An English faculty member will share some specific tools to consider, including a pre-course welcome email, a course orientation video, a syllabus quiz that includes questions about student support services, and a master assignment sheet with all due dates and point values for the semester's course work. Other strategies include designing the first few weeks' readings and activities so they aren't textbook reliant and structuring the course content for students to have completed at least 60% of the graded work by the last day to withdraw from the course. Small things make a huge difference for our students; a little extra thought and support from faculty can go a long way. Using some of the tenants of exemplary online course design paired with the idea of deliberate onboarding, faculty can make small additions to courses that can enhance student support and, therefore, success.

Session Nine 3:30 - 4:15 p.m.

Appalachian

Upper Level

Moving Students from Crisis to Calm

Eileen Scanlon, Reynolds

Students bring with them all of their life circumstances and turn to those they've built relationships with when they are in crisis. In this session we will be talking about how to

Recommended for:
Faculty, Deans/VPs/Presidents,

Student Services, Classified Staff, Adjuncts

•

Interested in: Integrated Student Support

Audience level: Beginner appropriately and effectively work with students who are in crisis to plan their next steps and get out of the crisis "tornado."

Most people have experienced an event that shook them so deeply, they were unable to think of anything else. Our students are no different, and when they encounter a crisis they turn to those they trust and with whom they've built a relationship for help navigating out of the chaos. This session is designed for anyone who works one-on-one with students and is looking to be more prepared to help them work through a crisis. In this session we will be going over crisis counseling theories, best practices, common pitfalls, imminent risk assessment, and steps to help the student move from the crisis to an action plan.

Session Nine

3:30 - 4:15 p.m.

Roanoke E Ballroom Level **Distance Education & OER Planning Session for 2020**

Donna Levy, Reynolds, Chair, Distance Education Peer Group Cheryl Huff, Germanna, Chair, OER Peer Group

Session Nine

3:30 - 4:15 p.m.

Roanoke F

Ballroom Level

Recommended for:

ΑII

Interested in:

Integrated Student Support Innovative Teaching and Learning

Audience level: Beginner **Toward a More Accessible Digital Learning Environment**

Krista Martin, Blackboard Inc. Lisa Andion, Blackboard Inc.

A Showcase of Blackboard Ally

Accessibility within the digital learning environment is front of mind within higher education and impacts students, instructors, and institutions, alike. It's not enough to show that an LMS is accessible when the content shared within the LMS is not. Blackboard Ally begins here. Ally runs content instructors add to the LMS through an accessibility checklist, identifies the accessibility gaps, and then generates alternative, accessible versions for students to consume immediately. The result is greater awareness and greater access for all. Join us for a live demonstration of Blackboard Ally.

Session Nine

3:30 - 4:15 p.m.

Roanoke G

Ballroom Level

Recommended for:

Deans/VPs/Presidents, Student Services, IT

Interested in:

Effective Business Processes Integrated Student Support

Audience level: Intermediate Practical Applications for LMI in Institutional and Student Decision-Making

Mike Hall, Emsi

Carol Rowlett, Virginia Western Elizabeth Wilmer, Virginia Western

Emsi & VA Western will practical applications of labor market data for both institutional program decisions and review as well as student decisions about programs to pursue that lead to in-demand occupations and careers.

Emsi and VA Western will review case studies and provide practical applications for LMI in the college. For informing institutional decision-making, they will provide supply and demand evidence that can serve as a starting point for discussions related to new program development and addition as well as existing program reviews. For informing student decision-making, they will provide examples of critical data that assists potential and existing students "begin with the end in mind" as they chart out their program of study and the career/occupation they choose to pursue. Case studies and outcomes will be presented.

Session Nine

3:30 - 4:15 p.m.

Roanoke H

Ballroom Level

The Blockchain Revolution and Higher Education

Jim Hines, Tidewater

Web 1.0 the first version of the Web allowed us to search for information. Web 2.0 helped us to socially interact. Web 3.0 the Blockchain will create an internet of value.

Recommended for:

Interested in:
Innovative Teaching and Learning

Audience level: Beginner The blockchain provides a rich, secure, and transparent platform on which to create a global network for higher learning.

What will be the most important technology to change higher education? It's not big data, the social web, MOOCs, virtual reality, or even artificial intelligence. These new components of an emerging technology called the blockchain. The blockchain provides a rich, secure, and transparent platform on which to create a global network for higher learning. This Internet of value can help to reinvent higher education in a way the Internet of information alone could not.

The blockchain represents nothing less than the Third generation of the Internet, and it holds the potential to disrupt money, business, government, and yes, higher education.

The opportunities for innovators in higher education fall into four categories:

- Identity and Student Records: How we identify students; protect their privacy; measure, record, and credential their accomplishments; and keep these records secure
- New Pedagogy: How we customize teaching to each student and create new models of learning
- Costs (Student Debt): How we value and fund education and reward students for the quality of their work
- The Meta-College: How we design entirely new models of higher education

The blockchain may help us change the relationships among colleges and universities and, in turn, their relationship to society.

Session Nine 3:30 - 4:15 p.m.

Mill Mountain

Ballroom Level

Recommended for:
Faculty, Deans/VPs/Presidents,
Student Services, Classified Staff,
Adjuncts

Interested in:
Integrated Student Support
Innovative Teaching and Learning

Audience level: Beginner

Finding Alternative Routes to Adult Learner Success

Rebecca Dilling, Central Virginia Jeffrey Laub, Central Virginia

Adult learners face challenges that many traditional age learners commonly do not. We will present ways to develop roadmaps for these learners to follow that find ways around the many barriers that they face while they are working to improve their lives.

As the need for degrees, credentials and training increases, more adults are being directed to higher education to obtain the training necessary to gain employment to meet the financial needs of their families. Adult education in past years mainly offered only the GED or high school equivalency tests to adults needing this level of education. Today, adult education has broadened the scope and offers not only the HSE or GED, but Integrated Technical Education (ITE) pathways that offer credentials and stackable credentials that local businesses or industries are requiring from their employee candidates. The community college is uniquely situated to adapt the rapidly changing workplace needs and is able to supply both academic and technical training in both a traditional and flexible format.

Research shows that many who are unemployed or underemployed find themselves in this situation because of certain barriers. Many of the barriers are not related to academic preparation, but to a mindset which is created by family and friends, who feel threatened by the success of the learner leading to potential life changes. Other barriers are related to finances which leads to a lack of education and training, a lack of basic needs such as food and shelter. Cultural barriers can stem from a lack of motivation, i.e. emotional and community support. For some students, barriers could mean something as simple as not having a ride to class or having someone to take care of their children.

To find ways around these barriers, organizations and professionals have come together to provide opportunities that are unique to each learner's needs by making use of many already available resources. Recently, Adult Education and the VCCS has partnered to provide academic and technical training and funding for students facing these barriers. Programs such as Plugged in Virginia, Rapid Train technical education, and access to traditional academic coursework with additional support exist to meet the diverse needs

of individual students, along with many others. These programs, i.e. roadmaps, aim to produce completers, who are able to financially support themselves and maintain a happy and healthy lifestyle.

Session Nine

3:30 - 4:15 p.m.

Buck Mountain

Ballroom Level

Recommended for:

Αll

Interested in:

Innovative Teaching and Learning Integrated Student Support

Audience level: Beginner

Teaching as Emotional Labor: Ideas for Recharging and Preventing Burnout

Jill Caporale, Northern Virginia Sarah Gunnarson, Northern Virginia Paul Fitzgerald, Northern Virginia

Teaching can be a meaningful but exhausting job, partly because it involves emotional labor—managing and expressing feelings on demand (Hochschild, 2003). As college professors, we try to emote feelings of enthusiasm, show genuine interest in students, and express passion about teaching regardless of the kind of day we are having (Winograd, 2005). This three-part series addresses the emotional aspects of the teacher and how we, as nurtures, need to nurture ourselves.

Teaching can be a meaningful but exhausting job, partly because it involves emotional labor—managing and expressing feelings on demand (Hochschild, 2003).

As college professors, we try to emote feelings of enthusiasm, show genuine interest in students, and express passion about teaching regardless of the kind of day we are having (Winograd, 2005).

This three-part series addresses the emotional aspects of the teacher. It is important to nourish the giver.

References

Hochschild, A. R. (2003). The managed heart: Commercialization of human feeling (2nd ed.).

Berkeley, CA: University of California Press.

Winograd, K. (2005). The functions of teacher emotions: The good, the bad, and the ugly. Teachers

College Record, 10(9), 1641-1673.

Teaching as Emotional Labor: Ideas for Recharging and Preventing Burnout
Teaching can be a meaningful but exhausting job, partly because it involves emotional
labor -- managing and expressing feelings on demand (Hochschild, 2003). As college
professors, we try to emote feelings of enthusiasm, show genuine interest in students,
and express passion about teaching regardless of the kind of day we are having
(Winograd, 2005). This three-part series addresses the emotional aspects of the teacher
and how we, as nurtures, need to nurture ourselves.

Jill Caporale—Being A Mindful Educator

Mindfulness, being in the present moment by taking the time to notice and appreciate the world around you. Not only can Mindfulness calm you, it can also cause measurable changes in areas of your brain that are involved in memory and emotion. This session will convey simple mindfulness techniques and give a brief introduction of the science that supports this practice.

Sarah Gunnarson—Renew and Recharge

In this workshop, we will talk about the ways teaching requires us to be actors and what some of the drawbacks and benefits are to having to be "on" 15 plus or minus hours a week. To counter this exhaustion, we will learn two evidence-based practices developed by the founder of Positive Psychology, Dr. Martin Seligman, that will renew and recharge us so that we can continue to provide the quality of service our students deserve. One practice is called, "What Went Well," and the other is "Using Signature Strengths in a New Way." Both practices were tested in random-assignment, placebo-controlled experiments and were found to be significantly effective in reducing depression and increasing feelings of well-being.

Session Nine

3:30 - 4:15 p.m.

Tinker Mountain

Ballroom Level

Recommended for:
Faculty, Deans/VPs/Presidents,
Student Services

Interested in:
Innovative Teaching and Learning

Audience level: Intermediate

ENG 111-112 and the Big Read: A Journey in Assessment and Discovery

Peter Dorman, Central Virginia Gary Randolph, Central Virginia

The session will present a short history of the Big Read assessment process for ENG 111-112 at CVCC, a description of the methodology of the Big Read, an explanation of how it has helped make the English program stronger, and a discussion of the questions/problems the data hold for us.

CVCC's Big Read is the name of the semi-annual assessment process we use for ENG 111-112. It had its origins in a presentation two NOVA instructors made of their assessment strategy at a long-ago English Peer Group meeting. We took their idea, adapted it to our school, and have refined it over the years. This presentation will discuss the methodology of the Big Read and how our Office of Institutional Effectiveness does the selection of instructors and students. We will discuss the development of the Big Read rubric, its dissemination to all English faculty, full- and part-time, across all venues the course is offered: traditional classroom, online, dual-enrollment at CVCC, and dual-enrollment in the high schools.

We explain how the process has evolved, the changes we have made to the curriculum, and the resources available to all English faculty as a result of this project.

Finally, we discuss what the numbers have told us, the significance of the data, and the questions that still remain to be answered.

Session Objectives:

- 1. Attendees will learn the purpose of the Big Read is and how it was developed.
- 2. Attendees will understand the process of The Big Read: the manner in which essays are collected and the process by which they are assessed.
- Attendees will learn how the grading rubric was initially developed and how it has evolved.
- 4. Attendees will learn how the first-year writing program at CVCC has improved as a result of this process.
- 5. Attendees will learn the questions we are still wrestling with.

Audience:

Those who are interested in developing and implementing an effective grassroots assessment plan with faculty buy-in for any particular program or area of study.

Session Nine

3:30 - 4:15 p.m.

Monroe

Conference Level

Recommended for:

ΑII

Interested in:

Innovative Teaching and Learning Concept-based Nursing

Audience level: Intermediate

Learning Through Listening: Incorporating the "Hearing Voices Simulation" into a Concept Based Nursing Program

Laura Gares, Germanna Karen Mittura, Germanna

This session will discuss the concept based simulation and explore the perceptions of the nursing students regarding their learning during the simulation using the Hearing Voices Simulation Technology.

Hearing Voices Which Are Distressing," is a training experience and simulation developed by Deegan (2006), it is implemented in a mental health-nursing course as a teaching learning strategy using technology to simulate the experience of a mental health patient who experiences "hearing voices" or auditory hallucinations. This session will discuss the concept-based simulation and explore the perceptions of the nursing students regarding their learning during the simulation.

An innovative approach to convey the concept of Stress and Coping in patients with mental illness is with simulation. Simulations provide powerful experiences that imitate reality, but are free of the risks that may occur in actual practice settings (Dearing &

Steadman, 2009). In experiential learning theory, Kolb (1984) noted that the individual learner transforms his or her experience, leading to a change in attitudes and perceptions.

The goal of this simulation is to change attitudes and decrease stigma regarding mental illness, specifically those that include the auditory hallucinations. Students used mp3 players to listen to an audio simulation while simultaneously engaging in activities requiring focus and concentration. Nursing students participate in an on campus mental health simulation lab. The "Hearing voices" simulation utilized measures the impact of the simulation experience on the knowledge, skills and attitudes, of nursing students caring for patients and their family members with mental illness who experienced "hearing voices," or auditory hallucinations. Hearing voices simulations provide students with the experience of hearing voices from a personal perspective and provide a means of introducing nursing students to the situations they will face in practice and help them to apply the concepts inherent in stress and coping.

The hearing voices simulation provides students with a greater understanding of the experience of hearing voices, and the role-play helped students to gain personal insight into patients' and family members behaviors and practice skills learned in preparation for their first mental health clinical experience.

Following the simulation, students are given a self-report questionnaire, which was developed to measure attitudes regarding mental health illnesses for clients and family members. The results of the survey are used as a self

Session Nine

3:30 - 4:15 p.m.

Wilson

Conference Level

 $Recommended\ for:$

Αll

Interested in:

Concept-based Nursing

Audience level: Beginner

Burning Questions and Critical Conversations

Patti Lisk, Germanna Tammy Colotruglio, John Tyler Charles Smith, Rappahannock Elaine Beaupre, John Tyler

This presentation will explore faculty and student perceptions of the Concept Based Curriculum—the "lived experience" of the roll-out. Student perceptions will be presented as well. Frequently asked questions regarding implementation will be addressed.

This presentation will share the "lived experience" of the concept based curriculum roll-out. Excerpts from interviews with faculty and students regarding the roll-out will be discussed. Urgent questions gathered from deans and directors across the state will be answered and discussed. Presenters will share lessons learned from the implementation process.

Session Nine

3:30 - 4:15 p.m.

Washington

Conference Level

Recommended for: Faculty, Deans/VPs/Presidents, Adjuncts

Interested in:
Concept-based Nursing
Innovative Teaching and Learning

Audience level: Intermediate

Alignment of Schedules Made Amazing Outcomes in First Semester Rollout of CBC

Ruth Fugee, Germanna April Morgan, Germanna Lisa Poirier, Germanna

Sharing the Germanna's first semester faculty team's approach to concept alignment across labs, clinical days, and lectures in 4 courses.

Catch the excitement about improving teaching and learning. Recommend to our peers that they invest in the process of building a master calendar for 4 courses, labs, and clinical days to build reinforcement and create a consistent product for every student. Create a business platform that flexes enrollment up to meet periods of high demand without sacrificing retention. Begin by scheduling skill concepts needed early in semester for clinical practice. Schedule assessments concepts needed early in clinical practice. Align concepts in lecture course to match lab and assessment. Fit the Professional Concepts into the grid based on the Clinical Evaluation Tool, covering the required elements of the role of the nurse first, such as professionalism. Plug in unit tests, standardized tests, drug dosage tests, and major assignments so they don't overlap. Be precise in what you will grade and when your grading blocks of time fit. Students attend

their 4-hour 106 lab and their 3-hour 200 lab on the same day of the week, consolidating their commutes. Create standardized lecture, lab, and clinical day lesson plans to make the students' experiences predictable throughout their school weeks and months. Deliver practice opportunities in lab in rotations. Bring clinical practice into both lecture and lab. Have students check off the skills required on the Clinical Skills Competency Checklist during lab, with the instructor, as a rotation. Clinical days begin early in first semester before many skills can be acquired, so active hands-on care opportunities in early clinical days must be pulled together to enhance safety. They had the same lab and clinical instructor, for consistency. Germanna decided to implement the curriculum at the first opportunity, FA17. GCC had a spike in applications with twice the number of qualified students applying than previously. With the down-turn in enrollment statewide, we decided to admit 40% more students FA17, from 80 to 110 students in 11 lab/clinical groups. Since the same faculty members develop one concept for both 100 and for 106, the concept application from the class learning activity to lab to practice was seamless—different perspectives on the same idea. . We decided to change textbook publishers in this transition, which created a learning need for using Blackboard along with a different electronic learning system; This has been a mixed bag of needs. Student feedback will be collected during exam week FA17.

Session Nine 3:30 - 4:15 p.m.

Harrison/Tyler
Conference Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Adjuncts

Interested in:
Peer Group – OER
Innovative Teaching and Learning

Audience level: Beginner

Open Textbook Adoption: Using the Open Textbook Library

Olivia Reinauer, Tidewater

This session will cover the method and rationale for adopting a free, openly-licensed (OER) textbook. Participants will be introduced to the Open Textbook Library and will be invited to engage with the open textbook movement by reviewing a textbook in their discipline after the session.

Are you an instructor who is concerned about the impact of high textbook costs on your students? Would you like to have more control over your course materials, and better align content to learning outcomes? Attend this session to explore possible open textbook solutions. Open textbooks are complete, faculty-authored textbooks that are freely available for students and instructors to download. They also use Creative Commons licenses to enable instructors to adopt, share, and adapt the content without requiring permission from the copyright holder. In this session, you will learn about the Open Textbook Library, a collection of high-quality open textbooks that incorporates faculty reviews. You will learn about the open textbook publishing model, the problems it seeks to remedy, and how to move forward with adopting and using an open textbook in your course. After attending this session, you will be invited by the Open Textbook Network to review a textbook in your discipline. Many faculty members find that after writing the review and engaging with the content of an actual open textbook, they are more confident using that textbook for future courses. Faculty, librarians, administrators, and student services professionals are all welcome to attend, whether you are new to OER and open education, or already using an open textbook yourself!

Session Ten 4:30 - 5:15 p.m.

Shenandoah A *Upper Level*

Recommended for:

Interested in:
Effective Business Processes

Audience level: Beginner

Shared Services Briefing

Kathy Metts, VCCS Shared Services Center

The Shared Services Center (SSC) has been operating for just over one year. What have we learned, and what's next? This session will focus on where we succeeded, where we didn't, and what our customers should expect from us in the coming year.

In 2016, Virginia's Community Colleges Shared Services Center (SSC) was launched with a charge to "strengthen our colleges, our community, and our system by processing administrative transactions that will allow us to focus on our core mission: student achievement." Since that time, the SSC has begun providing Human Resources and Finance support across all 23 community colleges and the system office. While implementing such processes as Travel and Expense; Time, Leave, and Absence Management; Procurement; and Accounts Payable, we have learned many things that worked well, and some things that did not. Please join us as we reflect on those lessons

learned as well as talk about what lies ahead for the SSC, and how it will bring even greater value to your college.

Session Ten

4:30 - 5:15 p.m.

Shenandoah B

Upper Level

Recommended for: Faculty, Deans/VPs/Presidents, Adjuncts

Interested in: **Innovative Teaching and Learning**

Audience level: Intermediate

The Chancellor's Faculty Advisory Committee: Serving as a Voice for **VCCS Faculty Issues and Concerns**

Charles Errico, Northern Virginia Theresa Thomas, Blue Ridge Jen Schaefer, Lord Fairfax David Lorenz, Virginia Western Ellen Hodgis, Tidewater Tondalaya Wright, Southwest Virginia

The Chancellor's Faculty Advisory Committee (CFAC) consists of representatives from each of the 23 colleges in the VCCS. It meets with the Chancellor and his Cabinet each semester to discuss topics of common concern to all faculty. Each year at New Horizons CFAC presents a session to review issues it has addressed and gain feedback on topics for future agendas. A panel of CFAC representatives will discuss faculty workload, evaluations, RIF, and more.

The Chancellor's Faculty Advisory Committee (CFAC) serves as a voice for the VCCS faculty. In recent years it has become a proactive body that has initiated a phased retirement policy and made significant changes in the language and guidelines involving faculty evaluations. As VCCS enrollment continues to decline, CFAC has become increasingly concerned with preserving faculty positions and, when that is not possible, providing options for those facing a RIF. Faculty workload, professional development, and sharing ideas to promote student success are frequent topics at CFAC meetings. The Chancellor and his Cabinet find CFAC as a useful sounding board to evaluate their initiatives toward Shared Services, Math Pathways, Credit for Prior Learning, and Workforce Development. CFAC representatives serve on all presidential search committees and the Tech Council; they make regular reports to ASAC and CODD. CFAC has established a collegial and respectful relationship with the System's Office. Although smaller colleges like the Eastern Shore and larger ones like NOVA have different concerns, there are system-wide issues facing all faculty and those are the ones that CFAC addresses. New Horizons provides an important vehicle for CFAC representatives to report back and receive feedback from its faculty colleagues. A panel of six or more CFAC representatives including its chair, Dr. Charles Errico, will participate in this session.

Session Ten

4:30 - 5:15 p.m.

Pocahontas A - Computer Lab

Upper Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, IT, Adjuncts, **Blackboard Admins**

Interested in: Innovative Teaching and Learning

Audience level: Intermediate

Discovering Advanced Blackboard Features

Gannon Nordberg, Lord Fairfax Jose Nieves, Lord Fairfax

This session will present advanced features in Blackboard that many faculty may not be using because they are unaware of their availability within Blackboard. The session is intended for anyone with solid Blackboard experience.

Blackboard is among the backbone tools that is used for instruction in the VCCS, especially for online and hybrid courses. Most faculty know the basics of Blackboard and are successful in implementing their courses using this Learning Management System. However, Blackboard is a rich environment that has features that many faculty do not use because either they are unaware of them, view them as too complicated, or fear that they will take too much effort to implement in a course. This session will present various "not-so-obvious" features in Blackboard that could easily and successfully complement an online or hybrid course. Each feature presented will be demonstrated and examples will be discussed whenever practical.

Session Ten

4:30 - 5:15 p.m. .

Pocahontas B

Upper Level

Interested in:

Peer Group - Learning Resources

Library LRC Peer Group Kick-off Session

Richard Hodges, Thomas Nelson

Steve Litherland, Tidewater Community College District Administration

Opening remarks and library staff recognition.

Session Ten

4:30 - 5:15 p.m.

Appalachian

Upper Level

Recommended for:

Faculty, Deans/VPs/Presidents, Student Services, Adjuncts

Interested in:

Innovative Teaching and Learning Integrated Student Support

Audience level: Beginner

Taking a Breather: Stress Management for Students & Faculty

Amy Anderson, Thomas Nelson

Learn about the effects of stress on the mind-body and how to create a classroom environment that incorporates stress management strategies and tools, as well as experience several simple breathing, light movement, laughter and relaxation exercises. Take a deep breath and join us!

Students and faculty are increasingly experiencing mental and physical health problems due to acute and chronic stress in their lives, such as anxiety, depression, insomnia, eating disorders, weight gain/loss, substance abuse, domestic violence, and more. Community college students, particularly nontraditional adult learners, are exposed to a greater variety of non-academic stressors than their university counterparts, including full-time or multiple part-time employment, (grand) parenthood, military deployment or transition, elder care, debt management, and housing and transportation issues. Stress impacts our classrooms greatly, from student engagement and academic performance to retention and completion of credentials, which in turn impact our campuses' overall enrollment. Increasing student and faculty awareness and health, by managing the harmful effects of stress, can have immediate and long-term positive effects for individuals, programs, and ultimately, the college-wide system and workforce. Helping students identify and handle stress early on in their community college experience promotes long-term success academically, as well as personally and professionally. Integrating methods for reducing stress in the classroom is relevant and applicable across disciplines and supportive of each college's gradate profile and student learning outcomes. This workshop explores creating a classroom environment, whether lecture or online, that incorporates practical stress management strategies and tools. Using examples from her own classes, the presenter will share how she has included in her introductory courses, interactive student discussion of the impact of stress in her discipline, reflective tasks in student self-assessment, approaches to reducing stress in the classroom environment through building teacher-student rapport and studentstudent connection, and access to recorded or hyperlinked tools, information, and campus resources supporting student success, stress management, and self-care.

Session Ten

4:30 - 5:15 p.m.

Roanoke E

Ballroom Level

Recommended for:

ΑII

Interested in:

Innovative Teaching and Learning

Audience level:

Beginner

Deskercise: Fitness at Work

Martha Swirzinski, Thomas Nelson Beth Dickens, Thomas Nelson

Stress can have a negative effect on productivity, performance, energy levels, work and personal relationships, and overall mental outlook. In today's fast-paced world it can be difficult for people to incorporate exercise but with a little knowledge about the basics you can develop strategies that fit your lifestyle.

Current research shows that inactivity is responsible for more deaths than smoking. Even prolonged sitting can lead to increased risk of heart disease, diabetes, osteoporosis, colon and breast cancer. Lack of activity also leads to large levels of stress. Stress has been proven to have a negative effect on productivity, performance, energy levels, work and personal relationships, and overall mental outlook. Think about how your own stress might impact your students and coworkers. Exercising gives you a mental boost, fights stress and boosts productivity for hours and even days to come, and many of them can

be done in as little as 5-10 minutes. We'll show you how to do some easy to incorporate exercises, stretches and relaxation techniques during the workshop, Don't worry, no yoga mat required!

Session Ten

4:30 - 5:15 p.m.

Roanoke F

Ballroom Level

Recommended for:

Αll

Interested in:

Integrated Student Support Innovative Teaching and Learning

Audience level: Beginner

CREDITS2CAREERS Military/Veteran Academic and Career Recruitment Tool

Susan Moyer, Virginia's Community Colleges Van Wilson, Virginia's Community Colleges

Credits2Careers evaluates military experience for college credits and lets a prospective see how they apply to VCCS programs that support their career goals prior to enrollment!

Credits2Careers (C2C) is a NEW innovated tool designed to increase enrollment!! C2C is a personalized virtual counseling tool that will allow military-connected users to:

- Explore academic degree programs offered by all 23 community colleges
- Instantly get an estimate of potential credits from their Military education, experience, and training
- Personalized exploration of civilian careers related to their military training and specialties; or recommended by interest evaluations
- Receive real time employment information to assist military and veteran students make informed post-secondary decisions

The tool is intended to support the Virginia's Community Colleges: It will save staff time, resources, and enhance academic and career advising for military-connected students by:

- Simplifying MOC/MOS to Credit Evaluation
- Reduce Time to Credential Completion for active military and military veteran
- Provide Out-of-Pocket Cost Estimates
- Inform Students of Career Options
- Provide Real-Time Access to Career Information
- CRM--CUSTOMER RELATIONSHIP MANAGEMENT PLATFORM

You will receive hand-on training to use the tool at your college!!

Session Ten

4:30 - 5:15 p.m.

Roanoke G

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents,

Student Services, Adjuncts

Interested in:

Innovative Teaching and Learning Peer Group – Distance Ed

Audience level: Intermediate

Connecting VCCS Graduates to a Flexible Undergraduate Degree

Dean Claud, Old Dominion University

This session will introduce Old Dominion University's Interdisciplinary Studies Undergraduate Degree with a major in Leadership and how it is attractive to the community college graduate and adult learner.

The Leadership major, offered through ODU's College of Continuing Education & Professional Development, is a flexible academic degree that focuses on characteristics and skills necessary to lead in organizational and social contexts, and emphasizes ethical leadership, legal issues, and written and oral communication skills. A goal of this new program is to facilitate adult students to complete their undergraduate degree.

During this session, we will discuss the benefits and requirements of the IDS in Leadership degree. Discussion topics will include how the leadership major and IDS program are designed for the adult learner in reference to online program delivery, flexibility in course selection, open educational resources, prior learning assessment for credit, and flexibility in acceptance of transfer credit.

Attendees are invited to discuss how this innovative program can be designed to specifically address VCCS student needs across the state.

Session Ten

4:30 - 5:15 p.m.

Roanoke H

Ballroom Level

Recommended for:

Faculty, Adjuncts

Interested in:

Innovative Teaching and Learning Integrated Student Support

Audience level: Intermediate

All I Really Need to Know I Learned in High School

Liz Schleeper, Tidewater

Learn the top 10 classroom management strategies that one former high school teacher has successfully integrated into community college instruction.

There are numerous conventions in K-12 education (with a focus on high school level for this session) that transfer well to a community college setting. Class management, structured planning, attendance strategies, weighted grading and even the distribution of class materials contribute to successful instruction and may directly impact student success. The session will outline the "top 10" strategies that the presenter has successfully modified from the high school to college setting.

Session Ten

4:30 - 5:15 p.m.

Mill Mountain

Ballroom Level

Recommended for:

Faculty

Interested in:

Exhibitor

Innovative Teaching and Learning

Audience level:

Intermediate

Assessment in Honors: Working Towards Meaningful Results

Ashley Bourne-Richardson, Reynolds Karen Layou, Reynolds

The presentation includes a critical examination of the program assessment planning process in the new Honors Program at Reynolds. It will examine the specific data gathered, reflect upon potential interpretation, and consider how it can best be applied to strengthen the program. The larger framework of the discussion will center on best practices in assessment and practical implementation.

When the Honors Taskforce began working to design and implement an Honors Program at Reynolds, assessment was a critical concern, though we lacked a fully developed plan. In the course of our first year, through a partnership with the VCU School of Education's Graduate Program, a doctoral student designed and conducted an initial program assessment examining both quantitative data (student GPAs) and qualitative data (comments from student and faculty focus groups). Now that the program has been running for two years, our attention is turning to the development of an expanded program assessment plan which will help to measure and, critically, to communicate the value added for students and for the college. In addition to continuing to track quantitative data such as GPA, graduation and transfer rates, the Honors Steering Committee decided to focus on assessment of one of the four central elements of Honors: engagement. To that end, we are using the CCSSE (Community College Survey of Student Engagement) as a model, alongside qualitative collection methods such as interviews and focus groups, to attempt to assess the extent and value of student engagement as promoted in the Honors Program. This presentation will focus on a critical look at our assessment plan, methods, and preliminary results extrapolated from the data collected. The goal is to continue to better refine our assessment methodology as well as considering how to meaningfully apply our findings. We hope to generate a discussion of best practices in program assessment, maintaining a focus on using assessment as a tool to better serve our students rather than an end unto itself.

Session Ten

4:30 - 5:15 p.m.

Buck Mountain

Ballroom Level

Recommended for: Faculty, Adjuncts

Interested in:

Innovative Teaching and Learning

Study Abroad for VCCS Students—Challenges, Opportunities and Lessons Learned

Salvatore Moschella, Piedmont Virginia Kris Swanson, Piedmont Virginia Kit Decker, Piedmont Virginia Jessica Martinkosky, Northern Virginia

This session will present several models for creating study abroad opportunities at VCCS. The panel will also discuss lessons learned and will explore some of the challenges and opportunities.

Audience level: Beginner

It is widely recognized that in a globally competitive marketplace, students can greatly benefit from a study-abroad experience. According to the Institute for International Education Open Doors report (www.iie.org), about 15% of students enrolled in a 4-year program participate in a study-abroad program. Unfortunately, Virginia community college students follow a national trend for two-year colleges, with substantially lower participation. Despite the disbandment of the VaCIE and the discontinuation of the faculty exchange, it is paramount that we continue to organize, offer and publicize short-term travel and study abroad programs for our students to provide opportunities for language development, cultural exploration and academic experience beyond the classroom. This panel will present several models for creating educational travel/study-abroad opportunities and will share lessons learned from those experiences, along with challenges and opportunities. Participants will be invited to share their own experience as we brainstorm to develop best practices and possible partnerships for future programs.

- Study Abroad Program in in Pècs, Hungary (Coren)
- Study Abroad in Spain/France (Decker, Swanson)
- Study Abroad Voyage in Europe (Moschella)
- Study Abroad in China (Martinkosky)

Session Ten 4:30 - 5:15 p.m.

Tinker Mountain *Ballroom Level*

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Adjuncts

Interested in: Integrated Student Support

Audience level: Beginner

Stereotypes about Gender Traits and STEM: Can Women=STEM? Findings from My Prospective Study

Harpreet Panesar, Blue Ridge

This presentation is to highlight experiences of four female students and use these to develop more effective STEM programs at community colleges. Women can overcome challenges & stereotype threats. Women who study in male-dominated fields are constantly challenging themselves & are creating identities by counter stereotyping the negative threats of stereotyping. While we look at various factors that cause underrepresentation, it is also important to look at traits that lead to STEM persistence. One of the most important hurdles that women face is the persistence of gender stereotyping in STEM fields, which is perceived to be male-dominated. There is a lot of research on women's lower self-confidence, self-esteem, academic capabilities, and lower self-assessment capabilities in math and engineering classes. A negative stereotype can gravely impact a person's ability in that task as they start believing in their inability to do that task, and hence undermine their performance. Despite enormous efforts in changing the status of representation of women in STEM, psychological, social, and cultural barriers still exist in our societies. Previous research has demonstrated that men are stereotyped as agentic and women are stereotyped as communal in nature. Therefore, the importance of agentic versus communal traits for success in STEM may contribute to gender biases in STEM. Are the agentic traits needed to be successful in STEM fields? Is it true that women who are successful in maledominated areas have agentic traits?

It is very important to understand that there is a relationship that exists between gender stereotyping, personality traits, and success in STEM fields, and these relationships can explain to some extent the positive predictors of education and career choices for some women. While it is important to look at various factors that cause underrepresentation of women in STEM fields, it is also important to look at positive predictors that lead to STEM persistence. Why are some women highly successful in STEM? Is it that these females are constantly challenging themselves and creating their own identities by counter stereotyping the negative threats of gender stereotyping? It is important that we study both sides of the same coin: negative threats and positive predictors. What can we do to improve female representation in STEM fields? How can we all help? What is the role of community colleges at improving representation of women in STEM? Here is a presentation of the study of four female students- two STEM and two non-STEM majors, and their personal experiences with gender stereotyping. Let us get the answers from these four female students' lived experiences.

Session Ten

4:30 - 5:15 p.m.

Monroe

Conference Level

Recommended for:

Αll

Interested in:

Innovative Teaching and Learning Concept-based Nursing

Audience level: Intermediate

Learning Through Listening: Incorporating the "Hearing Voices Simulation" into a Concept Based Nursing Program

Laura Gares, Germanna Karen Mittura, Germanna

This session will discuss the concept based simulation and explore the perceptions of the nursing students regarding their learning during the simulation using the Hearing Voices Simulation Technology.

Hearing Voices Which Are Distressing," is a training experience and simulation developed by Deegan (2006), it is implemented in a mental health-nursing course as a teaching learning strategy using technology to simulate the experience of a mental health patient who experiences "hearing voices" or auditory hallucinations. This session will discuss the concept-based simulation and explore the perceptions of the nursing students regarding their learning during the simulation.

An innovative approach to convey the concept of Stress and Coping in patients with mental illness is with simulation. Simulations provide powerful experiences that imitate reality, but are free of the risks that may occur in actual practice settings (Dearing & Steadman, 2009). In experiential learning theory, Kolb (1984) noted that the individual learner transforms his or her experience, leading to a change in attitudes and perceptions.

The goal of this simulation is to change attitudes and decrease stigma regarding mental illness, specifically those that include the auditory hallucinations. Students used mp3 players to listen to an audio simulation while simultaneously engaging in activities requiring focus and concentration. Nursing students participate in an on campus mental health simulation lab. The "Hearing voices" simulation utilized measures the impact of the simulation experience on the knowledge, skills and attitudes, of nursing students caring for patients and their family members with mental illness who experienced "hearing voices," or auditory hallucinations. Hearing voices simulations provide students with the experience of hearing voices from a personal perspective and provide a means of introducing nursing students to the situations they will face in practice and help them to apply the concepts inherent in stress and coping.

The hearing voices simulation provides students with a greater understanding of the experience of hearing voices, and the role-play helped students to gain personal insight into patients' and family members behaviors and practice skills learned in preparation for their first mental health clinical experience.

Following the simulation, students are given a self-report questionnaire, which was developed to measure attitudes regarding mental health illnesses for clients and family members. The results of the survey are used as a self

Session Ten

4:30 - 5:15 p.m.

Wilson

Conference Level

Recommended for:

Faculty, Deans/VPs/Presidents

Interested in:

Concept-based Nursing

Audience level: Intermediate

Identifying and Scheduling Workload in the CBC for AAS Nursing (Administrative Thread)

Elaine Beaupre, Reynolds Patti Lisk, Germanna Charles Smith, Rappahannock

This session is intended for deans and directors involved in scheduling faculty workload in the common nursing concept based curriculum.

This session is intended to prepare participants to plan for the distribution of faculty workload credits based on contact hours identified for each new NSG course in the common concept based nursing curriculum. Implementing the new curriculum, while engaged in completing a "teach-out" plan for the previous curriculum, as well as integrating VCCS and College policies for faculty workload will be explored. Workload distribution details from the four colleges that implemented the CBC in fall 2017 will be shared.

Session Ten

4:30 - 5:15 p.m.

Washington

Conference Level

Recommended for: Faculty, Deans/VPs/Presidents, Adjuncts

Interested in:
Concept-based Nursing
Innovative Teaching and Learning

Audience level: Intermediate

Alignment of Schedules Made Amazing Outcomes in First Semester Rollout of CBC

Ruth Fugee, Germanna April Morgan, Germanna Lisa Poirier, Germanna

Sharing the Germanna's first semester faculty team's approach to concept alignment across labs, clinical days, and lectures in 4 courses.

Catch the excitement about improving teaching and learning. Recommend to our peers that they invest in the process of building a master calendar for 4 courses, labs, and clinical days to build reinforcement and create a consistent product for every student. Create a business platform that flexes enrollment up to meet periods of high demand without sacrificing retention. Begin by scheduling skill concepts needed early in semester for clinical practice. Schedule assessments concepts needed early in clinical practice. Align concepts in lecture course to match lab and assessment. Fit the Professional Concepts into the grid based on the Clinical Evaluation Tool, covering the required elements of the role of the nurse first, such as professionalism. Plug in unit tests, standardized tests, drug dosage tests, and major assignments so they don't overlap. Be precise in what you will grade and when your grading blocks of time fit. Students attend their 4-hour 106 lab and their 3-hour 200 lab on the same day of the week, consolidating their commutes. Create standardized lecture, lab, and clinical day lesson plans to make the students' experiences predictable throughout their school weeks and months. Deliver practice opportunities in lab in rotations. Bring clinical practice into both lecture and lab. Have students check off the skills required on the Clinical Skills Competency Checklist during lab, with the instructor, as a rotation. Clinical days begin early in first semester before many skills can be acquired, so active hands-on care opportunities in early clinical days must be pulled together to enhance safety. They had the same lab and clinical instructor, for consistency. Germanna decided to implement the curriculum at the first opportunity, FA17. GCC had a spike in applications with twice the number of qualified students applying than previously. With the down-turn in enrollment statewide, we decided to admit 40% more students FA17, from 80 to 110 students in 11 lab/clinical groups. Since the same faculty members develop one concept for both 100 and for 106, the concept application from the class learning activity to lab to practice was seamless—different perspectives on the same idea. We decided to change textbook publishers in this transition, which created a learning need for using Blackboard along with a different electronic learning system; This has been a mixed bag of needs. Student feedback will be collected during exam week FA17.

Session Ten

4:30 - 5:15 p.m.

Harrison/Tyler

Conference Level

Recommended for: Faculty, Deans/VPs/Presidents

Interested in:
Peer Group – OER

Innovative Teaching and Learning

Audience level: Beginner

Student Success and Faculty Enrichment: Flip Sides of OER

Brent Kendrick, Lord Fairfax

This presentation shares student voices and faculty views garnered from 2 years' OER experience involving 224 students in 12 classes, traditional and online. Learn how OER can help your students achieve greater success and how OER can enrich your teaching experiences. Tap into OER today and transform learning for you and your students.

OER is touted—and rightfully so--for making college classes more affordable and more accessible. But what about other benefits? For students? For faculty?

Student benefits: Increased course interest. Greater learning satisfaction. More independence and self-reliance. Enhanced engagement. Increased enthusiasm. Greater flexibility.

Faculty benefits: Freedom from traditional textbook restraints. Customized courses that are rich and robust. Continuous content improvement driven by "lessons learned" and student feedback. Empowered and transformed teaching.

	Hear "student voices" and faculty insights based on 2 years' experience with OER involving 224 students in 12 classes, traditional as well as online. Learn more about how OER can help achieve greater student success and take you to new heights in your teaching experiences.
Session LRC Special Meeting 5:15 - 6:15 p.m.	VCCS Library Directors Council Meeting Steve Litherland, Tidewater Community College District Administration
Pocahontas B Upper Level	Spring meeting of the VCCS Library Directors Council
Recommended for: Faculty, Deans/VPs/Presidents	This meeting will include standing committee reports, updates from the Library System Office, and discussion of topics pertinent to VCCS Libraries. Meeting agenda and supporting documents will be distributed via Lincsite. FMI contact Steve Litherland: slitherland@tcc.edu
Interested in: Peer Group – Learning Resources	

Continued next page

Session Eleven

8:45 - 9:30 a.m.

Shenandoah A

Upper Level

Recommended for:

Αll

Interested in:

Innovative Teaching and Learning

Audience level:

Beginner

Compassionate Pedagogy: How Being Understanding Helps Community College Students Succeed

Thomas Geary, Tidewater Monica McFerrin, Tidewater

Faculty often frown upon students who miss deadlines and ask to revise work. In this session, we will contend that faculty should practice patience and empathy, especially considering our student population. We will discuss the importance of compassionate pedagogy and being understanding for our students.

Faculty often frown upon students who miss deadlines, accrue tardies and/or absences, fail to properly cite research, and ask to revise work for a better grade. Our course policies often establish strict rules regarding these concerns; we're training students to be professionals, after all. But why shouldn't we be patient and empathetic, especially at community colleges that welcome students who face many challenges? How could a compassionate approach inspired by critical pedagogy help our students succeed?

Jesse Stommel writes, "Why not be compassionate? There's nothing pedagogical in arbitrarily removing opportunities for learning." In this session, we will explore those obstacles, discuss the importance of a compassionate approach, introduce participants to critical pedagogy and how it influences our instruction, and offer strategies for being more understanding for our students. Participants will be asked to consider hypothetical scenarios that go against firm course policies and reflect upon their own pedagogy.

Session Eleven

8:45 - 9:30 a.m.

Shenandoah B

Upper Level

Recommended for:

Αll

Interested in:

Innovative Teaching and Learning

Audience level: Intermediate

Brain Science and the Future of College Instruction: Insights and Applications

Michael Babcock, Central Virginia

Neuroscience is providing powerful new insights into how we can engage students more effectively in real-time learning in the classroom. Simple techniques and small adjustments in our teaching methods can make a big difference in how much our students learn and retain. This presentation focuses on how teachers in all disciplines can activate the neural pathways of their students through narrative, sensory stimulation, and collaborative inquiry.

The recent and dramatic growth in neuroscientific knowledge is providing new insights into the nature of effective teaching and learning. Researchers are finding that simple techniques and small adjustments in our teaching methods can make a big difference in how much our students learn and retain. This presentation will focus on three scientific findings that directly impact our effectiveness in the classroom: how the brain responds to narratives, sensory stimulation, and collaborative inquiry. Specific examples will be drawn from the field of composition instruction, but the principles and applications are relevant for teaching in any discipline.

Session Eleven - Twelve

8:45 - 10:30 a.m.

Pocahontas A - Computer Lab

Upper Level

Recommended for:

Faculty, Classified Staff, Adjuncts

Interested in:

Innovative Teaching and Learning

Strategies for Assessing Library Instruction

Katie Hoskins, Northern Virginia

Join us for an interactive discussion as we collaboratively identify barriers and potential solutions to assessing student learning during library instruction; discuss practical suggestions for implementing informal library assessment; and begin developing specific assessment techniques you can use during your library instruction sessions.

It is increasingly important to provide evidence of student learning to a variety of stakeholders – students themselves, their professors, college administration, employers, and the public. Assessing student learning during library instruction provides the

Audience level: Beginner

librarian with valuable feedback about what students learned and the areas in which they struggled to understand. It also helps librarians communicate their value to different stakeholders by showing the positive impact on critical information literacy skills.

Participants will discuss with each other some of the barriers they have encountered in assessing library instruction and collaboratively identify some potential strategies to overcome these barriers. E.g., we are all pressed for time, but a "one minute paper" is a quick, easy assessment tool to evaluate what students learned and what remains unclear.

Assessing student learning truly begins with designing learning objectives that are measurable or observable. Participants will learn basic instructional design principles in preparation for creating learning activities and assessment tools.

Participants will learn about some easy-to-implement library assessment techniques before having the opportunity to begin developing an assessment tool they can employ once they return to their library.

Session Eleven

8:45 - 9:30 a.m.

Pocahontas B

Upper Level

Recommended for:

Αll

Interested in:

Effective Business Processes

Audience level: Beginner

Exploring the Shifting Demographics at Virginia's Community Colleges

Kate Haselhorst, Virginia's Community Colleges Chris Lee, Virginia's Community Colleges

This session will explore the diverse landscape of our community colleges and include a discussion on how to develop and maintain an inclusive environment.

We know diversity is important. Not only has research shown it improves decision making, employee retention, and innovation, it also has a positive impact on student success. Students who learn in a diverse and inclusive environment achieve greater intellectual growth and academic skills, and they have better education outcomes, increase cognitive development and increase satisfaction with their college experience.

We also know that the Virginia Community College System is extremely diverse and its diversity continues to progress. Since the inception of the Chancellor's Task Force on Diversity in 2014, the VCCS has intentionally focused on monitoring diversity and inclusion throughout our 23 institutions. College demographics are compiled annually at the System Office to track our changing student and faculty populations. These demographics are used to enhance strategic initiatives system wide.

This interactive session will provide highlights from the data compiled and an overview of diversity and inclusion initiatives taking place throughout the VCCS.

Session Eleven

8:45 - 9:30 a.m.

Appalachian

Upper Level

Recommended for:

ΑII

Interested in:

Effective Business Processes

Audience level: Beginner

The Enrollment Funnel

Chris Pfautz, Virginia's Community Colleges Scott Meredith, John Tyler

How the Enrollment Funnel can help you manage enrollment goals.

How is your enrollment? Do you know your enrollment goals? Do you know how many prospective students you need to meet your enrollment goals? During this session, we will provide an overview of the different stages of the Enrollment Funnel. We will discuss what we can do at our colleges to help transition a prospective student to a student attending class. We will also look at how to leverage data to help you increase enrollment on your college campus.

Session Eleven

8:45 - 9:30 a.m.

Roanoke E-F

Ballroom Level

What's NEW in OER?

Shawn Shields, Germanna Cheryl Huff, Germanna

Recommended for:

Faculty, Deans/VPs/Presidents, Student Services, Classified Staff, Adjuncts

Interested in:
Peer Group – OER
Innovative Teaching and Learning

Audience level: Beginner Come see the exciting developments in the Open Educational Resources (OER) world. Learn about how the abundance of new resources and open textbooks can help you customize your class and lower costs for your students to improve retention and enrollment.

There have been lots of exciting developments in the Open Educational Resources (OER) world! Come and learn about how the abundance of new resources and open textbooks can help you customize your class and lower costs for your students to improve retention and enrollment. The first part of this presentation will discuss the "what, why, and how" of OER, including an introduction to Creative Commons licensing and advanced search techniques. The second will offer a first-hand look into how converting to OER is much easier now, but just as rewarding as in the past. Discussion is welcomed throughout the session.

Session Eleven

8:45 - 9:30 a.m.

Roanoke G-H

Ballroom Level

Recommended for:

ΑII

Interested in:
Peer Group – OER
Innovative Teaching and Learning

Audience level: Advanced

Adoption and Implementation of OER Courses: Full-time and Part-time Faculty Collaboration

Juville Dario-Becker, Central Virginia Cynthia Lofaso, Central Virginia Mary Springfield, Central Virginia Lovely Koshy, Central Virginia

A group of full-time and part-time faculty at Central Virginia Community College will share their experiences in adopting existing OER courses and using many OER attributes in re-designing their respective courses to meet learning outcomes and academic rigors.

Faculty are often unaware of the existing OER courses that are ready for adoption. Some faculty are skeptical about switching to OER because they assume that doing so will entail countless hours and complete revision of their syllabi and other teaching resources. In this panel discussion, full-time and part-time faculty from Central Virginia Community College will share their experiences, hurdles, lessons learned, and will lead the discussion to engage attendees in a meaningful exchange of ideas, best practices, and plans for OER implementation.

Session Eleven

8:45 - 9:30 a.m.

Crystal B

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Classified Staff, Adjuncts

Interested in:
Peer Group – Learning Resources

Audience level: Beginner

Student Expo: A Celebration of Student Success in the Library

Lynn Riggs, Reynolds Suzanne Sherry, Reynolds Will Weaver, Reynolds Loftan Miller, Reynolds

The Student Expo is a Reynolds Libraries' initiative celebrating student learning, research and creativity. Faculty from all disciplines, programs and campuses are invited to select original student work for display in the library. Library staff showcase the collections, which reflect the diverse students and programs at Reynolds Community College. The hundreds of original student projects have included digital presentations, floral arrangements, poetry, architectural drawings, medical posters, sculptures, essays and even decorated cakes. The entire Reynolds College Community is invited to attend the Expo celebration, which includes both refreshments and a People's Choice Contest. After the Expo, librarians archive digital versions of selected projects. The Expo serves as a demonstration of student scholarship and creativity, and celebrates end of semester success. Overall, two thirds of the participating students reported that they demonstrated more motivation and stronger comprehension of the course content, in addition to receiving better grades. Learn more about how the library worked with faculty and students to host the event, listen to the positive outcomes from the Expo, and learn practical tips for hosting a successful Expo at your institution. A student expo is a celebration of the learning, research and creativity of our students—a celebration of their success!

Session Eleven

8:45 - 9:30 a.m.

Crystal C

Ballroom Level

Recommended for:

ΑII

Interested in:

Peer Group – Learning Resources Innovative Teaching and Learning

Audience level:

Beginner

QuickSearch Revisited: Moving From Primo-Aleph to Primo-Alma

Tara Cassidy, Virginia's Community Colleges

VCCS Libraries implemented the Primo 'QuickSearch' interface several years ago. While Primo is the default search on most college library homepages, libraries have also continued to offer a legacy Aleph Online Public Access Catalog (OPAC) search option. In this presentation, we will discuss how VCCS libraries will permanently retire the Primo-Aleph instances along with the Aleph OPAC and client. We'll also look at options to customize the new Primo-Alma QuickSearch end-user interface as the libraries go live with our new management system named Alma in Summer 2018.

In this presentation, we will discuss how VCCS libraries will permanently retire the Primo-Aleph instances along with the Aleph OPAC and client. We'll also look at options to customize the new Primo-Alma QuickSearch end-user interface as the libraries go live with our new management system named Alma in Summer 2018.

Session Eleven

8:45 - 9:30 a.m.

Crystal D

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Classified Staff, IT

Interested in:

Peer Group - Learning Resources

Audience level: Intermediate

State of the Art? Academic Libraries Supporting OER Adoption

Dr. Braddlee, Northern Virginia Steve Litherland, Tidewater Crystal Newell, Piedmont Virginia

In this session, we present multiple perspectives on the library role in OER support: first, results of a statewide survey on faculty perceptions of the library role; second, from the perspective of a college engaged in developing OER degree pathways; and third, from a college without a formal OER initiative.

In this session, library representatives of NOVA, Tidewater, and Piedmont Virginia will present on recent work to support OER adoption at their institutions and beyond:

Following up on the 2015-16 Zx23 OER project, a survey was conducted of faculty project participants, asking about their institutional role, use of library resources and services, experience with OER, and their attitudes and perceptions regarding a range of library roles in supporting OER adoption. The findings of this study will be reported and discussed, with an eye towards where library OER support initiatives are likely to be best received.

At Tidewater Community College, OER adoption continues apace through the creation of new Z-degrees, an Affordable Pathways Grant from SCHEV, and individual faculty efforts. Library contributions form a key element in the overall institutional support for OER adoption at TCC. Sustainable strategies employed by TCC Libraries will be outlined and discussed.

Finally we will present ways in which librarians can support faculty at colleges without a formalized Z-degree or other OER initiative. Faculty outreach and engagement techniques will be discussed. Participants will leave with strategies that are applicable to their individual context.

Session Eleven

8:45 - 9:30 a.m.

Mill Mountain

Ballroom Level

Recommended for:

Αll

Interested in:

Integrated Student Support Peer Group – Distance Ed

Impacting Success: Creating an Online Orientation to Support Distance Learners

Meg Foster, Reynolds Kris Dahm, Reynolds

Focusing on student success, learn how Reynolds Community College designed a robust orientation for online students. Presenters will share solutions for engaging online learners as well as retention and success data. Leave with solutions for improving and expanding your orientation programming!

We all recognize the importance of effective orientation programming in preparing students for success. In our technology-driven world, more students are taking courses

Audience level: Beginner

online, using informal learning resources, and expecting information 24/7. Preparing students for online learning success is a critical function that positively impacts retention and facilitates certificate and degree attainment for our students at a distance. How can our institutions provide orientation in an online format that's engaging, easy to access, and that can be measured for impact and satisfaction? This session will focus on providing attendees a model for orienting students to the online community college experience. We will share how Reynolds Community College worked with a team to develop a robust and engaging orientation program that is positively impacting student success. The audience will learn how Reynolds Community College selected, created, and implemented a comprehensive online orientation solution. Participants will learn about technology features, necessary requirements (ADA, mobile-friendly), content creation, implementation, reporting, etc. The presenter will also showcase best practices for delivering online student orientation and discuss student usage data. Additionally, presenters will walk attendees through the web-based online orientation program. Audience members will be invited to edit the Go2Reynolds site to demonstrate the ease with which programming can be made school specific and also updated. Session handouts will include guest user access information, and a model for orientation programming for online students. Data regarding student usage, success, and retention will be shared as well.

Session Eleven

8:45 - 9:30 a.m.

Buck Mountain

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Adjuncts

Interested in: Innovative Teaching and Learning Peer Group – Distance Ed

Audience level: Intermediate

Session Eleven

8:45 - 9:30 a.m.

Brush Mountain

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Intermediate

Beyond the Discussion Board: Fun and Engaging Activities for the Online Classroom

Jeanne Hopkins, Tidewater

The online learning environment can easily mirror the hands-on, face-to-face environment. Learn a multitude of free, easy to use techniques and applications that will enhance teaching and learning in an online environment.

There are SO many ways to facilitate learning in an online classroom. Come learn how to: *gain intentional feedback from students after watching a video *record lectures via screencast and/or video* allow students to demonstrate their ability to apply new information in the form of comics, talking avatars, and movies *curate student work and allow for peer feedback *create your own graphic organizers for student use *identify student's prior knowledge and assess in minutes *assess knowledge using meme creators, and more!

Learning Community Improves Student Success in Developmental English

Karyn Pallay, Reynolds Charlie Peterson, Reynolds Stephen Brandon, Reynolds William Ziegler, Reynolds Joshua Watson, Reynolds

This session will focus on a Challenge Grant that pairs ENG 111 and ENF 3 in what has turned out to be a winning Reynolds Learning Community that promotes student retention and success.

Traditionally at Reynolds, students who place into ENF 3 must also enroll in ENG 111, and this co-enrollment requirement can be met by enrolling in any section of ENG 111. A limitation to this co-enrollment design is that, for any given ENF 3 student, the corresponding ENG 111 course section could be taught by an array of instructors at various times and locations, complicating the ability of instructors to find and communicate with each other in order to triangulate student problems and to develop classroom strategies.

	This session will provide an overview of Reynolds Learning Communities and the process and requirements for developing a learning community (LC) that requires students to coenroll in strategically-paired sections with integrated assignments. Then, presenters will discuss how they addressed the requirements to develop the College Composition Plus LC that pairs ENG 111 and ENF 3. The College Composition Plus LC has demonstrated the potential to assist Reynolds and the VCCS with stated objectives by providing concerted support to developmental students who place into ENG 111. Instructional strategies will be shared, along with quantifiable data that demonstrates a winning combination that promotes student retention and success.
Session Eleven 8:45 - 9:30 a.m. Tinker Mountain Ballroom Level	Learning Assistance Professionals Peer Group Planning
Session Eleven 8:45 - 9:30 a.m. Monroe Conference Level	Student Services Peer Group Planning
Session Eleven 8:45 - 9:30 a.m. Wilson Conference Level	Accounting Peer Group Planning
Session Eleven 8:45 - 9:30 a.m. Washington Conference Level	Communications, Visual & Performing Arts Peer Group Planning
Session Eleven 8:45 - 9:30 a.m. Harrison/Tyler Conference Level	Economics Peer Group Planning
Session Twelve 9:45 - 10:30 a.m.	Engaging the Reluctant or Uncertain Learner: Googling Your Way to a Learning-Centered Environment
Shenandoah B Upper Level Recommended for: Faculty, Adjuncts	Krisztina Domjan, Northern Virginia Join this workshop to modify your teaching strategies and create elements of a learning-centered course! Interactive Google tools, when used mindfully, can provide scaffolding, can prompt quality feedback, and can visibly improve the quality of learning experiences and chances of completion as students master content and become independent learners.
Interested in: Innovative Teaching and Learning Integrated Student Support	My goal is to demonstrate teaching practices which support a learning-centered environment using Google drive-based tools to measurably improve the quality of learning experiences in face-to-face, hybrid, and online classes and also to offer skills for life. Such practices will engage students and faculty equally, neither of whom needs to

Audience level: Intermediate

be particularly tech savvy in order to quickly develop tool-related expertise. I will discuss how to assist students to gradually develop new study skills and improve their chances of completion while they master content. I will explain when and how instructors could use student feedback to measure the effectiveness of their methods and enhance or modify them so that even uncertain students can successfully complete their courses. The focus will be on the usefulness of Interactive Grading Rubrics also used as checklists and Interactive Syllabus using Google docs and add-ons. These tools can help direct the format of one's learning, be used as scaffolding, and help organize weekly goals that students understand: all to accelerate knowledge retention and promote growth mindset. I will introduce Mindmeister which can provide reluctant and uncertain learners with opportunities to fully explore and stay focused on any given topic. Next generation learning tools empower instructors who are flexible, demonstrate passion and consider the learning needs of all students. I will emphasize Google Forms as a diagnostic tool to allow instructors to become agile and mindful listeners to provide guidance and ensure progress and mastery. I hope to create a ripple effect among and to inspire my fellow colleagues, and participants to attune to their students as they create an easily accessible course each semester. Participants will receive tips on lesson enhancement to bring together study skills and content mastery. The ultimate goal is to offer even the hesitant learner high-quality, relevant instruction to reach their full potentials. https://mm.tt/959580674?t=EOLtkbx7rf

Session Twelve

9:45 - 10:30 a.m.

Pocahontas B

Upper Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Classified Staff, Adjuncts

Interested in: Integrated Student Support

Audience level: Beginner

Developing an Enrollment Management Plan

Julie Ranson, John Tyler Scott Meredith, John Tyler

Learn how to develop an enrollment management plan for recruitment and retention by effectively using resources and institutional strengths.

Recruitment and retention are the watchwords of the day. Both activities are essential to effective enrollment management year after year. Hear how to develop an enrollment management plan that takes into account your institution's resources, staff, and capabilities. Session presenters will also highlight effective activities at their institution that result in higher than average enrollment metrics.

Session Twelve

9:45 - 10:30 a.m.

Appalachian

Upper Level

Recommended for:

Interested in:

Integrated Student Support

Audience level: Intermediate

Trauma Informed Practice

Rachel Mayes Strawn, Virginia's Community Colleges

Many of our students are dealing with trauma and have had Adverse Childhood Experiences. Understanding the effects of trauma and Adverse Childhood Experiences can help us to better serve our students. An overview of Trauma Informed Care (TIC) and Adverse Childhood Experiences (ACE), a discussion of case studies, and discussion and sharing of available resources.

This session will provide an overview of the Adverse Childhood Experiences research and the effects of ACEs and trauma on student behavior. Designed for everyone who works with students, we will explore and discuss case studies and how past student experiences might affect current student behavior. We will also share practical tips and further resources.

Session Twelve

9:45 - 10:30 a.m.

Roanoke E-F
Ballroom Level

Student Success and Faculty Enrichment: Flip Sides of OER

Brent Kendrick, Lord Fairfax

This presentation shares student voices and faculty views garnered from 2 years' OER experience involving 224 students in 12 classes, traditional and online. Learn how OER

Recommended for:

Faculty, Deans/VPs/Presidents, Adjuncts

Interested in:

Peer Group – OER

Innovative Teaching and Learning

Audience level:

Beginner

can help your students achieve greater success and how OER can enrich your teaching experiences. Tap into OER today and transform learning for you and your students.

OER is touted—and rightfully so--for making college classes more affordable and more accessible. But what about other benefits? For students? For faculty?

Student benefits: Increased course interest. Greater learning satisfaction. More independence and self-reliance. Enhanced engagement. Increased enthusiasm. Greater flexibility.

Faculty benefits: Freedom from traditional textbook restraints. Customized courses that are rich and robust. Continuous content improvement driven by "lessons learned" and student feedback. Empowered and transformed teaching.

Hear "student voices" and faculty insights based on 2 years' experience with OER involving 224 students in 12 classes, traditional as well as online.

Learn more about how OER can help achieve greater student success and take you to new heights in your teaching experiences.

Session Twelve

9:45 - 10:30 a.m.

Roanoke G-H

Ballroom Level

Recommended for: Faculty, Adjuncts

Interested in:
Peer Group – OER

Audience level: Beginner

The Trials and Tribulations of Building an OER Course

Kellie Aldi, Germanna

This session will focus on strategies for developing an OER course via user friendly platforms that aid in the search for and collation of available OER materials with the aim of making the process less onerous and labor intensive.

One of the major obstacles to expanding OER course offerings is that the burden of amassing OER materials sufficient for an entire course is often shouldered by the instructor. This session is aimed at the OER beginner who is interested in finding efficient methods for locating Creative Commons (CC) licensed materials without sacrificing the quality of the content in their course. The Intellus Learning platform will be used to demonstrate the power of their search criteria, the available features for organization of selected materials, and the support provided for maintaining functioning course links. This presentation is based on experience with development of science courses at Germanna Community College.

Session Twelve

9:45 - 10:30 a.m.

Crystal A

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Adjuncts

Interested in:

Innovative Teaching and Learning Integrated Student Support

Audience level: Beginner

ENF: How Are We Doing Four Years Later?

Patrick Tompkins, Thomas Nelson Michael Weiser, Thomas Nelson

A follow up to our 2016 New Horizons presentation, this session will marshal a small mountain of data to evaluate progress on the four goals the VCCS established for the developmental English redesign with a fuller longitudinal look. We also share our experiment on shrinking class size to improve success rates.

For the four goals of developmental English redesign—reduce the need for ENF, increase ENF completion in one year, increase college English completion, and increase persistence, graduation, and transfer—we use multiple longitudinal data sets, such as placement, enrollment, success, and persistence rates, to update our 2016 presentation which reported on these goals. We also present early research on our experiment to shrink class size to improve student success.

Session Twelve

9:45 - 10:30 a.m.

Crystal B

Ballroom Level

Peer Group - Learning Resources

Library Procurement Processes

Michele Skaggs, Virginia's Community Colleges Tara Cassidy, Virginia's Community Colleges

This session will provide an overview of how centralized VCCS procurement processes will function with forthcoming Alma library system workflows.

Session Twelve

9:45 - 10:30 a.m.

Crystal C

Ballroom Level

Recommended for:

ΑII

Interested in:

Peer Group - Learning Resources

Audience level: Beginner

Session Twelve

9:45 - 10:30 a.m.

Crystal D

Ballroom Level

Recommended for:

Faculty, Deans/VPs/Presidents, Adjuncts

Interested in:

Peer Group – Learning Resources

Audience level: Intermediate

Alma Implementation—Frequently Asked Questions

Jacque Dessino, Tidewater

A discussion of the forthcoming library management system.

The VCCS-wide implementation of the next generation library system, Alma, will change the daily routines and workflows for staff in every VCCS library. The new system will go live at the end of June 2018. In April 2018, every library will have completed initial Alma configuration and setup, and all library staff should be focused on training. Bring your questions for further discussion!

Only Ten Questions....But 100 Answers

Sharon Weiner, John Tyler Molli Gonzalez, John Tyler Lisa Payne, John Tyler

This presentation is a report on the results of a Fall 2017 study of faculty at John Tyler Community College (JTCC). The purpose of the study was to understand the extent to which JTCC faculty teach information literacy concepts to students.

Would you like to learn about an assessment project that you can adapt at your own college? The John Tyler Community College (JTCC) librarians conducted a study designed to understand the extent to which faculty teach information literacy concepts to students. This presentation will provide insights on how to conduct a similar study at other colleges, as well as report on the findings of the study.

Many faculty consider information literacy to be important for undergraduate students to develop. Postsecondary educational institutions often include information literacy as an expected learning outcome for students. Information literacy is becoming an integral part of institutional planning: 33% of college and universities in the U.S. incorporated information literacy into their institutional mission statements in 2010.

Since information literacy is not a discipline by itself, but is relevant in all disciplines, those individuals or groups responsible for integrating it into courses and curricula may not be apparent or even designated. There are many reports of collaborations on teaching information literacy competencies between faculty in the disciplines and others on campus, particularly librarians. There are few studies of faculty to learn what they are teaching in relation to information literacy, what they expect students to already know, and who is responsible for information literacy instruction. Research about information literacy in community colleges is scarce, but much needed to develop information literacy programs that meet the both the needs of students and the expectations of instructors.

Session Twelve 9:45 - 10:30 a.m.

Buck Mountain

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Adjuncts, Blackboard Admins

Interested in:

Innovative Teaching and Learning

The Value of Faculty Presence in Online Courses: From Research to Practice

Dawn Kolakoski, Northern Virginia Will Hatheway, Northern Virginia Nillab Pazhwak, Northern Virginia

Jazz up your presence in online courses with engaging discussion boards, fun ice breakers, creative announcements and improved feedback to increase student retention. Learn more about our research on faculty presence and online student success at NOVA and apply new strategies to increase instructor to student interaction.

Audience level: Beginner	Recent research to investigate the reasons for low student success rates in 50 of Northern Virginia Community College's online courses found that a diminished faculty presence was the critical factor in the loss of students in 78% of the courses, clearly affecting student retention. We can extrapolate from this data that students who feel alone in their online studies are more apt to withdraw, fail, or disappear. At this workshop, we will briefly share the results of this research and then work with participants to create fun icebreakers, engaging discussion boards, creative announcements and improved feedback to increase and improve faculty presence with the goal of increasing student success rates and retention. Examples of exemplary faculty presence in courses with successful completion rates will be shared. Participants will return to their online classes with increased skills in writing engaging discussion board prompts, leading robust online discussions, using the announcements feature effectively and creating quality feedback to improve student engagement, success and retention. Additional resources on improving faculty presence will be provided.
Session Twelve - Thirteen 9:45 - 10:30 a.m. Brush Mountain Ballroom Level	Psychology Peer Group Planning
Session Twelve 9:45 - 10:30 a.m. Tinker Mountain Ballroom Level :	Business Peer Group Planning
Session Twelve - Thirteen 9:45 - 11:30 a.m. Monroe Conference Level:	English Peer Group Planning
Session Twelve - Thirteen 9:45 - 11:30 a.m. Wilson Conference Level	Humanities Peer Group Planning
Session Twelve - Thirteen 9:45 - 11:30 a.m. Washington Conference Level	STEM Peer Group Planning—IST, Cybersecurity, Engineering & Math
Session Twelve - Thirteen 9:45 - 11:30 a.m. Harrison/Tyler Conference Level	STEM Peer Group Planning—Science

Session Thirteen

10:45 - 11:30 a.m.

Shenandoah B

Upper Level

Recommended for:

Faculty

Interested in:

Innovative Teaching and Learning

Audience level: Intermediate

Session Thirteen 10:45 - 11:30 a.m.

Pocahontas B

Upper Level

Recommended for: Faculty, Deans/VPs/Presidents, Adjuncts

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

The Effect of Social Media Usage on Course Achievement and Behavior

Julie Nash, Eastern Shore

This research looked at the potential benefit to utilizing a popular app with students to enhance positive course behavior.

This session will convey the results of recent research that investigated creative instructional practice to engage students deeper in student-teacher interaction as well as student-student interaction through the use of the social media application "whatsapp" as a group class management tool. Researchers studied the effects of the tool on student achievement and their behavior in class. All the students and the teacher were included in the group. Students were able to talk to each other and the teacher. The teacher was able to interact with the students within their choice of media. Students used the whatsapp group to help each other keep up with assignments and share notes and to solicit confirmations from the instructor. The instructor used the group application to remind students of upcoming deadlines for tests and assignments. Results from the research were mixed. The hypothesis that the application would promote more successful course behaviors was significantly supported. Students in the whatsapp group (experimental group) did have significantly fewer absences and missed assignments. However, the hypothesis that the application would improve course grades was not significantly supported. The experimental group did not have a higher average course grade than the control group. In addition, there were effects of gender and course type. Results from this study suggested that the use of social media apps that are popular with college-aged populations can be a tool to enhance successful classroom behavior by increasing communication between students and professors and providing additional possibilities for social media usage to enhance courses. During the session a demonstration will be given on how to set up a class "whatsapp" account.

Trailblazing a Path to Student Success: Using Structured Pathways to Increase Student Completion

Johanna Weiss, John Tyler Mikell Brown, John Tyler

John Tyler Community College has embarked on a multi-year project to remove barriers to student completion. This presentation will discuss (a) our use of curriculum audits to remove unnecessary courses and align courses within meta-majors, (b) the creation of new Associate degree programs, and (c) revisions to the AS in General Studies that limit student choice. We will discuss how this work to create structured curricula is expected to increase the numbers of students completing a credential.

The recent book Redesigning America's Community Colleges: A Clearer Path to Student Success presents guided pathways as an innovative framework for increasing student completion. This multi-pronged approach involves the successful onboarding of students, the deployment of effective advising strategies, wrap-around student supports, and the implementation of coherent policies, procedures, and business practices. The success of this approach hinges on institutions offering structured curricula that align with employer demands and/or the requirements of transfer institutions. This presentation will discuss the concept of structured curricular pathways and how John Tyler Community College is designing them to enhance student completion.

Our work on structured pathways began two years ago when, upon researching the general education requirements of transfer institutions, we discovered that many of the biggest barriers to graduation at JTCC were requirements that did not exist at the transfer institutions. Though this work led to some small changes to our curricula, we are now adopting a comprehensive strategy that involves the use of curriculum audits. In the curriculum audit process, faculty will a) evaluate each course in every curricula and justify its inclusion, b) reduce the number of electives in each program, and c) develop a

common core of courses within each cluster/meta-major. We will present some examples of how the curriculum audits accomplished these goals.

We will also highlight our work to create more structured pathways for the large number of students who are enrolled in our AS General Studies or one of the several specializations within this degree. We have significantly reduced course options within the General Studies program, providing anywhere from 1 - 6 course choices within each category (math, lab science, humanities, social science, etc.). We are also creating standalone degrees for many of our General Studies specializations.

The creation of more structured curricula at JTCC is expected to: a) remove arbitrary barriers to student completion, b) reduce course options for students so that they make better choices, c) enhance the transferability of our courses and curricula, d) enhance mobility of a student switching majors, e) promote more effective advising, and f) enable the successful implementation of the EAB Navigate tool.

Session Thirteen

10:45 - 11:30 a.m.

Roanoke E-F

Ballroom Level

Recommended for:
Faculty, Deans/VPs/Presidents,
Student Services, IT, Adjuncts,
Blackboard Admins

Interested in:
Innovative Teaching and Learning

Audience level: Beginner

Open Educational Resources—Teaching Challenges and Use of Educational Technology

Alpana Das, Northern Virginia

There are several challenges associated with the increasing use of open educational resources (OER) in higher education. This presentation is about how the OER instruction process can be innovatively designed to support the teacher/student alliance.

The 21st century revolution in education is about implementing the open education model. Teaching with Open Educational Resources (OER) materials has proved to be both exciting and satisfying for many instructors. OERs involves sharing, designing and implementing learning materials to enhance the quality of instruction. They provide important solutions for lowering budgets, increasing student retention and engagement, and meeting the instructional needs of all students.

One of the best ways to describe OER comes from Hilton, Wiley, Stein and Johnson (2010), who define openness in terms of 'four Rs': reuse; redistribution; revision; and remix." This presentation will present my involvement with OER when teaching a course at NVCC. I will demonstrate and share the use of above 'four Rs', understanding of copyright, Lumen OER courses, openStax, iTunes U, iBooks Author, Appolearning, collections of videos such as TedEd, and Open Courseware: Online Homework Manager (OHM), Waymaker, Candela; as well as how these tools enhance OER to be an integrated model for innovative teaching and learning.

Session Thirteen

10:45 - 11:30 a.m.

Roanoke G-H

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Adjuncts

Interested in:
Peer Group – OER
Innovative Teaching and Learning

Audience level: Beginner

Open Textbook Adoption: Using the Open Textbook Library

Olivia Reinauer, Tidewater

This session will cover the method and rationale for adopting a free, openly-licensed (OER) textbook. Participants will be introduced to the Open Textbook Library and will be invited to engage with the open textbook movement by reviewing a textbook in their discipline after the session.

Are you an instructor who is concerned about the impact of high textbook costs on your students? Would you like to have more control over your course materials, and better align content to learning outcomes? Attend this session to explore possible open textbook solutions. Open textbooks are complete, faculty-authored textbooks that are freely available for students and instructors to download. They also use Creative Commons licenses to enable instructors to adopt, share, and adapt the content without requiring permission from the copyright holder. In this session, you will learn about the Open Textbook Library, a collection of high-quality open textbooks that incorporates faculty reviews. You will learn about the open textbook publishing model, the problems it seeks to remedy, and how to move forward with adopting and using an open textbook in your course. After attending this session, you will be invited by the Open Textbook

Network to review a textbook in your discipline. Many faculty members find that after writing the review and engaging with the content of an actual open textbook, they are more confident using that textbook for future courses. Faculty, librarians, administrators, and student services professionals are all welcome to attend, whether you are new to OER and open education, or already using an open textbook yourself!

Session Thirteen

10:45 - 11:30 a.m.

Crystal A

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Classified Staff, Adjuncts

Interested in:
Integrated Student Support

Audience level: Intermediate

Implementing VCCS Initiatives to Streamline the New Student Process

Mia Leggett Dezura, Lord Fairfax Brittany Stepp, Lord Fairfax

Multiple Measures, Navigate, Guided Pathways, oh my. This session will explore how Lord Fairfax Community College (LFCC) implemented various VCCS initiatives to streamline the new student process, which ultimately led to increased student satisfaction, refined staff job responsibilities, and an increased application yield.

In the ever-changing landscape of higher education, it can be challenging to know how and where to best utilize recourses for optimal impact on student success. Charged by the VCCS to implement a variety of new student success initiatives, combined with a focus on meeting the Chancellor's goals, LFCC focus its efforts college-wide on student entry to completion.

With the end goals in mind, Student Services focused on one question: What is our role, at the unit, department, and individual staff level, in helping students move from application to enrollment and ultimately prepared to start classes at LFCC? Answering this question led to a redesigned new student process.

While always exciting, and at times a bit painful, the redesign process led to increased student satisfaction, refined staff job responsibilities, and an increased application yield. Come learn how LFCC not only embraced multiple initiatives and goals, but let those initiatives and goals drive the College to better serve students.

Session Thirteen

10:45 - 11:30 a.m.

Crystal B

Ballroom Level

Recommended for: Faculty, Deans/VPs/Presidents, Student Services, Classified Staff, Adjuncts

Interested in:
Peer Group – Learning Resources
Effective Business Processes

Audience level: Beginner

SACS and the Library: Best Practices for Compliance

Kyle McCarrell, Blue Ridge Crystal Newell, Piedmont Virginia

Is accreditation a dirty word? Scared and overwhelmed as to how to put together your report? Come to this session and hear from trained library evaluators to both demystify the SACSCOC process and make sure you have your data in order. Geared for both librarians and accreditation writers (including VPs and Presidents!), this session will help attendees understand how to build a case that ensures institutional compliance utilizing best practices, all within a relaxed, non-judgmental setting.

SACS accreditation is now a year-round process. Whether you have been, are, or will be going through the accreditation process, accreditation is seemingly always on the forefront of a college's mind. Despite its persistent presence, accreditation often is viewed in a negative light. But it doesn't have to be. Come to this session as we peel back the accreditation process and then focus on how to ace the compliance report while also evaluating your own library to ensure that students and users are the focus of your resources and services. Geared for both librarians and accreditation writers (including VPs and Presidents!), this session will help attendees understand how to build a case that ensures institutional compliance utilizing best practices, all within a relaxed, non-judgmental setting.

Session Thirteen

10:45 - 11:30 a.m.

Crystal C

Ballroom Level

Recommended for:

Peer Group - Learning Resources

Audience level:

Beginner

VIVA Update

Anne Osterman, VIVA

Please join VIVA Director Anne Osterman for a general update on VIVA activities, including electronic collections, advocacy, and open access efforts.

Session Thirteen

10:45 - 11:30 a.m.

Mill Mountain

Ballroom Level

Recommended for:

Faculty, Deans/VPs/Presidents, Student Services, IT, Adjuncts

Interested in:

Innovative Teaching and Learning Peer Group – Distance Ed

Audience level:

Beginner

Building Student-Teacher Rapport Online

Meredith Aquila, Northern Virginia

Based on my dissertation research, I will examine instructors' attitudes, challenges, and strategies relating to online and face-to-face rapport-building with students.

Current research in higher education makes it clear that student-teacher rapport is an important variable in program retention and completion. However, there is only limited information about what happens to the rapport-building process when it moves from a physical classroom to a virtual one. The data that does exist is largely from the point of view of students; instructors' perspectives are not yet represented to the extent that they might be. Following in-depth, in-person interviews with community college instructors of online and face-to-face courses, I will share some of the common themes that emerged as I worked to understand professors' perspectives of online rapport-building with students. In discussing my research, I will examine issues of autonomy, access, and interpersonal communication, with the goal of adding to our field's understanding of student-teacher rapport-building and online engagement.