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**Virtual Innovations Conference**

**February 28 - March 3, 2022**

@InnovationsConf LeagueINN

 #22INNVIRTU

**DRAFT SCHEDULE**

(This draft is subject to change.)

**Conference Topics**

* Leadership and Organization
* Learning and Teaching
* Student Success
* Workforce Preparation and Development

**Session Key**

* DEI = Diversity, equity, and inclusion focus
* EA = Presented by at least one 2021-2022 Excellence Award recipient
* IOY = Presented by at least one 2020-2021 Innovation of the Year Award recipient
* STEM = STEM@Innovations

**Session Types**

On-Demand Sessions

On-demand session information starts on page 2. These prerecorded video sessions are available starting at 9:00 AM MST on Monday, February 28 and throughout the conference.

Live Sessions

Live sessions are listed by presentation date and time starting after the on-demand session pages.

**ON-DEMAND SESSIONS**

*(These sessions are available throughout the conference.)*

***LEADERSHIP AND ORGANIZATION***

**Developing Community College Leaders Through a High-Quality, Accessible Doctoral Program**

This session will highlight how a student success framework that integrates leading teaching and learning, completion, transfer, and labor market outcomes has been utilized in a community college leadership doctoral program that intentionally focuses on student success and labor market alignment. The presentation will describe how the model was designed to ensure that working practitioners can complete the executive format program in three years and how in-person seminars and online instruction have been used to create a program that is accessible to future community college leadership from around the U.S. Join us to learn about the curriculum and competencies as well as unique and key components such as the integration of practitioners, partnerships with professional organizations, design thinking, quality improvement, presidential mentoring, practice-based dissertations, writing and dissertation support, and partnerships with community colleges that

impact program success. The session will include the voice of program administrators, faculty, and students.

*Kelli Antonides, Director, Academic Programs, Rowan Cabarrus Community College, NC; James Bartlett, Associate Professor and Director; Michelle Bartlett, Faculty Scholar, Belk Center for Community College Leadership and Research, North Carolina State University, NC*

**Helping Community College Leaders Navigate Emergency Contingency Planning During Times of Crisis** STEM

In March 2020, community colleges throughout the U.S. and beyond transitioned from traditional on-campus instruction to emergency remote instruction within weeks due to the COVID 19 pandemic. This unprecedented crisis revealed that some community college emergency contingency plans were insufficient, outdated, and, in some instances, nonexistent. The situation required many community college leaders to make quick decisions with and without the assistance of stakeholders outside of their leadership teams. This presentation aims to give community college leaders guidance on how to create effective emergency contingency plans that are comprehensive, up-to-date, and readily available to all community college stakeholders. We will address how to create plans that promote prevention, responsiveness, and recovery before, during, and after emergencies that affect community colleges.

*Karmen Cooper, Instructor, Human Services, Vance-Granville Community College, NC*

**Moving From Data Governance to Comprehensive Data Asset Management** STEM

COVID 19 has illuminated the importance of data-informed decision-making. Data is key to planning and management, especially when conditions are rapidly changing. Organizations around the world use COVID-19 metrics and other data to make decisions to ensure business vitality. However, managing data is challenging for postsecondary institutions. It is a significant pivot for colleges to leverage institutional data to make critical operational decisions during a crisis. Simply creating a data governance system is insufficient to generate the culture change needed to fully leverage data as a necessary component of decision-making throughout the college. In 2019, shortly before the outbreak of COVID-19, the higher education industry was told by three prominent organizations that analytics can save higher education. Montgomery College embarked on a journey of developing its data asset management plan. In this presentation, the presenters discuss the process, share tips and techniques for success, and outline next steps.

*Nadine Porter, Deputy Chief Analytics and Insights Officer; John Hamman, Chief Analytics and Insights Officer, Montgomery College, MD*

**Outside the Gallery Walls: Sharing Art During the Pandemic**

Taking over a college art gallery is hard enough. In the midst of a statewide lockdown, it was even more difficult. Learn how the presenter thought outside the box and was able to provide art to the campus community outside of the traditional four walls.

*Jason Flack, Assistant Professor, Visual and Performing Arts, Monroe Community College - SUNY, NY*

**Process Improvement: Faculty Performance Portfolio Review**

Tulsa Community College (TCC) relies on a portfolio process to review faculty’s performance. This review process creates a structured opportunity for faculty to plan and organize their professional growth, while allowing the college to ensure that students receive the best possible education. It also informs the college about overarching faculty development needs. During the 2020-2021 academic year, TCC developed a taskforce of faculty, deans, and staff to find additional efficiencies to the process, striving for a more meaningful, holistic approach. Participants will learn about the specific ways faculty will now use the portfolio process to establish and provide updates on goals, highlight their successes in the classroom, and note their service to the college and their disciplines as a whole.

*Miguel Da Corte, Project Coordinator, Law; Kristopher Copeland, Associate Vice President, Academic Affairs, Tulsa Community College, OK*

***LEARNING AND TEACHING***

**An Innovative Approach to Creating Transfer Pathways to Bachelor’s Degrees**

According to the Aspen Institute, 80 percent of the 1.7 million students who start community college plan to earn a bachelor’s degree. Yet reports by *Forbes* and CNBC note that more than half of students probably can’t afford to attend a four-year school. We will present a case study of how a Specialty Certificate in Public Relations aligned with three different associate degrees to create transfer pathways to a Bachelor of Science in business communications at a four-year institution, with the transfer partner accepting up to 75 credits at community college prices. Due to the stackable nature of the design, students can graduate with a certificate, associate degree, and bachelor’s degree without spending more time or money because all courses can be eligible for financial aid. Internally, this cocurricular approach provides enriching opportunities to collaborate with faculty from other departments and divisions.

*Tom Donlan, Assistant Professor, Speech Communication; Kimberly Murphy, Assistant Dean, Academic Affairs, Montgomery County Community College, PA*

**Asynchronicity in Higher Education: The Case for Zoom-Free Distance Learning**

Asynchronous distance learning is not for everyone. It requires students to be motivated self-starters who can read the required material, ask cogent questions, and meet strict deadlines. It also requires faculty to be precise in their presentations. Training in OER development is a plus. Also, asynchronicity mitigates inherent biases (i.e., ageism, racism, sexism) and narrows the all-too-real digital divide. A remote course based on Zoom—or Collaborate or WebCT—doesn't easily support experiential-based classes like the presenter's graphic design studios or other disciplines where time is best spent engaging with the material instead of listening to the teacher. The presenter, who has always been proud of his classroom lessons through 50 years in front of a classroom and more than 25 years in distance learning, has found that every remote program with multiple sections should have at least one asynchronous option. This presentation is a case study of his efforts.

*Harry S. St. Ours, Professor, Communication Arts Technologies, Montgomery College, MD*

**Connecting Industry to Mathematics Instruction** STEM

Industry inspired lessons that introduce STEM careers and applied mathematical tasks assigned by the industry employer will be demonstrated. Lessons include an industry launch video with a Desmos activity, a student sheet posing industry tasks, and analysis questions that require student discussion. The professionally developed launch videos highlight diversity in STEM careers. Presented materials are a result of a three-year NSF ATE grant collaboration between Wake County Public School System, industry partners, and Wake Technical Community College.

*Julia Smith, Assistant Professor, Mathematics; James Martin, Senior Professor, Math and Physics, Wake Technical Community College, NC*

**Cultural Responsiveness Series: One Slice at a Time** DEI

In winter 2020, the Faculty Commons at Bellevue College began the Cultural Responsiveness Series to support the college’s commitment to diversity, equity, and inclusion. This series is centered on the assumption that a culturally responsive classroom requires a commitment from the instructor to engage in learning about themselves, their positionality, their cultural identities, and their biases. Recognizing that this kind of learning is a life-long endeavor and unique to individuals’ needs, we wanted to start a series that offers quick and meaningful critical looks into the cross sections of cultures on our campus. The presenters will introduce the structure, the topics presented, and some of the lessons learned to improve the effectiveness of the workshops. This recorded session may be useful to faculty, staff, or administrators engaged in creating professional development opportunities on their campuses. We hope you might be inspired to try something similar on your campus.

*Tonya Estes, Director, Faculty Commons; Ronald Holland, Professor, English; Ahmad Ghashmari, Professor, English Language Institute, Bellevue College, WA*

***STUDENT SUCCESS***

**Implementing a Holistic Case Management Advising Model in Connecticut’s Community Colleges**

Presenters will discuss the holistic case management advising (HCMA) model and guided pathways approach currently being implemented at the community college level in Connecticut. The HCMA model seeks to reinvent community college advising in the state through promotion of student success, equity centered practice, and reducing advisor caseloads. The model will create conditions for all degree- and certificate-seeking students to (1) develop an academic and career plan; (2) receive holistic support in a sustained, strategic, integrated, proactive, and personalized way; and (3) build social and cultural capital through campus engagement. Presenters will outline the current implementation process/timeline and discuss highlights, implementation challenges, and hopes for the future. Participants will have the opportunity to identify issues on their campus and discuss with presenters how the HCMA model and guided pathways framework might inform their own ideas and strategies when considering reinventing advising at their institutions or statewide.

*Michael Buccilli, Associate Vice President, Student Success Management, Connecticut State Community College, CT*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**Building Micro-Pathways for New Majority Learners** STEM

Learn how the Seattle Colleges are helping our industry partners rebound from over 600K COVID-related layoffs through rapid development of five new micro-pathways. Micro-pathways consist of two or more embedded credentials, take less than one year to complete, and lead directly to a living-wage job and an associate's and applied bachelor's pathway. In this session, participants will learn how we selected our target occupations, recruited flagship partners, designed the pathways, and recruited students. We'll report on early outcomes and discuss the innovative employer partnerships we developed along the way.

*Shouan Pan, Chancellor; Malcolm Grothe, Associate Vice Chancellor, Workforce; Anna Baldwin, Director, Workforce Projects, Seattle Colleges, WA*

**Enhancing the Cybersecurity Workforce From Graduates to Career Professionals** STEM

This session will showcase how College of Southern Maryland is strengthening the cybersecurity workforce throughout Southern Maryland and the Washington, DC region. As recipients of a National Science Foundation grant, we are engaged in a project to recruit, retain, and graduate underrepresented cybersecurity students within a climate of connectedness and inclusivity by having students participate in mentorship, team-building activities, field trips, and other opportunities. Our premise is that engaging students in their learning, with the college and with each other, will carry over into their long-standing commitment to the cybersecurity profession. We will use Q&A, chat, hand raise, and other reactions to engage with the participants. This session will benefit community college faculty and administrators who are involved in cybersecurity programs and are trying to bridge the gap to provide diverse, educated, and skilled cyber professionals to their local communities.

*Mary Beth Klinger, Professor, Business; Lakisha Ferebee, Assistant Professor, Technology; Christopher Estes, Instructor and Acting Chair, Technology, College of Southern Maryland, MD*

**Recruiting Students From Underrepresented Groups Into Technician Education Programs** DEI/STEM

Bucks County Community College is developing a plan to recruit students from underrepresented groups into technician education programs as a goal of our NSF ATE grant, Increasing the Number of Engineering Technicians in Southeastern Pennsylvania. We know that a key to effective recruitment is retention. Our plan consists of implementing recruitment and retention strategies to lead targeted students to success, including outreach to school districts with a higher number of underrepresented groups, summer experiences for rising high school students, and student exposure to career options through exploration of different majors. Summer experiences include a bridge program that focuses on college readiness for rising high school seniors and a

summer camp for rising high school students. The summer camp experience emphasizes industry-related activities such as robotics, coding, and manufacturing. We expect our plan to become a blueprint for community colleges nationwide.

*Christine M. Delahanty, Area Coordinator, Engineering, Bucks County Community College, PA*

**MONDAY, FEBRUARY 28**

9:00 - 10:00 AM MST

**OPENING GENERAL SESSION** *Sponsored by* 

Keynote Presentation

*Space2inspire: A Renaissance Roadmap to the Future of Education*

Sian Proctor, Geoscientist, Explorer, Space Artist, and SpaceX Astronaut

In today’s fast-paced gig economy, technology and the potential of exponential growth are changing the workforce and educational landscape. What does that mean for the community college system and the educational services needed to keep up with rapid change both on Earth and beyond? In this keynote presentation, Dr. Sian Proctor will discuss how her personal Space2inspire Renaissance Roadmap enabled her to go where few humans have gone before and experience a new orbital perspective of our planet. She will inspire the audience to reimagine both their future and the future of their students, their college, and their community with a new perspective on what it means to engage in preparation, persistence, opportunity, and responsibility as we strive for a just, equitable, diverse, and inclusive (J.E.D.I.) space for all of humanity.

10:15 - 11:00 AM MST

***LEADERSHIP AND ORGANIZATION***

**Bridging the Gap Between Learning Communities and Careers in Information Technology** STEM

*Virtual Room 08*

In this session, we will discuss the value of learning communities in higher education. A description of learning communities in the classroom will be explored. Additional consideration will be given to the value gained through using a learning community model and its impact on students who transition into information technology careers. An example of the learning community model being used in the presenter's classrooms will be described.

*Mya T. Bowen, Assistant Professor and Program Coordinator, Information Systems Technology, Roxbury Community College, MA*

**Embracing Diversity: Leading Difficult Conversations With Faculty and Staff** DEI/EA

*Virtual Room 01*

Empathy, connection, and courage are essential to becoming an effective leader. Similar leadership values are essential in promoting diversity, equity, and inclusion (DEI) initiatives as well as recognizing and removing barriers that get in the way. The Adjunct Faculty Support Office at College of DuPage facilitates honest and difficult conversations related to DEI through book talks, teaching circles, and workshops. This interactive session invites participants to explore guiding values as well as strategies for culturally responsive teaching and building intercultural competence that empower faculty members and staff to ensure the success of diverse student populations at our college.

*Sonia Watson, Interim Assistant Dean, Adjunct Faculty Support; Nathania Montes, Dean, Student Affairs,* *College of DuPage, IL*

***LEARNING AND TEACHING***

**Reducing the Modality Divide**

*Virtual Room 02*

This discussion and demonstration of best practices in classroom technology installation, support for students, and professional development for faculty provides participants with a multifaceted approach in supporting instruction across modalities. A poll of audience members guides the presentation to respond to the most critical questions. The presentation highlights classroom technology specifications for conducting HyFlex and synchronous remote courses. Additionally, technology resources and support services for faculty and students will be shared. A model of a professional development institute for faculty teaching in nontraditional modalities will be discussed. Instructional technologists, information technology professionals, and those providing faculty support and professional development will particularly benefit from this session. The chat, Q&A, and hand raise features will be used to discuss translating this approach to the institutional culture of participants.

*Damon Hunnicutt, Multimedia Technician, Information Technology Services; Jacqueline Burger, Associate Professor, Learning Resources, Bucks County Community College, PA*

**Virtual Reality, Disability, and Inclusive Design** DEI/STEM

*Virtual Room 05*

Virtual reality (VR) technology has the potential for improving the teaching and learning experience of all students, including those with disabilities. Several VR applications have been developed which could minimize the effects of a disability on students' learning; enhance social participation; and improve life skills, mobility, and cognitive abilities while providing a motivating and interesting learning experience. The freedom of movement allowed by VR empowers students by giving them a sense of control over their environment. Compared to a world characterized by only images, VR renders an artificial environment which provides an immersive experience to users. This session demonstrates how VR enhances the overall learning experience of students with learning disabilities, specifically in applied fields such as STEM disciplines. We will also describe some limitations of VR technology that could potentially dilute its advantages if attention is not paid to its proper usage.

*Muddassir Siddiqi, Campus President, Central College, Houston Community College System, TX; Ruben Duran, Director, XR Lab & Studio, Houston Community College System, TX*

***STUDENT SUCCESS***

**Inclusive Access to Course Materials in a Digital-First World: KCTCS Case Study**

*Virtual Room 06*

The role of community colleges is evolving tremendously in higher education and in our local communities. Institutions are innovating quickly to help students overcome barriers and build a stronger foundation for success. Find out how inclusive access to course materials improves student outcomes, convenience, and affordability. KCTCS—a community college system that pioneered inclusive access a decade ago—shares how it has addressed students’ most pressing needs while exceeding the expectations of faculty and administrators.

*Chris Sackett, Vice President, Academic Solutions, Barnes & Noble College, NJ; Ty Handy, President, Jefferson Community and Technical College, KY*

**Taking the Lead: How College Staff Implement a Caring Campus**

*Virtual Room 03*

In this session, participants will learn how community colleges have engaged non-managerial staff as leaders to create a more welcoming and caring campus environment. Unlike faculty and advisors, college staff have typically not been included as leaders of large-scale student success efforts. Caring Campus works with student services staff (e.g., financial aid, enrollment management) as well as personnel in other roles (e.g., facilities, administrative staff) to help all staff connect with students to contribute to their sense of belonging. A panel of three speakers will describe how Caring Campus coaches support staff to work with their colleagues to implement behaviors to make their college a more welcoming environment. Participants will learn about the effects of Caring Campus at six community colleges and how college administrators can support the scale-up and sustainability of this effort. Participants will have the opportunity to ask questions and contribute to an interactive discussion.

*Elisabeth Barnett, Senior Research Scholar, Community College Research Center, Teachers College, Columbia University, NY****;*** *Brad Phillips, President and CEO, Institute for Evidence-Based Change, CA; Amy Hunter, Senior Administrative Assistant, Business Sciences, Irvine Valley College, CA*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**National Science Foundation ATE Grant Funding Opportunities and Mentoring Services** STEM

*Virtual Room 04*

The National Science Foundation (NSF) Advanced Technological Education (ATE) program has new grant funding opportunities to support STEM and CTE technician program development and improvement. NSF ATE supports program development through faculty professional development, teacher preparation, career pathways, curriculum and educational materials development, internships, apprenticeships, undergraduate research experiences, outreach activities, instrumentation acquisition, and more. Participants will learn (1) how NSF ATE grant funding opportunities can help them with their technician programs, (2) what activities qualify for NSF ATE grant funding, and (3) about multiple categories of NSF ATE grant funding in support of technician education. The new NSF ATE solicitation (NSF 21-598) along with some helpful resources and grant proposal development mentoring services will be presented. Faculty, administrators, grant writers, and others thinking about submitting an NSF ATE grant proposal or desiring to learn more about free mentoring services for developing grant proposals may benefit from attending this session.

*Mel Cossette, Principal Investigator, National Resource Center for Materials Technology Education, Edmonds Community College, WA; Gregory Kepner, Principal Investigator, NSF ATE, Hillsborough Community College, FL*

10:30 AM - 1:30 PM MST

**PRESIDENTS TRACK** **(INVITATION ONLY)**

*Sponsored by*

**Innovation, Thought Leadership, and the Impact of Change**

10:30 - 11:50 AM MST
(Joint Session With Vice Presidents Track)

**The Pandemic Ripple Effect: Four Potential Long-Term Impacts on Student Success and Equity**

Higher education will be struggling to overcome the disruption of the pandemic long after other parts of our economy rebound. These pandemic ripple effects could threaten student success and equity for as much as a decade as we grapple with an unprecedented period of change and the impact it has had on our students. In this presentation, the presenter outlines four potential long-term impacts of the pandemic on student success and offers guidance to help you prepare for the future.

*Ed Venit, Managing Director, EAB*

11:50 AM - 12:05 PM MST

**Break**

12:05 - 1:25 PM MST

**Six Ways to Design a Modern Student Experience**

Now more than ever, college leaders are looking for ways to improve the student experience. How can you tailor your campus experience to meet modern students’ shifting expectations? This session outlines six hallmarks of a modern, personalized student experience—from enrollment to career preparation—and shares how colleges and universities have brought them to life. Join us to learn how to streamline your campus resources to meet student expectations. (30-minute breakout discussion post-presentation)

*Christina Hubbard, Senior Director, Strategic Research, EAB*

1:25 - 1:30 PM MST

**Wrap-Up**

10:30 AM - 1:30 PM MST

**VICE PRESIDENTS TRACK** **(INVITATION ONLY)**

*Sponsored by*

10:30 - 11:50 AM MST
(Joint Session With Presidents Track)

**The Pandemic Ripple Effect: Four Potential Long-Term Impacts on Student Success and Equity**

Higher education will be struggling to overcome the disruption of the pandemic long after other parts of our economy rebound. These pandemic ripple effects could threaten student success and equity for as much as a decade as we grapple with an unprecedented period of change and the impact it has had on our students. In this presentation, the presenter outlines four potential long-term impacts of the pandemic on student success and offers guidance to help you prepare for the future.

*Ed Venit, Managing Director, EAB*

11:50 AM - 12:05 PM MST

**Break**

12:05 - 12:10 PM MST

**Welcome and Introductions**

12:10 - 12:45 PM MST

**VP Group Discussions: Enrollment and the Student Experience**

This discussion will cover such topics as declining enrollments and enrollment recovery, curricular and scheduling changes, targeted efforts to close equity gaps, and student mental health.

12:45 - 1:20 PM MST

**VP Group Discussions: Staffing Issues and Challenges**

This discussion will cover topics such as loss of staff and related loss of institutional and departmental knowledge, cross-training and professional development, equity measures taken to maintain and retain faculty and staff, and employee mental health.

1:20 - 1:30 PM MST

**Wrap-Up**

11:15 AM - 12:00 PM MST

***LEADERSHIP AND ORGANIZATION***

**Designing New Campus Ecosystems: Bridging Academic and Student Affairs**

*Virtual Room 01*

The pandemic, while presenting challenges in the educational arena, led to the creation of a new campus ecosystem supporting student engagement and success. Valencia College designed a centralized center aimed at strengthening collaboration, coordination, and communication between academic and student affairs. Academic One Stop offers multidisciplinary, student-centered, and just-in-time support in multiple delivery modes for face-to-face students. A centralized campus location has helped to reduce student anxiety and churning while improving campus navigation. Added benefits include hybrid scheduling and reduced traffic in academic offices. In this session, we’ll share tips for designing and launching this innovative and contemporary approach to serving students. This presentation is geared toward academic and student affairs administrators, advisors/counselors, and all support staff. Participants will be actively engaged through discussion and chat prompts and will learn techniques for developing strategic partnerships at their institutions as new ecosystems are identified in the ever-evolving world of higher education.

*Michelle R. Foster, Campus Dean; Leonard C. Bass, Dean, Learning Support, Valencia College, FL*

***LEARNING AND TEACHING***

**Is It in the Syllabus? Practicing Situational Fairness for Student Success**

*Virtual Room 08*

How many times do we, as faculty members, refer students to the syllabus to answer questions about course policies or procedures? This timeless refrain is one to which we can all relate, but it’s our approach to these policies and procedures that can make all the difference in student success. This collaborative session introduces the concept of situational fairness and how it is helping to shape a faculty-led cultural shift at Delta College. The presenters will share how this mindset is producing increased student retention, satisfaction, and success. In addition, participants will engage in an interactive conversation to (1) consider how situational fairness is informed by and impactful for the whole student, and (2) develop and share tangible ideas for implementing situational fairness in their classrooms.

*David Baskind, Psychology Professor, Psychology; Kristin Cornelius, Associate Professor, English; Brian Aldrich, Professor, Chemistry, Delta College, MI*

**Networking, Cybersecurity, and Coding: Teaching Beyond Textbooks** STEM

*Virtual Room 05*

The Digital Age, the Age of Information, a Digital World: All of these are terms that some embrace while others run from in terror. As our world and our lives drastically change and evolve, we must look to many different styles of education and emerging technologies that offer educators an edge so that we can focus students' attention on more than social media, games, and streaming. In this presentation, we will focus on several pieces of technology we have implemented at Hinds Community College, including Packet Tracer, HackTheBox, and Codecademy. We will also discuss our vision of the future that includes training our students in extended reality development with our XR Development program and making virtual reality simulation a component in courses throughout our institution.

*Jonathan Townes, Dean, Technology, Career and Technical Education; James Finch, Instructor, CTE-IST, Hinds Community College, MS*

**Universal Design Center: Promoting Inclusion Through Intentional Design** DEI

*Virtual Room 02*

The session will explore Montgomery College's Universal Design Center—a networked system of supports designed to provide quality professional development and job embedded coaching to support and promote quality teaching and learning through communication, collaboration, critical thinking, and creativity.

*Stacy Ford, Accessible Technology Coordinator, Compliance, Risk, and Ethics; Paul D. Miller, Director, Professional Development, E-Learning, Innovation, and Teaching Excellence, Montgomery College, MD*

***STUDENT SUCCESS***

**Using Online Orientation as a Tool for Recruitment and Success**

*Virtual Room 03*

COVID-19 forced the hand of colleges to shift their services to a virtual platform, specifically providing an engaging and informative online orientation. But this challenge also presented opportunities to increase access and remove barriers to entry. The presenter will share how Rappahannock Community College created an online orientation solution that is preparing students for success and also serving as a recruitment tool. Using various examples, the presenters will highlight how the college encouraged engagement and created community through video, interactive elements, and ongoing support resources. In the end, Rappahannock implemented a tool that creates a seamless transition program by preparing and supporting students every step of the way through the enrollment and registration process. Finally, the presenters will dive into the project management strategies they utilized to successfully launch the orientation in three months, discussing practical tips, securing buy-in, managing stakeholders, creating content, and working cohesively as an orientation committee.

*Meg Foster, Adjunct Instructor, Student Development, Piedmont Virginia Community College, VA; Miles McCrimmon, Dean, Strategic Enrollment Management, Rappahannock Community College, VA*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**Catalyst for Change: A Collaborative Community College Noncredit Marketplace**

*Virtual Room 04*

Learn how seven community colleges across the U.S. helped inform the design of and launch a skills-to-job marketplace that features their workforce training and continuing education courses, and how participation in this partnership has served as a catalyst for change in marketing and outreach, student support services, credit for prior learning, and employer partnerships. Leaders of workforce training will gain strategies for expanding and supporting their noncredit programs. This session will utilize polling questions and engage the audience in virtual Q&A.

*Erica Barreiro, Future of Work Strategist, Central New Mexico Community College, NM; Jesse Wells, Executive Director, Enrollment, Broome Community College - SUNY*

**Puzzle Pieces: Building Bachelor's Pathways for the Jobs of Tomorrow** STEM

*Virtual Room 06*

Come and learn how National University is putting the pieces together and building bachelor's degree completion pathways with a focus on the student experience. From coordinating with regional workforce

entities to building academic pathways in waterworks management to designing clear pathways in cybersecurity and paralegal, National University is intentional in the space of articulation.

*Joseph Allen, Director, Community College Pathways, National University, CA*

12:15 - 1:00 PM MST

***LEADERSHIP AND ORGANIZATION***

**Forward Together: Wisconsin Higher Education Institutional Partnerships**

*Virtual Room 01*

The Marinette Area Higher Education Coalition, a partnership between the Marinette Campuses of Northeast Wisconsin Technical College and the University of Wisconsin Green Bay, broke new ground as partners across separate statewide systems. Since its inception in 2018, the Coalition has changed local perceptions of higher education, led to fiscally responsible decisions regarding staffing, developed partnerships to serve students holistically, and generated shared marketing. Leveraging existing articulation agreements, the campuses have focused efforts on a shared vision of higher education accessibility, engagement with community and K-12 partners, and workforce development through in demand degree pathways. A brief presentation will outline the foundational work of the Coalition. Throughout the interactive presentation, participants will be asked to

share their own challenges and successes with similar partnerships via polls and reactions. Finally, a Q&A will

focus on overcoming ongoing challenges, managing the pace of change, and future planning.

*Jennifer Flatt, Dean, Marinette Campus, Northeast Wisconsin Technical College, WI; Cindy Bailey, Campus Executive Officer, University of Wisconsin - Green Bay, WI*

***LEARNING AND TEACHING***

**Building an Inclusive Active Learning Classroom Using Visual Manipulatives** DEI/STEM

*Virtual Room 05*

We will review how we use visual and kinesthetic manipulatives in our classrooms in order to introduce and apply challenging lecture concepts. These tools involve several different media and have varied technology requirements. In addition, some were created in collaboration with our campus Maker Lab, while others are commercially available. These tools were developed to engage students in active learning and to create a more inclusive classroom, considering the diverse backgrounds, abilities, and experiences of our learners. A brief survey of the literature on the need for these types of resources will also be provided. Platform tools that will be used include Q&A, polls, and chat.

*Lori Slavin, Professor; Amanda Glass, Associate Professor, Chemistry, Johnson County Community College, KS*

**Improving Learning Outcomes Through Organizational Change and Data Visualization** STEM

*Virtual Room 08*

How do you present general education data to the college community in a way that gives access to the big picture as well as narrow, targeted data? At Howard Community College, the assessment of general education is a continuous collegewide process. The presenters will share a dashboard that is used to visualize aggregated and disaggregated data. The dashboard allows faculty to visualize overall general education outcomes as well as data disaggregated by semester, department, course, and modality as well as student demographics. The session will focus on the process development of the dashboard, including (1) how we developed our institutional, systematic process for reliable data collection; (2) how we use the dashboard to improve student learning; and (3) future planning and challenges we have faced. The session is designed for faculty leaders and administration as well as data specialists.

*Megan Myers, Assistant Professor and Director, History; Deborah Greenberg, Assistant Director, Learning Outcomes Assessment, Howard Community College, MD*

**Innovative Grading Approaches**

*Virtual Room 02*

Anything involving grades entails emotional distress for students as well as instructors, as the focus is on tests, performance, and results rather than learning and creativity. Students either get As or less; are competent, or not quite there yet. Grading requires a fixed, result-oriented mindset, with a seemingly limited focus on learning. The objective of this presentation is to get participants to explore a new way of engaging and measuring student performance in learning. Innovative Grading Approach emphasizes learning rather than grades or grading, with active engagement between instructors and students, including feedback, self-reflection, and revision, as the keys to its success.

*Raquel Poteet, ESL Instructor, College and Career Pathways; Jeffrey Pulliam, Instructor, Construction Management, Renton Technical College, WA*

**Streamlining and Tracking Your Credit for Prior Learning Initiatives***Virtual Room 06*

Credit for prior learning (CPL) can help decrease remediation, reduce the time until graduation, and boost credential completion rates for adult students. Are you interested in creating awareness and promoting an efficient way to help adult learners progress by streamlining the process of allowing students to earn college credit for skills and knowledge gained outside the classroom? Come learn about tools to provide higher education institutions with a way to streamline the CPL intake process, making it easy for students to share their work expertise and credentials, and search your faculty-approved credential database for matches, all while giving your administration a lens into the CPL program.

*Scott Campbell, Vice President, Partnership Development; Kristen Himmerick, Senior Director, Solutions, CAEL*

***STUDENT SUCCESS***

**Innovating During a Crisis: A Tutoring Center Case Study** IOY

*Virtual Room 03*

With a pandemic shutdown looming, leaders within Moraine Valley Community College’s Tutoring Center were faced with the challenge of how to turn a drop-in tutoring center into an asymmetrical online platform. The Tutoring Center trained tutors and virtual front desk workers in original online processes, converted existing tracking software to align with online tutoring, revealed hidden skills among active experienced tutors, worked with available college assets, and developed new processes at no additional cost to the college. The project was fully functioning after three weeks. This session will explain the planning, implementation, and outcomes of the transformation. This session will benefit those who wish to learn how a crisis can transform traditional processes to asymmetrical online learning, explain how to modernize tutoring centers and the challenges associated with such a project, and bring about the best in leaders. We will utilize chat to enhance Q&A.

*Alec Werner, Lead Tutor; Kipp Cozad, Manager, Tutoring and Literacy, Moraine Valley Community College, IL*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**Simplifying Complex Change Through Transparent Communication** STEM

*Virtual Room 04*

In July 2018, NWTC began a transformational change from 15-week semesters to 8-week sessions for nearly all programs. Three years and a pandemic later, nearly all programs have completed the transition, which has had collegewide impacts. Each unique stakeholder required something different on the journey from announcement to implementation, but all required communication. From influencing the "why?" to describing the "what?" and supporting through the "how?" the 8-Week Communication Team set and executed a strategy that employed multiple internal and external media and, most importantly, a commitment to transparency that is emblematic of NWTC’s intended culture. This presentation traces the role of transparent communication in the early and continued success of NWTC’s 8-Week Advantage. Fittingly, your presenters are co-leads of the 8-Week Communication Team, yet their job titles have no relationship to that work; they just have a passion for student success and effective communication.

*Tim Derozier, Manager, Talent Development; Jennifer Canavera, Director, Procurement and Distribution, Northeast Wisconsin Technical College, WI*

1:15 - 2:00 PM MST

***LEADERSHIP AND ORGANIZATION***

**Sustainability Still Matters, Despite What You May Have Heard**

*Virtual Room 01*

Climate change hasn't gone away; neither has an overall need to reduce our colleges' environmental and fiscal footprints. While some senior leaders may have forgotten their pledges of a decade ago, many students want them fulfilled and exceeded. This session will cover what community colleges have been doing over the past decade in terms of sustainability, broadly defined. While the focus will be on Johnson County Community College, best practices from a handful of other community colleges will be shared and discussed.

*Jay Antle, Executive Director, Center for Sustainability, Johnson County Community College, KS*

***LEARNING AND TEACHING***

**BHCC’s Artist and Scholar in Residence Program of Native American Cultural Activities**

*Virtual Room 08*

Bunker Hill Community College (BHCC) sponsored Larry Spotted Crow Mann, a Nipmuc tribal member, cultural educator, and award-winning author, as part of their year-long 2021 2022 Distinguished Artist and Scholar in Residence program. There is a need for the U.S. to acknowledge and bring about a greater depth and understanding of the long-underrepresented history of indigenous culture, as they are the original founders of America, and their cultures and contributions are a vital part of our shared society today. Through a series of curricular and cocurricular activities, this residency focuses on increasing our community’s knowledge, understanding, and appreciation of Native American culture, knowledge, history, living presence, and shared connections to our land from indigenous perspectives. Learn about the specific activities of the residency

program, including a land acknowledgment statement, stronger alliances with Native American partners, a documentary initiative about Deer Island, and new culturally relevant curriculum across the college.

*Kevin Wery, Director, Conference Planning and Special Events; Kim Frashure, Chair and Professor, Environmental Science, Bunker Hill Community College, MA*

**Hands-On Lab Activities for Online Science Education** STEM

*Virtual Room 05*

One of the major limitations of the science online laboratory is limited hands-on experience. The presentation will include multiple examples of the innovative hands-on activities presented in the online General Biology and Anatomy and Physiology science classes at WVNCC. Participants will see demonstrations of the specific laboratory activities, compare the offered activities between in seat and online sections, engage in conversation about the consistency of the experiences between sections of different modalities, compare the students’ performance outcomes, and come up with ideas of hands-on activities for the courses they offer at their own institutions. The interactive demonstration (polls, chat, reactions, and hand raise) will be supplemented by a Q&A session. The session will particularly benefit instructors who are involved in the development of online science classes.

*Natalia Omelchenko, Assistant Professor; Heather Kalb, Program Director and Assistant Professor, Biology, West Virginia Northern Community College, WV*

**The Right Blend of Synchronous and Asynchronous Time**

*Virtual Room 02*

The pandemic has moved learning into multiple modalities: remote, online synchronous, blended face to face, HyFlex, flipped, and more. The commonality they share is a mix of synchronous and asynchronous time. How do we decide how much time should be synchronous and how much time should be asynchronous? This session provides a framework starting with intentional course design, course element mapping, and lesson plan creation to determine how to deliberately load content into a course. Each discipline is unique in determining the right blend of time. Participants will use the framework to consider how to determine the right blend of time for their context.

*Sarah Barnhardt, Associate Professor; Jessica Farrar, Assistant Professor; Chester Gates, Adjunct Faculty, English for Speakers of Other Languages, Community College of Baltimore County, MD*

***STUDENT SUCCESS***

**Mind the Gap: Surfacing New Students’ Layered Needs**

*Virtual Room 06*

Learn how four of the Maricopa Community Colleges collaborated to implement a customized intake survey to uncover news students' layered needs—everything from basic needs to anxieties about college. Access to needs based data at the point of entry helps advising and counseling teams identify and connect with students most apt to leave college early. By taking a holistic approach to students at the front door, the colleges can allocate limited resources where they will do the most good: providing additional support to retain students who struggle with basic and educational needs. Join this interactive session to explore the intake survey constructs and discuss implementation lessons learned.

*Karla A. Fisher, Chief Industry Advisor, Education, Qualtrics, UT; Meredith Warner, District Director, Academic and Student Affairs, Maricopa Community Colleges, AZ*

**Partnering for Success: Workshops and Digital Badges to Promote Engagement**

*Virtual Room 03*

Through a multi department partnership, the Bucks County Community College Academic Success Center (ASC) developed a four-workshop series allowing students to earn digital badges for skills sought after by transfer institutions and employers: time management, goal setting, interactive communication, and professional communication. A fifth badge is limited to students on academic probation and focuses on academic resiliency. We integrated these workshops within existing course content so that students could earn and display the badges in their culminating e-portfolio assignments. In addition, the ASC made these workshops available to all students through an engagement initiative. This session will benefit college readiness faculty and academic support staff as we discuss our process for developing the content and format as well as challenges encountered. We will utilize the poll and Q&A features to learn more about our audience and encourage conversation about building these partnerships and digital badges to more fully engage students.

*Lauren Humphries, Director, Academic Success Center; Bernadette Karpa, Writing Specialist, Academic Success Center; Denise May, Professor, Language and Literature, Bucks County Community College, PA*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**Civic Engagement for STEM Students: Creating Educational Experiences** DEI/STEM

*Virtual Room 04*

Students in STEM related CTE programs sometimes miss out on humanities and social science education that transfer students enjoy. BridgeValley Community & Technical College’s Equity and Inclusion Committee assumes leadership in providing extra educational experiences that CTE students can enjoy. The committee has hosted both virtual and in-person equity discussions, women’s empowerment and civil rights speakers, art and literary contests and readings, spirituality panel discussions, Appalachian writers, and historical reenactors representing marginalized populations. It sponsors a book club and also maintains a strong social media presence. The presenters will discuss a framework and process to carry out similar work based on lessons learned. We will explain how to organize a committee, plan a calendar of events, invite student participation, and conduct social media outreach. We will present an action plan with checklist and timeline for preparing,

publicizing, and managing events (handout provided). The session will conclude with time for Q&A.

*Calisa A. Pierce, Associate Professor and Chair, English and Humanities; Maggie McCabe, Assistant Professor and Program Director, Medical Coding; Gabriella Jarrett, Assistant Professor, Humanities, BridgeValley Community and Technical College, WV*

2:15 - 3:00 PM MST

**Expo Open and Express Connections**

3:15 - 4:00 PM MST

***LEADERSHIP AND ORGANIZATION***

**It Takes a Village: Facilitating Institutional Change**

*Virtual Room 01*

De Anza College launched the Villages Initiative in fall 2021 as part of the guided pathways project. Drawing on the college’s success with learning communities, the six Villages (based on student meta-majors) were designed to provide focused academic engagement, student services, and social support for students. Villages were created so students could find communities of peers as well as classified professionals and faculty members who share and understand their academic interests and are committed to supporting their success. In this session, Village leadership will explain how we facilitated significant institutional change in collaboration with faculty, staff, and administrators across the college to launch this initiative. Participants will learn how we created foundational processes and structures through collaborative teamwork and focused decision making. This session will benefit participants who are launching or who have launched major

initiatives at their campus and who want strategies for effectively leading such change efforts.

*Anu Khanna, Villages Co-Lead, and Faculty, Communication Studies and Intercultural Studies; Brian Malone, Villages Co-Lead, and Faculty, English; Sarah Wallace, General Lead, Guided Pathways; De Anza College, CA*

**Ivy Tech's Idea Dash: Crowdsourcing for Internal Brand Advocacy**

*Virtual Room 08*

From April 7 16, 2021, the innovation and creativity strategic plan committee at Ivy Tech Community College invited all employees to participate in their first statewide Idea Dash. The event was a way to utilize crowdsourcing to answer the question, “How might we improve brand advocacy for Ivy Tech among faculty and staff?” Findings from an extensive Ivy Tech branding study were shared with participants through a video to offer insights into how the public perceives the value of an Ivy Tech education and where the college can improve its efforts in recruiting and retaining students. Seventeen 2- to 3-hour virtual sessions were hosted over a two-week period; 128 total participants and 11 facilitators generated 655 ideas. This session will explain the process and the results.

*Leighann Rechtin, Assistant Professor, Communication, Ivy Tech Community College, IN*

***LEARNING AND TEACHING***

**Faculty Success in the Course Design Process**

*Virtual Room 02*

This session will examine the faculty training process utilized at Chattanooga State Community College during the 2021 initial conversion to seven-week active learning courses. Goals included improving online instruction delivery and increasing the probability for student retention through consistent student experiences and active learning opportunities. Topics will focus on the training which created a common language across the college and a socialization process that introduced educational framework options and interdepartmental collaboration. Decision points and results will be highlighted. Participants should be prepared to participate in polls and use chat to ask questions and comment.

*Hollyanna White, Instructional Designer, Center for Distributed Education; Adrian Ricketts, Specialist, Instructional Design, Academic Resources, Chattanooga State Community College, TN*

**Reimagining the Flipped Classroom** STEM

*Virtual Room 05*

In this interactive session, participants will rethink the traditional definition of the flipped classroom, where videos are watched at home and homework is completed in class. Presenter and participants will envision an environment in which lower-level cognitive skills are learned and practiced at home, leaving the classroom as an engaging active learning space. Class time becomes a place where difficult material can be synthesized, real-world applications can be explored, and the benefits of teacher expertise can be maximized. The presenter will draw on examples and lessons learned during a three-year College Spark funded grant to convert all non-STEM math pathway courses to a flipped-learning model. Chat will be incorporated as participants work together through a typical lesson plan design process, including both out-of-class and in-class experiences. The remaining time will be used for Q&A. This practical session will be most beneficial for faculty and/or instructional designers.

*Sherry McLean, Professor, Mathematics, Lake Washington Institute of Technology, WA*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**Advancing Diversity, Equity, and Inclusion Through Entrepreneurial Education** DEI/STEM

*Virtual Room 04*

The San Diego Community College District champions entrepreneurship as a key institutional value. We support the infusion of entrepreneurial thought across the curriculum. Miramar College houses an innovative small business accelerator program as well as a degree and certificate program in entrepreneurship. The College of Continuing Education offers two noncredit certificates in small business development and expansion. Further, this college has paired industry-specific small business courses with their nine vocational pathways (e.g., a home day care business development program in child development). The district's Employee Training Institute provides a range of customized training for the employees and clients of local nonprofits, which generates millions of dollars annually that is reinvested in student success initiatives. Participants will learn how an urban community college organization addresses entrepreneurship studies and develops entrepreneurial programs. They will also learn how strategic partnerships are identified and developed as part of the entrepreneurship imperative.

*Susan Topham, Vice Chancellor, Educational Services; Carlos O. Turner Cortez, Chancellor, San Diego Community College District, CA*

**How to Implement Equitable Work-Based Learning Programs at Scale**

*Virtual Room 06*

Work-based learning (WBL) is a proven method to build practical workplace skills by connecting learners with employers to tackle real-world problems. The challenge for higher education institutions when looking to implement such programs is two-fold: improving WBL access for an increasingly diverse learner population and ensuring that programs are scalable and customizable for different course content and formats. In this session, gain insight into how community colleges can leverage virtual project-based WBL to connect underserved and underrepresented learner communities with real-world projects that help boost career readiness, professional networking, and workplace skills. Additionally, learn how Riipen Projects differ from traditional in-person internships or co-op programs, and why a short-term, remote, course-embedded format can be more accessible and scalable for learners from all backgrounds.

*Muthana Zouri, Dean, Business, Saskatchewan Polytechnic, SK; Elyse Watkins, Strategy Manager, Riipen, BC*

4:15 - 5:00 PM MST

***LEADERSHIP AND ORGANIZATION***

**Azk Mentor: A One Stop A-Z Guide for New Teachers**

*Virtual Room 01*

At Institute of Technical Education, a principal provider of vocational training for secondary school leavers and adult learners in Singapore, the transition to teaching for first-year educators can be overwhelming. Besides undergoing teacher training in their first year, there are numerous administrative tasks and new teaching practices they need to master. Guidance from mentors and experienced colleagues are often sought; however, responses may not be timely. The Azk Mentor chatbot was developed to support this need. Data were collected from over 100 beginning teachers about their needs for pertinent information and organised into four areas: academic, administrative, form teacher matters, and student development. Teachers can key in questions any time and responses are provided immediately. This artificial intelligence buddy helps them to stay informed and connected. It also allows for more meaningful mentor-mentee interactions focused on reflection and self-discovery rather than operational issues.

*Moses Tay, Senior Lecturer; Sharon Wong, Master Mentor, ITE Academy, Institute of Technical Education, SG*

**Building a Culture of Accessibility Across Campus: Bristol’s Accessibility Academy** DEI

*Virtual Room 08*

Bristol Community College’s Accessibility Academy is a semester long workshop series which trains faculty and staff members in accessibility best practices and helps them implement accessibility action plans in their areas. This presentation will cover how we designed, implemented, and promoted this Academy. We will also detail the long-term collaboration between Disability Services and the Center for Teaching and Learning that enabled this program. Finally, we will provide a framework for other institutions wishing to develop accessibility focused programming. The presenters will highlight Zoom’s accessibility features in order to demonstrate best practices. We will use the chat feature to engage participants and provide access to virtual activities like Mentimeter and Google Jamboard. We will also use Zoom’s reaction features to facilitate real-time interaction and offer future support to participants planning their own accessibility projects.

*William Duffy, Senior Special Programs Coordinator, Lash Center for Teaching and Learning, Bristol Community College, MA*

***LEARNING AND TEACHING***

**Using Virtual Games to Enhance Nursing Students' Hand Hygiene Compliance** IOY/STEM

*Virtual Room 02*

This proof-of-concept project explored the introduction of game-based elements into infection control and hand hygiene lessons. The team hypothesized that virtual games could simulate realism to enhance nursing students’ hand hygiene compliance rate in a clinical setting. A virtual hospital was developed in the Minecraft platform to help student enrolled nurses enhance their conscientiousness in practising hand hygiene. In this simulated clinical environment, nursing tasks related to hand hygiene practices were designed to engage nursing students before and during their clinical attachment period from April to September 2019. The results of this innovative pilot study ascertained a significant difference (p=<0.05) and an inculcation of positive mind set among nursing students in their hand hygiene compliance rate. The transference of experiential learning in the virtual world to the real clinical world was also substantial among nursing students who played the game.

*Chee Kiat OH, Mentor, Cyber and Network Security; Jessica LIM, Section Head, Nursing; Sanjyogita SR, Senior Lecturer, Nursing, Institute of Technical Education, SG*

**Tuesday, March 1**

9:00 - 10:00 AM MST

**GENERAL SESSION**

Keynote Presentation

### ***Reaching the Missing Millions in STEM: Community Colleges’ Central Role***

### Karen Marrongelle, Chief Operating Officer, National Science Foundation

The science and engineering enterprise faces the same diversity, equity, and inclusion challenges that are present in society. These issues prevent the U.S. from achieving a STEM ecosystem that is representative of the incredible diversity we see in our country, a diversity that is essential to maintaining U.S. global leadership in science and engineering. Strengthening our STEM workforce requires that we address the Missing Millions, the gap between the demographics of the research community and the demographics of the whole nation. Community colleges are essential in preparing underrepresented students of color, low-income students, and first-generation students, many of whom enroll at community colleges somewhere along their pathway to a STEM degree. Further, community colleges can play an essential role in identifying the STEM potential in students on their campuses.

10:15 - 11:00 AM MST

***LEADERSHIP AND ORGANIZATION***

**Self-Assessment Practices as Tools for Extending a College’s Educational Purpose**

*Virtual Room 06*

This presentation will review one college’s journey of pursuing continuous improvement in assessing student learning through innovative classroom instruction, adaptive distance learning models, and engaging both instructors and students in discussions and decisions related to assessment. Through a focus on celebrating improvement, Pueblo Community College has found great success by using unified assessment practices as tools for extending a higher education institution’s educational purpose and enhancing student learning. The presenter will share the story of how PCC developed innovative new models for flexible remote learning and instruction, along with the strategies for assessing these new instructional methods and key findings that are driving our continued evolution and adaptation to the changing needs of our students and our community.

*Rachel Dwiggins-Beeler, Director, Marketing and Communication, eLumen, MN; Liz Medendorp, Director, Assessment of Student Learning, Pueblo Community College, CO*

**Guided Pathways: Transforming an Institutional Culture**

*Virtual Room 01*

Faculty and administrative leaders will facilitate an interactive presentation and dialogue on guided pathways and how the model has transformed our organization. The presentation will provide an in-depth look at one college's journey through guided pathways and how it has drastically increased student success and graduation numbers and improved communication across the organization. Participants will learn about the transformation in the culture of Cuyahoga Community College (Tri-C) and see videos from actual students about their respective journeys. Topics will include how Tri-C got started in guided pathways, where we are now, and what is ahead. There will be a particular emphasis on the partnership and collaboration of faculty and administration in making pathways successful at Tri-C. Participant interaction will be encouraged with time for Q&A throughout and updates on current progress at the end.

*Lindsay S. English, Vice President, Learning and Engagement, Cuyahoga Community College, OH; Andrew M. Pegman, Professor, English, Cuyahoga Community College - Eastern Campus, OH*

**Technology and Change Management: Tips for Your Digitization Journey**

*Virtual Room 08*

Ready to lead your campus into the digital age? Join us for an interactive discussion about tackling the journey toward digitization. Discuss Howard Community College’s (HCC) transition to an entirely digital integrated HR ecosystem. The presenters will do a deep dive into the major challenges faced by the HCC team, including what worked and what didn’t. Ask questions about your own innovation journey—whether you’re deep in the weeds or just getting off the ground—and engage with the presenters on key topics such as faculty change management, remote implementation and training, leadership buy-in, and organizational change.

*Courtney Prato, Director, Solution Marketing, PeopleAdmin; Joseph B. Pettiford, Jr., Associate Vice President, Human Resources, Howard Community College, MD*

***LEARNING AND TEACHING***

**Best Practices in Community College Academic ESL Programs** DEI

*Virtual Room 02*

Community college English for Academic Purposes programs (EAPs) play an important role in student success, but their effectiveness and pedagogy have not been thoroughly studied. Currently, there is no unified standard for ESL delivery and instruction at community colleges. In 2013, New Jersey Council of Community Colleges produced an ESL concept paper that emphasizes the need for developing statewide multi-criteria outcomes for the highest level of ESL that leads directly into College Composition I and other college-level coursework. This presentation shares the findings of a qualitative case study designed to examine the commonalities between the three New Jersey community college EAPs. The study confirms that the programs lack common criteria for program learning outcomes and final assessments. Findings demonstrate the need for statewide and national ESL standards that would create clear expectations for students, teachers, and administrators. A Q&A session solicits participant feedback and completes discussion.

*Maria Kasparova, Professor, ESL and World Languages, Bergen Community College, NJ*

**Generating STEAM Pathways From Ideation to Implementation** DEI/STEM

*Virtual Room 5*

Postsecondary institutions across the U.S. are grappling with issues of the “missing millions” due to the gap between the demographics of the STEM education community and that of the country as a whole. In an effort to bring equity into the STEM enterprise, the scientific community must rapidly increase the number of women and underrepresented racial and ethnic groups in STEM careers. In addition to the moral imperative to fill the gap, it is essential for colleges to embrace and celebrate diversity and to enhance access to STEM or, more broadly, to science, technology, engineering, arts, and mathematics (STEAM) careers. Participants will brainstorm on the creation of a STEAM enterprise that more closely reflects the nation’s demographic and geographic diversity through a design thinking exercise which encompasses changing institutional cultures, curriculum and pedagogy, and partnerships and networks. We will (1) consider how institutions can create a workforce that thrives in the knowledge- and technology-intensive economy of the 21st century; (2) dialogue on culturally relevant curriculum that uses real-life examples from pressing societal issues that can be implemented at scale nationwide; and (3) learn about some research-driven, evidence-based practices in teaching and learning that welcome a diverse STEAM student population into programs.

*Pushpa Ramakrishna, Director, STEAM and Sustainability Initiatives, Maricopa Community Colleges, AZ*

***STUDENT SUCCESS***

**Holistically Lit**

*Virtual Room 03*

How was your college experience? Were you part of a student club? There is more to college than studying and earning good grades. This session will explore the role of faculty and staff members as it pertains to students’ on-campus experiences outside of the classroom. We will identify the importance of student engagement through workshops and other college-based initiatives. Students must build their support network to grow academically, professionally, and personally while having fun before graduation.

*Donovan Griffin, Academic Advisor, Bronx Community College - CUNY, NY*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**The Shifting Landscape of Noncredit Community College Workforce Education**

*Virtual Room 04*

Community college noncredit education is increasingly on the front line of addressing skill needs. As workers seek to navigate shifts in the economy and find opportunities to grow and advance in their careers, they frequently turn to community colleges—and very often to noncredit programs. Adults who have traditionally not had opportunity seek opportunity in these programs. Community colleges can respond quickly to employer skill needs and to changing student demands. Our research sheds some light on foundational questions about noncredit. What exactly is noncredit education? What needs does it serve? How does it serve those needs? How do we know if it is quality, if it meets its promises to employers and students? The presentation will draw from Lumina funded research conducted by Rutgers and will share approaches to noncredit from Mt. San Antonio College. The presentation will highlight overarching trends in noncredit education to inform policy and practice.

*Michelle Van Noy, Director, Education and Employment Research Center, Rutgers University, NJ; Madelyn A. Arballo, Provost, Continuing Education, Mt. San Antonio College, CA*

11:15 AM - 12:00 PM MST

***LEARNING AND TEACHING***

**A New Way to Plan for Scaling Innovation**

*Virtual Room 02*

What if planning for scaling innovation could be accelerated? What if we pushed the traditional mind-set of piloting over several years aside and instead fully engaged faculty, staff, and college leaders across every college in a community college system to consider the question: What would it take to fully enable a skills- based higher education delivery system across a state? To address these questions, the 16 colleges with system office partners in Kentucky were guided through a rigorous 12-month planning process by the Competency-Based Education Network (C-BEN). By prompting faculty and staff to analyze their data across the entire system, research evidence-based practices, and complete a gap analysis, remarkable insights occurred. The outcome: the faculty and staff led planning team developed and reimagined a new statewide framework aligning competency-based learning to student-centered design. This session will bring to life the groundbreaking process used to accelerate the scaling of innovation.

*Kristin T. Williams, Chancellor; Harmony Little, Executive Director, Credentialing Strategies, Kentucky Community and Technical College System, KY; Greg J. Feeney, Provost, Bluegrass Community and Technical College, KY*

**Changing Teaching and Learning Culture With the Active Learning Institute** STEM

*Virtual Room 05*

In fall 2021, the 10th cohort of faculty participants completed the Front Range Community College (FRCC) Active Learning Institute, where they spent the semester studying evidence-based course design and teaching strategies aimed at fostering learning and student success. Over winter break, these teachers applied what they learned through a comprehensive outcomes-based course redesign. The 24 faculty members then began to teach their new courses in spring 2022, joining more than 100 other FRCC teachers who have participated in the Active Learning Institute and redesigned their courses since 2017. Come to this interactive session to learn how the Active Learning Institute was initiated, developed, and sustained over time and how this work has contributed to a substantive teaching and learning paradigm shift at FRCC. We welcome anyone interested in

student-centered approaches to course design and teaching to attend so we can share ideas, network, and look for partnerships.

*Eric Salahub, Faculty, Philosophy; Kerri Mitchell, Faculty, Rhetoric Languages and Philosophy, Front Range Community College, CO*

**Silver Linings: Building Equitable Classrooms Through Online Discussion** DEI

*Virtual Room 08*

In the wake of the pandemic, community colleges are continuing to navigate new challenges and declining enrollment, but they are also using lessons learned from the past two years to drive student success at scale. For many institutions, online discussion has been one of those silver linings. Discussion platforms that began as a stopgap solution for remote learning have become an integral part of efforts to boost engagement and foster intrinsic motivation in ways that can have a transformative impact on faculty members’ efforts to build more equitable classroom environments. In this panel, learn from community college leaders in New Jersey, Arizona, and Florida about their experience using online discussion. The panelists will use polls, reactions, and Q&A to describe their experiences implementing inquiry-based discussion tools to spark students’ curiosity, increase equity in the classroom, and, ultimately, improve academic outcomes.

*Lauren Swierc Falkowski, Assistant Dean, Academic Affairs, Union County College, NJ; Kimberly Coffman, Professor, Psychology, Miami Dade College, FL; Adam Baldry, Instructional Technologist****,*** *Center for Learning Technology, Pima Community College, AZ*

***STUDENT SUCCESS***

**How We Launched SSO, Self-Service, and a Portal During the Pandemic**

*Virtual Room 06*

This presentation will give a glimpse into the planning, challenges, and final execution for College of the Canyons to go from WebAdvisor to going live with campusM, Colleague Self Service, and PortalGuard Single Sign On (SSO) in a matter of seven months, all while battling difficulties resulting from COVID-19, a remote workforce, remote students, and losing IT managers. We will share how we brought our stakeholders on board, leveraged existing solutions, and established the support structures needed to be successful during the pandemic and beyond.

*Hsiawen Hull, Executive Director, Infrastructure and Information Security, College of the Canyons, CA*

**Midterm Assessment Tool**

*Virtual Room 03*

Students benefit when we can be proactive instead of reactive. A tool currently in use at Sinclair Community College allows caseload advisors the ability to receive faculty progress reports indicating how students are progressing in courses. Faculty are notified by email when it is time to provide an update on performing and nonperforming students' academic participation/standing/grade in the class. Advisors see faculty progress reports and comments in the tool, and can then reach out to students, as needed, to work with them to ensure course success. This system was built by Sinclair and is expandable as needs arise. The following technology is used: ColdFusion, HTML5, Javascript, JSON, and SQL databases (can use any database system).

*Rex MtCastle, Web Developer and Adjunct Faculty, Applications Development; Debbie R. Fobbs, Coordinator, Sinclair City Connects Advising, Sinclair Community College, OH*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**SDCCE's Interactive Competency-Based Online Microcredentialing Academy** STEM

*Virtual Room 04*

After five years of thoughtful planning, San Diego College of Continuing Education (SDCCE) launched the Interactive Competency-based Online Microcredentialing (ICOM) Academy in July 2020 as California's first accredited, fully online adult noncredit institute, providing more than two dozen workforce certificate programs in high-demand, high-pay careers, such as python coding, automotive technician, and project management. SDCCE worked with Ease Learning to develop professionally produced, short-term job training programs using state of the art instructional technologies. The dynamic, innovative approach to online instruction includes mandatory synchronous instruction coupled with asynchronous learning activities. The modules are highly interactive and require students to engage in collaborative projects outside of class. Robust student services are available entirely online to ensure student success. Designed for nontraditional adult learners, SDCCE's career programs are available for free to any adult in California. ICOM Academy is a digital platform that could potentially house hundreds of career options for adults, which is critical to American's post-pandemic recovery.

*Carlos O. Turner Cortez, Chancellor, San Diego Community College District, CA; Michelle Fischthal, Vice President, Instruction; Shakerra Carter, Vice President, Student Services, San Diego College of Continuing Education, CA*

12:15 - 1:00 PM MST

***LEADERSHIP AND ORGANIZATION***

**How Our Department Got Its Groove Back: Revitalization and Transformation**

*Virtual Room 02*

Faced with disheartening departmental malaise and an administrative mandate to improve outcomes in gateway courses, especially composition, a motivated faculty group and dean created the Liberal Arts Gateway (LAG) initiative to serve as an incubator for innovation in curriculum and increase student engagement and retention. Founding goals included a focus on the student experience, equity and inclusion in classroom practices, and attention to downpath stakeholders. Faculty crafted discipline-specific guiding principles and invited peers to submit course proposals that address these principles. We then built a teaching toolkit guided by pluralism, literacies, evidence, equity, and engagement. Assessment of outcomes shows that LAG courses outpace traditional composition courses in student success and engagement. Innovative curriculum and practices developed in LAG have been adopted by the department at large, leading to progressive changes departmentwide and new opportunities for leadership. Come and find out how we did it.

*Arun John, Associate Professor, English, and Chair, Liberal Arts Gateway; Wendy Lym, Professor, English, and Chair, Composition and Literary Studies; Christine Berni, Professor, English, Austin Community College District, TX*

**Little Innovations That Make a Big Impact**

*Virtual Room 01*

This session will describe how to create and mobilize an innovative, action-oriented culture within and across an institution of higher education. The word “innovation” has become a buzz word. This session will provide specific, actionable strategies individuals at all levels of an organization can use to innovate in their day-to-day operations. Participants will learn how to ask reflective questions that lead to innovative results, how to promote a culture of innovative thinking among their peers and team members, and how to avoid innovation

or initiative fatigue. Strategies will be applicable to faculty, administrators, and staff members looking to foster a culture of innovation within their department, division, or institution as a whole.

*Jill Murray, President; Erica Pricci, Provost; Stephanie Decker, Associate Vice President, Social and Economic Impact, Lackawanna College, PA*

***LEARNING AND TEACHING***

**Using VR and XR in Teaching** STEM

*Virtual Room 05*

Utilizing virtual reality (VR) and extended reality (XR), we will demonstrate some proof-of-concept activities that you can use in the classroom, whether it is a virtual reality augmented lecture or a fully immersive experience. We will also present the technology, how it is currently being used, and how it can assist you in your presentations. Lastly, we will speak about the potential uses of the technology in the future.

*James Jobba, Operations Technician, Professional Development; Matthew Seibert, Associate Professor, Emerging Media Librarian, Bucks County Community College, PA*

***STUDENT SUCCESS***

**Better Together: Building Connections and Scaling Support With Virtual Communities**

*Virtual Room 06*

Rio Salado College (RSC), like many institutions, is deeply committed to engaging vulnerable populations and passionately supporting every student. However, with significant online enrollments and many students juggling work and family alongside education, RSC found it difficult to efficiently and meaningfully connect with its diverse learner population. Join the presenter as she shares how the college transformed its approach to student support through an innovative, student-driven digital community strategy that creates flexible, on-demand spaces for learners to connect with peers, advisors, and support resources so they can get help when and where they need it and build the relationships that help them thrive in school and beyond. Participants in this session can expect to learn how digital communities: (1) promote peer engagement across all leaner populations; (2) save time and help scale student support resources; and (3) increase belonging, satisfaction, and positive outcomes.

*Janelle Elias, Vice President, Rio Salado College, AZ*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**Using Labor Market Information to Improve Program and Credential Quality**

*Virtual Room 08*

How do colleges use labor market information (LMI) to improve program and credential quality? This session will share insights on how colleges use labor market information based on research conducted by Rutgers researchers. The project includes case studies of how colleges use labor market information to align programs with labor market needs, including the types of data used, the benefits and limitations of these data, and how learnings are disseminated and impact institutional practices. The presenters will share key findings and examples of LMI use at community colleges around the country. The presenter from Dallas College will discuss the institution's experiences creating and disseminating LMI within the institutions they work with to improve the quality of their programs and credentials. The presenters will engage participants in a dialogue about ways to use these data in their own practice.

*Michelle Van Noy, Director; Victoria Coty, Research Project Coordinator, Education and Employment Research Center, Rutgers University, NJ; Ben Magill, Associate Vice Chancellor, Economic Opportunity, Dallas College, TX*

12:50 - 1:50 PM MST

**EXPO OPEN**

* 1:05 - 1:25 PM MST: Discussion Groups
* 1:30 - 1:50 PM MST: Discussion Groups

1:50 - 2:35 PM MST

***LEADERSHIP AND ORGANIZATION***

**One (Semester) and Done: Fast-Tracking Your Next Strategic Plan**

*Virtual Room 01*

Strategic planning doesn't have to take forever to be thorough, collaborative, and effective. When the COVID-19 pandemic interrupted plans for a leisurely strategic planning process, Raritan Valley Community College accelerated the planning timeline without sacrificing input and participation from faculty, staff, administrators, students, and community stakeholders. In this interactive session, learn how the existing governance structure supported the process and how technology was deployed to gather suggestions, solicit feedback, and create consensus.

*Jacki Belin, Vice President, Strategic Programs; Megan Dempsey, Instructional Librarian; Deborah Preston, Provost and Vice President, Academic Affairs, Raritan Valley Community College, NJ*

***LEARNING AND TEACHING***

**The Itsy Bitsy Zoomcast: Building Bridges Between Students and the Workforce**

*Virtual Room 08*

Have you ever thought about how powerful it could be for stakeholders in your field to be a part of intelligent discourse that comes to life in your classroom? This interactive presentation will introduce participants to Zoomcasts as a teaching strategy and professional networking tool. Zoomcasting is an innovative approach. It harnesses social media to elevate conversations that build bridges between students and professionals. The presenters are early childhood partners who developed a Zoomcast series. Community college practicum students design and co-host conversations on topics in early education. The Itsy Bitsy Zoomcast is a student-centered service learning project that yields incredible outcomes for student success, professional networking, institutional recognition, and programmatic marketing. Join us for a presentation and Q&A. Learn how we developed our Zoomcast and how to make it happen at your college with a step-by-step walkthrough of how to make a Zoomcast episode.

*Sheila Gould, Associate Professor, Education, and Coordinator, Early Childhood; Elizabeth Charland-Tait, Lead Coach, Early Childhood, Holyoke Community College, MA*

**Using Undergraduate Research to Foster Science Identity and Transfer Success** DEI/STEM

*Virtual Room 05*

In this interactive presentation, discuss apprentice-style undergraduate research experience as a tool to foster academic confidence, science or STEM identity, and transfer success. The presentation will include polls, breakout rooms, and Q&A to keep the audience engaged and offer best practices from all participants. We will discuss how we have grown our internship program—STEM Academic Research & Training (START)—from a few students and mentors to recently being awarded a five-year NSF grant. START has no GPA requirement; a strong emphasis on increasing diversity, equity, and inclusion in STEM; and partnerships with four-year institutions to mitigate transfer shock. Students conduct research on the community college campus with visits to partner institutions. Discussions will emphasize appropriate projects for first- and second-year students, training for both students and mentors, and how to continue and grow the program during a pandemic.

*Jackie T. Swanik, Associate Dean, Mathematics, Sciences, and Engineering; Kim Fishback, Associate Department Head, Life Sciences, Wake Technical Community College, NC*

***STUDENT SUCCESS***

**Streamlining Online Orientation: Preparing Students & Facilitating Continued Success**

*Virtual Room 03*

Nearly 6 million students were enrolled in exclusively distance education in fall 2020, almost double the number from 2019. Recommendations from the OLC Quality Scorecard for the Administration of Online Programs and the 21st Century Distance Education Guidelines include criteria to prepare students for online learning environments. Come learn how Mesa Community College has created an orientation that prepares online students and supports their continued academic development and success while meeting standards of quality both internally and externally. Participants will be asked to share their orientation needs at the beginning of the session, and the presenter will use multiple engagement tools to guide participants through planning, implementing, and supporting students in online orientations. The presenter will share how students access the orientations and information about experience design, user completion, and user data. Participants will leave with a plan to implement and modify the orientation process at their own institutions.

*Stephanie Williams, Instructional Technologist, Center for Teaching and Learning, Maricopa Community Colleges, AZ; Meg Foster, Adjunct Instructor, Student Development, Piedmont Virginia Community College, VA*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**Intentional Inclusion: Recruiting Underserved Adult Students** DEI

*Virtual Room 06*

Past efforts to identify and recruit adult students have been flawed because they were based on previous enrollment models that only codify diversity, equity, and inclusion shortcomings. In this session, participants will learn how unmet demand among traditionally underserved populations can be identified and addressed using tools and techniques previously restricted to political and consumer product marketers. Community college leaders will share how they solved their adult student recruiting challenges using the college's unique methodology that makes marketing more efficient. The presentation will include a live demonstration of the college's database and person level models; discussion will include how predictive analytics can enhance efforts to recruit adult learners.

*Jack MacKenzie, President, CollegeAPP, CA; Audrey P. Takacs, Director, Marketing and Communications, Macomb Community College, MI*

**Preparing Educators for the Future of Education**

*Virtual Room 04*

With the landscape of education changing, what essential areas must we focus on to provide opportunities for individuals to obtain employment while adapting to the needs of the current job market? How can we offer an equitable solution for educating teachers to provide students with a high probability of success? How can we provide opportunities to improve online instruction skillsets to allow individuals to be competitive in the teaching field? In this interactive session, the presenters will share information and strategies for current and future online teachers to excel in their practice. We discuss strategies for a high-quality online learning experience using best practices and proven techniques from the successful programs at Evergreen Valley College that support the district goals of decreasing barriers to education, access, retention, and completion and increasing career pathways in high-demand education.

*Nasreen Rahim, Faculty, Instructional Technology; Maniphone Dickerson, Dean, Business and Workforce Development; Renee Albrecht, Associate Faculty, Instructional Technology, Evergreen Valley College, CA*

3:00 - 3:45 PM MST

***LEADERSHIP AND ORGANIZATION***

**Design Thinking: You Know It, but Are You Using It?**

*Virtual Room 01*

As we attend workshops and conferences, we learn about many things. However, sometimes we don’t take the time to apply or fully implement what we have learned. This can often be the case with design thinking and other useful processes that help ensure continuous improvement and increase the likelihood of innovation throughout our institutions. In this session, participants will use design thinking in a simple and effective applied experience to prepare for their next meeting, project, or initiative. To enjoy this active learning experience, participants will need to have paper and a pen/pencil. For those who like playing with color, bring your markers or paints with you, too. This process can be easily shared with students, colleagues, and/or community members as you engage in problem solving and set the stage for innovation. The facilitators will guide this experience with slides and use of the chat.

*Caron Sada, Residential Faculty, Psychology; Steven Crawford, District Director, Maricopa Center for Learning and Innovation, Maricopa Community Colleges, AZ*

**Exploring the Eight Dimensions of Wellness**

*Virtual Room 03*

Being in a helping profession, educators often find themselves running on empty. This interactive session will discuss how a community college answered the call to provide wellness programming for faculty and staff. Participants will briefly explore the eight dimensions of wellness and experience a sampling of activities to support mind, body, and spirit.

*Kate Szetela, Manager, Adjunct Faculty Support; Barbara Bush, Specialist, Counseling*, *College of DuPage, IL*

***LEARNING AND TEACHING***

**A Future-Ready Workforce: Internationalizing Community College Courses and Programs** DEI

*Virtual Room 08*

Internationalization of curriculum helps community colleges meet their goals of diversity, equity, and inclusion. It serves as the perfect vehicle to create a culture of collaborative learning that transcends diversity and prepares students for jobs in an economy that requires knowledge of global issues and the ability to work with people from diverse backgrounds. In this session, we will share free, newly piloted tools and resources created to assist community college faculty in career and technical education (CTE) programs with internationalizing their CTE courses. Examples of the free tools to be highlighted include professional development modules, Global Social Justice Education Framework, Internationalizing CTE Self-Reflection Tool, modules and assignments for students, Postsecondary Global Leadership Performance Outcomes, GREAT Tool, and more. This session will leverage polls and chat.

*Heather Singmaster, Director, Center for Global Education, Asia Society, NY*

**Continuous Improvement: A Best Practice for Online Teaching and Learning** DEI

*Virtual Room 06*

North Orange Continuing Education (NOCE) developed a new non-credit math program and used the opportunity to embrace a new approach to course design. Often, the learning experience is not truly student-centered. Students don’t have a voice in the learning process and there’s not a strong enough focus on supporting diversity, equity, and inclusion (DEI). The design process doesn’t consider how to reflect back on the initial design to determine how to improve outcomes for individuals or cohorts; when there is a reflective period, it happens post-mortem. NOCE has begun to change this dynamic by building continuous improvement into the design process and tapping into data to identify gaps. Taking a deeper dive provides an opportunity to see where problems exist in the curricular process and to make modifications that will support stronger learner outcomes and DEI.

*Janet Cagley, Faculty Coordinator, Distance Education, North Orange Continuing Education, CA; Laurie Pulido, CEO, Ease Learning, NH*

**Student Choice: The FLEX Modality**

*Virtual Room 02*

Today’s students have multiple responsibilities and various scheduling concerns. We will take you on our journey to increase retention and student success with an equity-minded modality that helps all students achieve their goals. With FLEX (Flexible Learning EXperiences), students are empowered with a choice of in-person, virtual, and asynchronous attendance on any given day. Find out how our college created new learning possibilities for students with innovative classroom technology and student and faculty learning communities at a time of budget restraints. This presentation will provide an overview of our approach, challenges and discoveries, and data on student success in FLEX. The chat feature and Q&A will be used for interactions. Faculty, administrators, and instructional designers will benefit. Participants will take away a step-by-step process, considerations, and impact of implementing a student choice modality on their campuses.

*Yun Moh, Instructional Designer, Center for Innovative Teaching and Learning; Elizabeth Falconer, Director, Innovative Teaching and Learning; Raquel Poteet, ESL Instructor, College and Career Pathways, Renton Technical College, WA*

4:00 - 4:45 PM MST

***LEADERSHIP AND ORGANIZATION***

**Leading Change With Courage, Commitment, Grit, and Humility**

*Virtual Room 08*

The ability to lead transformative institutional change is more important than ever in our post-pandemic environment. Effective and visionary leadership requires courage, commitment, grit, and humility to face today's challenges and to engage key stakeholders to thrive and succeed. This session will lead participants through a case study and, through small-group breakout sessions, provide the opportunity for participants to discuss their own challenges. Participants will consider lessons learned to build a personal roadmap for approaching the vital task of change leadership in their space and sphere of influence. This session is relevant for leaders at all levels of an institution.

*Bruce C. Kusch, President, Ensign College, UT*

**Leading Through the Learn and Work Disruption With Futures Thinking**

*Virtual Room 01*

The future of learning and work is unfolding before us. Digital transformation, employee engagement, the skills-based revolution, and the speed of change are a few of the drivers of significant changes with which organizational leaders are grappling. Additionally, higher education itself is being reimagined and the postsecondary education landscape redefined. Many community college leaders are struggling to plan a year ahead, let alone making time to plan for a future ten years from now. And yet, if we don't engage in futures thinking we miss critical opportunities to engage in actions today that will help prepare us for or shape the future. In this session, you will learn five principles for thinking like a futurist and strategies you can use to build futures thinking as part of your organizational culture. This session will utilize polling and chat to engage participants.

*Erica Barreiro, Future of Work Strategist, President's Office, Central New Mexico Community College, NM*

***LEARNING AND TEACHING***

**OAF in the Room? DAD to the Rescue** STEM

*Virtual Room 05*

Pandemic-provoked policies led more educators online. Formerly theory-oriented, organized professors have seen classrooms and curricula transformed by a mode of delivery—the videoconference—that diminishes distance between teacher, learner, subject matter, and sense. Online anxiety and fatigue (OAF) is the result. OAF syndrome is presented and discussed and a three-part way of coming to grips with it is offered. Defining the problem, addressing and analyzing it, and dealing with it (DAD) embraces an objectively applicable technique to face and control the OAF haunting Zoom-delivered classes across a broad range of disciplines. Participants will gain a new understanding of OAF and its influences upon not only learning, but learnability. The popular move to online learning can be an anxiety provocateur producing fatigue, but the objective,

logical, Socratic method-based tripartite DAD will tame OAF in mathematics and the sciences as well as in humanities and language courses.

*Katherine A. Watson, Professor, Distance Learning, Coastline College, CA*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**Leveraging AI-Enabled Analytics Capabilities to Improve Internship Learning Outcomes**

*Virtual Room 04*

Internship plays a critical role in helping students apply theory and experience workplace-based training that complements institution-based training. How to achieve desirable internship learning outcomes is a perennial question for education institutions to address. Through employing AI-enabled analytics software (e.g., SPSS Modeler, Power BI), the presenters have analysed datasets covering over 20 parameters drawn from 9,000 students across 60 courses offered by Institute of Technical Education. The AI models created suggest that when choosing internship placements, it is important to align students’ career interests and personal strengths with their job role(s). Such models can also serve as tools for job-matching recommendations. Additionally, by using both structured and unstructured datasets, such as text analysis on students’ reflection journals, the algorithms developed are able to identify at-risk interns early based upon their progressive competencies

achieved. Educators can, hence, implement targeted and timely interventions to help students achieve better performance.

*Karen Loh, Section Head; Chuan Peng Low, Lecturer; Qiang FU, Deputy Director, School of Business and Services, ITE College Central, Institute of Technical Education, SG*

**Wednesday, March 2**

9:00 - 10:00 AM MST

**GENERAL SESSION**

Educational Testing Service O’Banion Prize *Sponsored by* 

***Presenter***

Alberto Acereda,Associate Vice President**,** Global Higher Education, Educational Testing Service

***Recipient***

Cindy Miles, Professor of Practice, Community College Leadership Program, Kansas State University

Mentor, Aspen Institute College Excellence Program - Rising Presidents Fellowship

Executive Director, Global Community College Leadership Network

Interim President, Accrediting Commission for Community and Junior Colleges

Keynote Presentation

*Bridging the Gap Between Learning and Work*

### Peter Smith, Orkand Endowed Chair and Senior Advisor to the President, University of Maryland Global Campus

The pandemic, coupled with disruptive technology, has put community colleges at the center of the future for learning and work. We now see more clearly than ever the fact and the costs of the opportunity gap that exists in America. At the same time, learning and work are becoming lifelong activities, and we know that emerging occupations which have technical components also require 21st century skills such as problem solving, critical thinking, teamwork, and respect for diversity.

As local, trusted, open access institutions, community colleges, working closely with employers, are perfectly positioned to rethink the future of learning and work. Having said that, even with these advantages, the one thing that community colleges cannot do is . . . nothing. Christiansen’s theory of disruption says that, as the marketplace changes around the institution, the institution’s traditional strengths become a weakness and source of decline. So, as learning becomes more technologically enhanced, use patterns of campuses become more diverse, the workplace becomes a learnplace, and just-in-time learning for all throughout life becomes a core value, community colleges must adapt and respond. While the roles of faculty and support staff will evolve and change, they will be more important than ever in serving the 60 million adults in America who have yet to receive the benefits of postsecondary education. And blending the values of the liberal arts with the practical reality of occupational education will provide social, civic, and economic results for the students of the future.

10:15 - 11:00 AM MST

***LEADERSHIP AND ORGANIZATION***

**Beginning With a SPARC and Keeping the Fire Burning** STEM

*Virtual Room 01*

Breaking from tradition, Gaston College embarked on a bold initiative in 2009 to increase student engagement and change the culture of learning by redesigning transfer science, technology, engineering, and mathematics (STEM) programs. This initiative, known as SPARC, has resulted in dramatically increased enrollment, course success, retention, and STEM graduates. This session will focus on student success improvements achieved at the college through the development and implementation of a comprehensive SPARC learning community infused with scholarship funds, enhanced support services, intrusive advising, undergraduate research, and inquiry-based instruction for students. Presenters will share best practices and data from the seven-year implementation of this major STEM education initiative. This presentation will provide an overview of the implementation of the SPARC initiative; the spread of undergraduate research beyond the core STEM courses; and effective holistic student support strategies, including adaptations used during the COVID-19 pandemic.

*Susan Whittemore, Instructor, Science; Heather Woodson, Vice President, Academic Affairs; Melissa Armstrong, Chair, Science, Gaston College, NC*

***LEARNING AND TEACHING***

**Innovative Solutions for Hunger Relief and Student Success: Northeast Texas Community College**

*Virtual Room 02*

A small, new campus food pantry created by social work students has been transformed into a CARE Center to help connect students to basic needs resources and each other at Northeast Texas Community College. Integrated with the social work program, the CARE Center and its EatBetter4Less.com healthy eating education modules were developed as part of the League for Innovation’s Innovative Solutions for Hunger Relief and Student Success initiative.

*Carmen Shurtleff, Faculty, Social Work; Tiffany Carpenter, AmeriCorps Vista, CARE Advocate; Tonya Elmore, AmeriCorps Vista, CARE Advocate, Northeast Texas Community College, TX*

**Innovative Virtual Global Education to Internationalize Your Campus**

*Virtual Room 08*

Only 2 percent of all U.S. college students study abroad. How can we, in our teaching and leadership roles, offer the other 98 percent of students, many of whom may never have the time, money, or ability to study abroad, access to interactive global learning experiences? Hear about a unique way South Piedmont Community College has applied the latest trends and strategies to make global learning opportunities accessible to students of all backgrounds, majors, and financial means. Participants will be guided in brainstorming through Q&A and chat about how virtual global programming can help achieve campus goals such as campus internationalization objectives; increased enrollments in traditional study abroad; and campus diversity, equity, and inclusion efforts. Participants will come away from this session with an understanding of how faculty and leadership can internationalize their campuses and curricula by creating globally infused virtual courses and initiatives.

*Kira Ferris, Director, International Education, South Piedmont Community College, NC*

**Syllabus Management: Turning Legislation Into Lemonade** STEM

*Virtual Room 05*

Managing syllabi at South Texas College (STC) left much to be desired. Driven by Texas House Bill 2504, which mandated the collection and public posting of syllabi, the college first introduced an intensive process that required administrators and instructors to manually author, review, and update information, which led to content inconsistencies. To comply with HB2504, and reduce challenges and inefficiencies, STC invested in a syllabus management platform which allowed the college to introduce tiered templates and live syllabi that were made available to all classes through the LMS as well as to the public. STC was able to leverage reporting to assist in monitoring syllabi and vitae that were not compliant with HB2504 and help with other initiatives, such as training for distance learning during the height of the COVID-19 pandemic. Faculty were able to easily transition course documentation to reflect online learning.

*Christina Cavazos, Director, Curriculum, South Texas College, TX*

***STUDENT SUCCESS***

**The Student-Centered Community College in the Post-Pandemic Era**

*Virtual Room 03*

This presentation will provide an overview of traditional student life prior to the pandemic, and then review the challenges and changes the pandemic has created for campus life at community colleges. The session will focus on the concept of student engagement outside the classroom, and how such student, faculty, and staff encounters were radically changed during the pandemic. The presentation will then reveal various new techniques and tactics that are being employed by Student Services personnel at Monroe Community College to reenergize staff, reconnect students, and create a greater sense of community both virtually and in person.

The session will include an interactive portion that will provide audience members an opportunity to share their ideas on new approaches they have taken to engage students on their campuses.

*John Delate, Associate Vice President, Student Services, Monroe Community College - SUNY, NY*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**Adult Learner Engagement in Pandemic Times: Instilling Essential Skills Remotely**

*Virtual Room 06*

As the global pandemic enters its third year with renewed shutdowns and distancing measures, remote learning remains a critical tool for ensuring continuous instruction. While pedagogy is more established for the remote instruction of traditional academic coursework, it is in earlier development for courses that instill essential skills (e.g., developmental education, soft skill development) in adult learners. Building these skills is critical to ensuring that students are ready to succeed both in school and the workplace, and that no one is left behind in the COVID-19 economy. This session shares lessons from two courses that use different platforms, synchronous and asynchronous instruction, and a field experience to instill these skills. The first uses a mobile app to engage students in literacy development. The second builds a learning ecosystem through online learning and a structured externship experience to develop flexibility, responsibility, teamwork, and a customer service orientation.

*Steven B. Robbins, Managing Principal Research Scientist, Center for Academic and Workforce Readiness and Success; Sara Haviland, Research Scientist, Academic to Career Research Center, Educational Testing Service, NJ; Kevin Li, Dean, Arts and Sciences, Triton College, IL*

**Careers by Design: Building a Future-Ready Workforce**

*Virtual Room 04*

Dramatic economic changes are driving growing demand among learners and employers for a rapid response to pivot careers and meet in-demand jobs. Community colleges are challenged to respond to this demand, while ensuring that the credentials they offer have value in the labor market with pathways that allow for continued skill development across a career. Presenters will discuss their successes with two innovative workforce approaches: short-term credentialing and earn-and-learn models under a new framework. Participants will engage via polls and chat to learn from others how such approaches are being implemented and related challenges. Participants will also learn about a new framework evolving out of guided pathways to embed in-demand jobs and career paths in a post-pandemic economy. Jobs for the Future's new framework, Guided Career Pathways, helps create the avenues for colleges to build programs that lead to improved employment outcomes for students and meet employer needs.

*Marisa Vernon, Associate Provost, Enrollment Management and Student Success; Brianne McDonough, Associate Director, Career and Learning Pathways, JFF; Tracy Green, Vice President, Strategic and Institutional Development, Lorain County Community College, OH*

11:15 AM - 12:00 PM MST

***LEADERSHIP AND ORGANIZATION***

**Balancing Those Who Can With Those Who Do: Real Change**

*Virtual Room 01*

How can a large institution shake the rust off to make the innovations necessary to create real change? Innovation needs widespread buy-in or it won’t survive the political reality. Ideas need room to grow, peer review, and stress testing as well as champions across colleges. Finally, ideas need to be embedded so deeply into cultural norms that they go from being a new idea to just “how we do things around here.” Application of these ideas at one large college led to an institution’s shift to a data-based decision-making culture for increasing student success across all silos and levels. This presentation describes three methods for supporting widespread innovation and change across institutions: the halo team framework, the snowball decision-making method, and norms messaging. Participants will use Padlet to demonstrate how the methods could apply to their own situations. Anyone interested in spurring change is invited.

*Caroline Evans, Professor, Biology; Kalina White, Interim Associate Vice President,* *Assessment and Institutional Research, Community College of Allegheny County, PA*

**HyFlex Pilot: Recommendations for Student Access and Success**

*Virtual Room 08*

HyFlex (hybrid + flexible) course design provides a hybrid learning format for campus-based and online students while adding a flexible equity-based participation policy for students. Join us to learn about early recommendations for leadership, student services, pedagogy, and technology based on our initial review of the literature, survey results, and pilot testing in summer and fall 2021. Participants will be able to identify research, student centered HyFlex instructional practices, and a system for onboarding students who are learning to use technology for distance education. Participants will receive digital handouts of slides and resources.

*Ingrid Greenberg, Online Faculty Mentor Coordinator, ESL, San Diego College of Continuing Education, CA*

***LEARNING AND TEACHING***

**Designing Assessments of Quantitative Reasoning in Biology: An Inter-Institutional Collaboration** STEM

*Virtual Room 05*

Four community colleges and one university were awarded NSF Improving Undergraduate STEM Education (IUSE) funding to promote the success of biology students transferring from two- to four-year institutions. The NEXUS Institute for Quantitative Biology (NIQB): A Model of Institutional and Community Transformation for Teaching and Learning Quantitative Reasoning in the Biological Sciences serves to design, implement, and evaluate biology modules infused with quantitative reasoning (QR) needed for students’ biological coursework and careers. These QR modules are developed for four core biology courses taught at the participating institutions: Biology 1, Biology 2, Genetics, and Cell Biology. Each institutional Principal Investigator leads a multi-institutional, interdisciplinary team of faculty who design the QR modules for a given course. Learning assessments, administered before and after each module’s implementation, allow evaluation of the interventional modules in improving student QR proficiency. This presentation addresses the challenges, lessons learned, and successes of this innovative research project.

*Beatrice Lauman, Associate Dean, Natural and Mathematical Sciences; Tory Williams, Assistant Director, Pedagogy, University of Maryland, Baltimore County, MD; Amy Chase Martin, Director, Faculty Development & Instructional Media, Howard Community College, MD*

**How to Provide Cost Effective and Comprehensive Online Professional Development**

*Virtual Room 06*

Meeting the college professional development (PD) needs for a system as well as individual colleges can be a challenge, regardless of a pandemic. In addition, finding an online training tool that is inclusive and comprehensive and provides unlimited access is often very costly. During this panel session, the Virginia Community College System will share how they provide online training for faculty and staff at all 23 of the Virginia community colleges at a very low cost. In addition, the Kentucky Community & Technical College System will discuss how they provide online PD for all CTE faculty utilizing Perkins funding. Presenters will discuss challenges, implementation strategies, assessment, and next steps. This session will create opportunities for active participation and engagement through chat, Q&A, polls, reactions, and discussion.

*Kristen Seldon, Director, Institutional Relations; Alex Pecoraro, Success Specialist, Innovative Educators, CO; Paige Brooks Jeffiers, Executive Director, E-Learning, Kentucky Community and Technical College System Office, KY; Sandy Gharib, Coordinator, Professional Development, Virginia Community College System, VA*

***STUDENT SUCCESS***

**A Scalable Success Coach Model: Partnering Faculty and Coaches Inside the Classroom**

*Virtual Room 03*

During a student's college career, there are two distinct roles that contribute to whether or not the student persists and completes: faculty and academic advisors. Traditionally, faculty serve as teachers, mentors, and evaluators, and advisors ensure that students can get from point A to point B to complete their programs. But neither role can do it all, which is why there’s a new kid on the block when it comes to advanced student support—the success coach. The success coach is a unique breed of support that bridges the gap between faculty and advisors, providing course-level support inside the classroom, whether it be in person or online, to ensure students remain in and complete courses successfully. Learn how to implement a scalable success coach model in which faculty partner with coaches to divvy up intensive support strategies to change learner behaviors, improve student experiences, and increase equitable outcomes and success rates.
*Jessica Hodell, Manager, Flexible Learning, eLearning; Alexandria Hawley, Manager, Tutoring and Learning Center;* *Jason Hayes, Associate Professor, Biology, Sinclair Community College, OH*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**Workforce Programs That Include Competency-Based Education, Apprenticeships, and OER**

*Virtual Room 04*

The presentation will describe a model developed by South Texas College (STC) to create workforce programs that include competency-based education (CBE), apprenticeships, and open educational resources (OER). This model was developed in response to circumstances surrounding COVID-19 and the need to provide immediate training to displaced workers. It has been successfully applied to develop four workforce programs at STC and similar programs in other institutions of higher education. Individuals who are most likely to benefit from this presentation include, but are not limited to, faculty and administrators who are interested in how CBE, apprenticeships, and OER can be developed separately or together to create quality, innovative workforce training programs.

*Kevin Peek, Professor, Economics, South Texas College, TX*

11:30 AM - 1:00 PM MST

***LEADERSHIP AND ORGANIZATION***

**Leading and Organizing With Philanthropy at the Center (INVITATION ONLY)**

*Virtual Room 08*

This interactive session will engage participants in a lively conversation about the role of resource development not only in the life of the college, but in the life of a president and his/her relationship with a vice president of advancement. Discussion may include how to:

* Ensure that the president’s resource development activities are aligned with the college’s strategic plan and values.
* Envision and execute innovative ways to enhance resources, especially during challenging economic times.
* Ensure that the college’s foundation ‘shows up’ for our students and college.
* Galvanize advancement colleagues during a pandemic and consider the lessons we learned to ensure resource development success after the pandemic.
* Encourage students to request and receive help, when necessary.
* Encourage and support employees who focus on mission-critical initiatives through philanthropy.

*John (Ski) Sygielski, President, Harrisburg Area Community College, PA*

12:15 - 1:00 PM MST

***LEADERSHIP AND ORGANIZATION***

**Institutional Redesign Supporting Transformational Change: NWTC’s 8-Week Advantage** STEM

*Virtual Room 01*

Northeast Wisconsin Technical College (NWTC) embarked on a full system reboot focusing on the transformation of its course format from fifteen-week semesters to eight-week sessions. NWTC’s 8-Week Advantage proved to be an intentional disruption to the system, providing the opportunity for full college analysis, including the redesign of processes and products impacting learners from every background, culture, and ability. The results: A student focused system aimed at increasing overall credential attainment and student momentum, decreasing time to completion, and improving persistence between sessions and semesters. The session includes details of enhanced academic and student support products and processes, vital support provided throughout the systematic change, key evaluation data, and lessons learned.

*Kathryn Rogalski, Vice President, Learning; Colleen Simpson, Vice President, Student Services; Stephanie Atkins, Director, 8-Week Advantage, Northeast Wisconsin Technical College, WI*

**Promoting Equity Through Free Little Pantries**

*Virtual Room 03*

Have you ever tried to think clearly or be productive when you are really hungry? It is rarely successful. This session will address the issue of food insecurity for students on community college campuses. Information will be provided on how to create free little pantries for a more equitable environment for all students.

*Amanda Davis, Assistant Professor, Mathematics; Grady Wilsonwithers, Instructor, Mathematics, Forsyth Technical Community College, NC*

***LEARNING AND TEACHING***

**Creating a Multi-Year Cohort Based DEI Training and Mentoring Program for Faculty** DEI

*Virtual Room 02*

We will share our experience building and running a successful multi-year cohort-based DEI training and mentoring program where faculty worked in teams to improve core courses, develop departmental professional development offerings, and take on leadership roles at our college and in their fields. We will provide information about our program as a model for participants to develop similar programs at their own institutions by explaining our program's funding, organization structures, content lesson plans, deliverables, and assessment. We will also discuss how we built communication structures between faculty and administration, and how we dealt with obstacles that surfaced from pandemic-related factors as well resistance to the content. Participants will have the opportunity to brainstorm ways in which they could build a program for their campus that would address their unique DEI needs.

*Heather Rellihan, Professor, Gender and Sexuality Studies; Kentina Smith, Associate Professor, Psychology; Johnny Lew, Associate Professor, English, Anne Arundel Community College, MD*

**The Positive Impact of Game-Based Learning** STEM

*Virtual Room 05*

In this interactive session, we’ll explore research on game use in the undergraduate classroom and discuss the impact gameplay can have on students’ understanding of—and connection to—course material. Participants will learn about the benefits of games, hear guidelines for what to look for in an effective game, and get introduced to a few games that can be used in virtual and in-person settings. There will also be an opportunity

for questions and answers about using game-based learning to teach a variety of subjects. We’ll conclude the session with a brief discussion of how to avoid the pitfalls of game-based learning in the classroom.

*Lisa Heller Boragine, Associate Professor, Communications, Cape Cod Community College, MA*

**The Power of Narratives** DEI

*Virtual Room 08*

Learn how faculty members across disciplines at Bunker Hill Community College have drawn on a “power of narratives'' concept to empower minoritized students. As some critical race theorists argue, narratives can destabilize power structures that have silenced the voices and cultural wealth of minoritized populations. According to some narrative theorists, told narratives can provoke active thinking and help us work through problems. Grounded in the idea of the importance of narratives, faculty draw on a variety of approaches and models, utilizing Community-Based Art Initiatives, to support students in telling their stories through audio, video, and writing; learning about their classmates’ cultural wealth; and, in turn, reflecting on their own. Presenters will share sample evidence of student narratives and discuss the power of narratives concept with participants.

*Shana D. Berger, Associate Professor, English; Aurora Bautista, Professor, Behavioral Sciences; Naoko Akai-Dennis, Assistant Professor, English, Bunker Hill Community College, MA*

***STUDENT SUCCESS***

**Increasing Persistence Through an Innovative Community Design**

*Virtual Room 06*

The national average persistence rate is ~58 percent, but when Miami Dade College teamed up with CircleIn to create an innovative digital learning community for commuter students, we saw a 35 percent increase in students registering for classes the subsequent semester. We'll share how we thought about creating the

community; what CircleIn's role was in helping students learn more by learning from each other; and how we're scaling up the innovation, creating a national model.

*Gerald Meggett Jr., Co-Founder, CircleIn, MD; Sarah Tuskey, Dean of Faculty, Miami Dade College - Wolfson Campus, FL*

1:10 - 1:30 PM MST

**Expo Open: Discussion Groups**

1:35 - 2:20 PM MST

***LEADERSHIP AND ORGANIZATION***

**Fast and Furious: Driving Professional Development to Time-Strapped Faculty**

*Virtual Room 08*

Even before the COVID-19 pandemic, centers for teaching and learning sometimes struggled with delivering succinct and engaging professional development information to a time-constrained faculty audience. One of the best approaches is to craft a multifaceted approach so that faculty can select the topics and options that best fit their interests and schedules. A cornerstone of this approach for Columbia State Community College is use of a weekly newsletter—The Monday Minute. This comprehensive communication provides faculty with layers of information they can access and consume in multiple ways, investing just 60 seconds of their day, or

longer if time permits. Providing fast, engaging content to faculty helps them become more aware of time-sensitive professional development opportunities, increasing their satisfaction and putting them in the driver’s seat of their learning.

*Marla Cartwright, Director, Academic Engagement and Innovation, Columbia State Community College, TN*

**Leadology 101: Form Fits Function**

*Virtual Room 01*

Leadership studies is a multi-disciplinary academic field of study that has origins in both the social sciences and humanities. Join us in a discussion of how the tenets of biology connect to lessons learned in leadership. An engaging dialogue will explore how form fits function. We'll share lessons learned through the challenging work of an entire college restructure and how organizational structure ultimately impacts an institution's efficiency, effectiveness, and ability to survive in a complex environment. Learn why a deeper understanding and assessment of institutional resources, institutional resiliency, competition, human and financial capital, and capacity are all critical to an organization's ability to perform and sustain.

*Tina Tinney, Chancellor; Jason Leader, Executive Director, Strategic Engagement and Human Capital, Nunez Community College, LA*

***LEARNING AND TEACHING***

**How Community Colleges Can Ensure Learning Equity With a Digital First Strategy**

*Virtual Room 06*

This session will introduce the concept of universal learning, a new approach to textbook accessibility and affordability that presents the possibility of equalizing access to opportunity across the entire higher education system. Universal learning is about ensuring all students have access to the content they need on the first day of class in ways that can have a transformative impact on student persistence, retention, and success.

*Patricia Schmidt, Dean, Academic Services, Wichita State University Tech, KS; John Holdcroft, Associate Vice President, Business Development, BibliU, NY*

**Showcasing Student Learning**

*Virtual Room 02*

In early 2020, Carroll Community College held its first showcase of student learning, which centered on highlighting exemplary signature assignments created by students in general education courses. During the pandemic, the 2021 Signature Assignment Showcase pivoted to an online format as the college adopted new ways to virtually capture excellence in student learning. The expanded 2022 Signature Assignment Showcase will integrate the most effective components of both formats. This session will explore the successes and challenges of each type of showcase at Carroll, and invite audience members to share best practices and lessons learned in celebrating student learning at their home institutions through interactive polls and chats. Additionally, the session will consider ways that Carroll’s showcase promoted campus awareness of institutional learning goals, highlighted excellence in assignment design, and integrated students into assessment activities.

*Michelle Kloss, Associate Provost, Assessment and Institutional Effectiveness, Carroll Community College, MD*

***STUDENT SUCCESS***

**Innovative Solutions for Hunger Relief and Student Success: West Kentucky CTC**

*Virtual Room 03*

As part of the League for Innovation’s Innovative Solutions for Hunger Relief and Student Success initiative, West Kentucky Community & Technical College piloted numerous hunger-relief projects and activities to develop a playbook for rural community colleges seeking to assist students experiencing food insecurity. These efforts are raising awareness of the college’s new food pantry; engaging internal and external partners to extend the reach beyond the food pantry; and providing insights about what works, what doesn’t work, and what matters.

*Emily Peck, Vice President, Student Services; Amy Elmore, Coordinator, Student Development and Activities, and SGA Advisor, West Kentucky Community & Technical College, KY*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**Use Employer-Vetted IT Job Skills to Enhance Curriculum** STEM

*Virtual Room 04*

Move your graduates to the winners’ circle for high-paying Tech positions. With leadership from over 250 information technology (IT)/cybersecurity employers nationally, the IT Skills Standards National Science Foundation grant has produced future-facing, employer-led skill standards for the most critical in-demand IT occupations. Each standards package includes required knowledge, skills, abilities, and tasks; key performance indicators; student learning outcomes; and employability skills expected of future workforce-ready entry-level workers. Participants will learn the process used to identify and vet these skills and how to identify gaps in their curriculum. They will also learn how to access the standards to work with their business leaders to effectively update their curriculum.

*Ann Beheler, Executive Director, Emerging Technology Grants; Christina Titus, Program Director, IT Skill Standards 2020 and Beyond, Collin College, TX*

2:35 - 3:20 PM MST

***LEADERSHIP AND ORGANIZATION***

**Going the Distance: Supporting College Success for Nontraditional Students of Color** DEI

*Virtual Room 01*

Join us as we examine strategies for increasing success among nontraditional students of color in online and hybrid learning environments. Based on the lived experiences of students who successfully completed developmental and college-level courses, the Maricopa Community College model for ensuring college

readiness illustrates the importance of collaboration between administrators, faculty, and staff to create success for all students.

*Linda Bridwell, Student Services Analyst, Scottsdale Community College, AZ; Rosslyn Knight, District Director, Developmental Education, Maricopa Community Colleges, AZ*

***LEARNING AND TEACHING***

**How Faculty Can Improve Course Completion and Close Skill Gaps**

*Virtual Room 06*

The College of Southern Nevada utilizes online student success workshops to assist in its goal of increased student course completion. With access to a suite of online, on-demand workshops, we have been able to help students gain important college knowledge and increase persistence rates in many high-enrollment, low-success courses. In this interactive session, learn from a dynamic and engaging instructor about the ways you can use StudentLingo in your classrooms and institutions. Learn unique strategies for incorporating workshops into instruction as well as specialized departments and student service areas around campus for maximum reach and impact. This session will inform participants of unique ways to develop student skills in common problem areas (e.g., time management, test anxiety, study skills) and show how StudentLingo has proven to be

an essential student success tool across our institution to reflect online learning.

*Charlene S. Gibson, Professor, Communications, College of Southern Nevada, NV; Alex Pecoraro, Success Specialist, Innovative Educators, CO; Meg Foster, Adjunct Instructor, Student Development, Piedmont Virginia Community College, VA*

**Instructional Coaching: Supporting Adjunct Faculty Teaching Excellence**

*Virtual Room 02*

The Office of Adjunct Faculty Support at College of DuPage works holistically with adjunct faculty members to assist them in achieving their professional development goals. As these educators are often pulled in many directions, our office is mindful to match professional development opportunities with their needs, schedules, and overall capacity. In this interactive session, presenters will share the instructional coaching methods used to encourage faculty to reflect on their strengths and open up a conversation about teaching effectiveness and continued collaboration on best practices. Participants will leave with the tools to implement these strategies at their institutions.

*Kate Szetela, Manager, Adjunct Faculty Support; Jennifer Propp, Manager, Adjunct Faculty Support, College of DuPage, IL*

**Persistence and Sense of Belonging for Community College Calculus Students** STEM

*Virtual Room 05*

The Southwestern U.S. is an attractive area for the technology sector, and college graduates in engineering, physics, computer science, mathematics, and business are in high demand. However, calculus is a critical gatekeeper course in each of these programs, frequently preventing students from completing their original academic plan. It is, therefore, important to research factors that impact persistence and completion for calculus students, including sense of belonging, which may encourage persistence and completion. The presenter began the research by asking two questions: (1) Is there a difference in sense of belonging to calculus among different groups? and (2) How does a student at a selected community college in the region attain a sense of belonging to calculus? The presenter used a quantitative survey and 12 student interviews in this mixed-method study, and will share the findings using interactive dialogue and Q&A. Content applies to faculty, advisors, counselors, and student life staff.

*Dolores Urbieta, Faculty, Mathematics, South Mountain Community College, AZ*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**Developing a Culture of Employer Engagement at Your CTE Program** STEM

*Virtual Room 04*

The successful Business & Industry Leadership Team (BILT) model formalizes co-leadership between employers and educators to align curriculum with workforce needs. Frequent meetings, employer-led discussions about industry trends, and an annual evaluation of essential entry-level job skills create a motivated, engaged employer team. Participants will learn how to successfully implement a BILT at their own technical program, which includes how a multi-level BILT can lead multiple programs across an entire division, to better prepare their students. The presentation will also feature a look at how to overcome common BILT implementation challenges.

*Ann Beheler, Executive Director, Emerging Technology Grants, Collin College, TX; Mark Dempsey, Manager, Convergence Technology Center, Collin College, TX; Douglas Hamm, Dean, Business, Technology, and Hospitality, Lakeshore Technical College, WI*

3:35 - 4:20 PM MST

***LEADERSHIP AND ORGANIZATION***

**The Power of Purpose and Belonging in Equitable Student Success** DEI

*Virtual Room 01*

The research on purpose and on belonging has a long history linking these constructs to improvements in every aspect of human life, including cognitive engagement, mental and physical health, educational outcomes, business success, and longevity. In education, the research has shown improvements in GPA, graduation rates, and academic self-efficacy and engagement, particularly for underrepresented student populations. This session is designed to share the significant findings in research, national collaboration efforts, and how Austin Community College District is developing collegewide strategies to foster belonging and change the narrative to help students find their purpose through meaningful career choices.

*Susan M. Thomason, Associate Vice President, Instructional Services, Austin Community College District, TX*

***LEARNING AND TEACHING***

**Emotional Intelligence, Efficacy, and Success for Our Students and Colleagues**

*Virtual Room 05*

Faculty have a profound impact upon the emotional state of the people we engage with each day in our classrooms. We are unavoidably part of our students’ emotional landscape. Current neuroscience confirms that the affective domain has a tremendous impact on the amount of progress that occurs within our learning environments. This interactive, fun presentation will help us create more positive and motivated student engagement which leads to persistence and, ultimately, success. What are the behaviors and conditions that contribute to our students being emotionally overwhelmed and what kinds of behaviors and conditions create a sense of inclusion, self-efficacy, and empowerment? We will draw from neuroscience as well as psychology and other fields to demonstrate how powerfully the affective domain impacts cognition, persistence, and performance. We will also develop tools which allow us to harness this knowledge and transform it into skills that help our students.

*David R. Katz III, Professor, Political Science, Mohawk Valley Community College - SUNY, NY*

**Let's Engage: Four Ways to Improve Learnability Through Paralanguage**

*Virtual Room 02*

Paralanguage encompasses the extra verbal stuff comprising human communication, and extra verbal communication competence will be seen as facilitated and expedited via videoconference. Four ways to engage learners are presented that demonstrate how videoconferencing addresses social and educational needs to attain important nonverbal communication competence and consequent substantive learning. Paralanguage in general—turn taking in the videoconference, nimbleness in discussion, and vocabulary/grammar—will be described, demonstrated, and chatted about as they occur in international and academically diverse domains. Effective exploitation of these four elements of information transmission will be shown to be both useful and crucial to 21st century education, not just in communication connected courses like foreign language, English, or speech, but in other domains, like business and STEM.

*Katherine A. Watson, Professor, Distance Learning, Coastline College, CA*

**Thursday, March 3**

9:00 - 9:45 AM MST

***LEADERSHIP AND ORGANIZATION***

**Collaborating for Change: How Leadership Transformed Police Academy Curriculum** DEI

*Virtual Room 08*

The presentation explores creating a course about the social construction of race for police academy recruits. The aftermath of George Floyd’s murder provided the impetus to create dialogue and curriculum about race and social inequality. Multiple meetings with college administrators, faculty, staff, and community members generated ideas for the course. The intra institutional collaboration made implementing the class in less than three months a reality. Delta College’s efforts can serve as an example of a community college taking a leadership role in responding to a community need in a timely and innovative fashion. The presentation will include Q&A to facilitate discussion between the presenter and session participants.

*Angela Guy-Lee, Instructor, Sociology and Anthropology, Delta College, MI*

**Diploma to Degree Pathway Development: Gap Analysis Tool**

*Virtual Room 01*

Humber College’s 2018-2023 Strategic Plan articulates the institution's commitment to developing programs, credentials, and pathways that enhance student mobility and access to higher education. In response to this commitment, Humber offers an unrivalled continuum of learning pathways, designing and implementing programs to provide access and enhance mobility to a diversity of learners. In compliance with externally set quality assurance standards and in support of Humber’s culture of enhancement, developing these pathways requires a thorough analysis of learning outcomes at both the diploma and degree level. Humber has developed and trialed a gap analysis tool to aid in this analysis, including the evaluation of gaps in knowledge and skills, and to support the identification of how these gaps will be addressed. We are continuously evolving and improving the tool based on reflection and feedback from faculty, staff, and administrators.

*Erin Gray, Program Development Consultant, Program Planning Development and Renewal; Melissa VanTwest, Associate Dean, Program Planning, Development, and Renewal; Nora Simpson, Associate Dean and Faculty, Social and Community Services, Humber College Institute of Technology and Advanced Learning, ON*

***LEARNING AND TEACHING***

**Emphasizing Literacies: From Rote to Real Classroom Learning Practice**

*Virtual Room 02*

The session responds to concerns about education’s relevance to professional and workplace situations by suggesting altered definitions of literacy to learning that make sense of multiple real-life, academic, and workplace texts. The presenter demonstrates how traditional concepts of classroom literacy can be combined with application practice to broaden students' learning from decoding text and memorizing terms to active applications of content in a variety of learning situations in classroom and laboratory settings as well as organizing information for meaningful communication with multiple audiences for various purposes. Participants will use electronic tools like polls, directed chat postings, and guided discussion to experience learning via augmented literacies and will have basic multiple literacies experiences to take home for their own planning.

*Karen A. Hattaway, Distinguished Professor, English, San Jacinto College - North Campus, TX*

**How South Piedmont Uses Technology to Support Student Success** STEM

*Virtual Room 05*

In this collaborative session, the presenter will share insights into how colleges can leverage technology, including digital content, to help improve student outcomes by making the college experience more accessible, affordable, and engaging. Hear how South Piedmont Community College is implementing technological solutions to enable more efficient access, provide effective communication, and facilitate equitable learning. Join an interactive conversation about the role innovative technologies (i.e., digital content) plays in the student journey; how content should be integrated into the students learning experience; and how to analyze students’ knowledge, usage, and outcomes. Finally, take away a framework for outlining a technological strategy, using digital content as an example. The presenter will leverage interactive tools, such as chat, hand raises, and polls, to encourage input from the audience.

*Malinda Daniel, Executive Director, Learning Innovations, South Piedmont Community College, NC*

**The Netflix Way**

*Virtual Room 06*

Learn how real-time insights into online behavior of learners and job seekers can help grow awareness of workforce development programs, boost engagement with prospective students, grow enrollment, and improve program development decisions.

*Art Oleszczuk, Marketing, SkillPointe, LLC, GA*

***STUDENT SUCCESS***

**Maryland Community Colleges: Building Resilience Through Mind-Body Medicine**

*Virtual Room 03*

The extended duration and severity of the COVID-19 pandemic has combined with the political divisions and racial inequities the pandemic brought into focus to create chronic stress in a broad range of populations. Chronic stress not only impacts academic success, but the physical and emotional wellbeing of students and employees alike. We know the longer trauma goes unaddressed, the more dire and long-lasting the consequences, making the need for mental health resources urgent and ubiquitous. Join this session to learn how the internationally acclaimed Center for Mind-Body Medicine (CMBM) and Allegany College of Maryland have collaborated with other Maryland community colleges to develop an evidence-based, sustainable, and effective mental health resource that is ready to scale to meet this significant need. Participants will be guided through a sample meditation and learn how CMBM’s signature model of self-care and group support is transforming students, employees, and communities across Maryland.

*Kathy Condor, Director, Health and Human Services, Allegany College of Maryland, MD*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**Integrating Interdisciplinary Design Thinking**

*Virtual Room 04*

Integrated design allows for the testing of creative, collaborative entrepreneurial ideas by integrating skills from many disciplines. In this session, participants will learn about NWACC’s Integrated Design program, through which students gain a technical certificate that positions them well for interdisciplinary careers in a variety of design-related and technical fields. First, we will work through a real-world problem together, using the chat and poll feature, to demonstrate the design thinking framework in action. Next, we will describe the Integrated Design program, including how it stacks into several degrees and positions students for careers at the intersection of the arts and technical education. Finally, we will outline a design thinking framework that

provides the foundation for integrated design courses and workshops. This session is ideal for administrators

or instructors interested in integrating design thinking in their workforce training programs.

*Christine Davis, Dean, Business and Computer Information Systems; Megan Bolinder, Dean, Workforce Development; Jennifer Swartout, Dean, Communication and Arts, Northwest Arkansas Community College, AR*

10:00 - 10:45 AM MST

***LEADERSHIP AND ORGANIZATION***

**Inclusion of Student Voice in the Faculty Hiring Process: A Pilot**

*Virtual Room 01*

Come learn how two very different departments at Austin Community College (ACC) included the student voice in the faculty hiring process during one of the most turbulent times in academia’s history. While it is standard practice to involve graduate students in the faculty hiring process at universities, few community colleges engage in similar practices. The spring 2021 pilot at ACC started small, yet proved to be intensely beneficial to the candidates, hiring committee, and, most importantly, the student participants. This session is ideal for human resource professionals, hiring committee chairs, and hiring committee members. Participants will have the opportunity to chat with presenters and ask questions as they learn about the process from beginning to end. The presentation will cover the benefits to all stakeholders, recruitment of student participants, how to handle reservations and concerns, gathering participant feedback, and recommendations for future implementation.

*Theresa Glenn, Professor, Communication Studies; Catherine Solaas, Chair, Dance, Austin Community College District, TX*

***LEARNING AND TEACHING***

**Increasing Student Success With Learning Culture** DEI/STEM

*Virtual Room 05*

This evidenced-based presentation will share how making the learning culture explicit, including mastering academic skills and developing a strong mind-set for learning, inspires and motivates students of all socioeconomic and ethnic backgrounds to thrive. This highly recommended approach for all educators illuminates the learning culture while validating students' assets and potential. Replication of the learning culture model in any learning environment has significant, cost-effective implications for increasing student success. Moving from theory to practice, this session highlights the elements in the learning culture model based on the praxis in the San Diego City College MESA Program, and learning culture resources will be shared to aid students and educators in adapting the learning culture. The presentation will engage participants through video, chat, and Q&A. Virtual reactions will be strongly encouraged.

*Rafael Alvarez, Director, MESA Program, San Diego City College, CA*

**Teaching Research Writing Skills: The Miagi Method** EA

*Virtual Room 02*

Community college students have often had very little to no practice with research reading or synthesizing their research into writing prior to coming to our classrooms. Over decades of adjusting how she teaches to a better understanding of what her students need, the presenter developed what she affectionately calls The Miagi Method. This series of low-stakes writing activities "tricks" students into practicing the key elements of research writing that we want to see. It helps them better understand and avoid plagiarism. It rewards effort—something critically important to the motivation of our population. This method, used by the presenter in a

Deaf History course, can be implemented in any course that requires academic reading and writing for a

traditional research paper. Participants will leave with three writing activities they can duplicate in any discipline.

*Sandy Lygren, Professor, American Sign Language, Bristol Community College, MA*

**Trauma-Informed Approach to Teaching Students** EA

*Virtual Room 08*

Trauma-informed educational practice (TIEP) is an emerging topic in higher education. As an interdisciplinary framework, TIEP serves to provide institutions with best practices relating to students affected by trauma. This perspective is especially relevant given the COVID-19 pandemic. Trauma can be conceptualized at both the individual and historical/intergenerational levels. This presentation will introduce participants to TIEP, including definitions of trauma, how trauma affects student learning, behavioral manifestations of trauma, and best practices in mitigating trauma-related behavior in the classroom. Resources on TIEP will also be provided. Throughout the presentation, participants will be polled to gauge their prior experience with TIEP, and several discussion prompts will be planned to field questions and comments.

*Caroline Mrozla-Toscano, Instructional Designer, Academic Affairs, Century College, MN*

***STUDENT SUCCESS***

**Punitive Probation Is Passe: Compassionate Retention Is Here to Stay**

*Virtual Room 03*

Many colleges send messages to students to inform them of their probation status, put holds on their accounts, give them warnings that they must do better or could end up suspended, and (at best) tell them to see a counselor. The message students actually hear is that they are failures, are not smart, and have to figure out how to do better or be kicked out of college. The new, more compassionate message is that they are not alone: 20 percent of students find themselves on probation their first term due to life circumstances beyond their control (i.e., pandemic), not having the tools they need to succeed, not connecting with a counselor, and not knowing the programs and services offered that could assist them. Hear how we have implemented a robust retention and early alert program at De Anza College.

*Laureen Balducci, Dean, Counseling, Disability Support Programs and Services, and Title IX, De Anza College, CA; Janet Weber, Counselor, Foothill College, CA*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**Lessons From the Pandemic: Creating Equitable Opportunity Through Career Readiness**

*Virtual Room 06*

Community colleges have long been engines of economic opportunity. However, the pandemic has exposed gaps in how colleges can continue to serve learners of all backgrounds. At the same time, employers are increasingly looking to community colleges as funnels for equitable hiring. This conversation will explore recent shifts in the way community colleges provide access to opportunity as well as how the pandemic has impacted employer partnerships and on-campus recruiting and visionary tactics for creating equitable hiring outcomes in an increasingly digital world. The panel will share how a growing number of forward-thinking colleges are reconsidering the role of and centralizing career readiness as a part of institutions’ broader objectives to link academic success with career outcomes. The panel will facilitate an interactive conversation with opportunity for participant questions, including through chat. Polling will be staged throughout the presentation to gauge participants’ current work and interest in specific strategies.

*Christine Cruzvergara, Chief Education Strategy Officer, Handshake, CA; Nichole Wheeler, Coordinator, Career Services and Credit for Prior Learning, Quinsigamond Community College, MA*

**How Cohorts Can Lead to Student Completion and Graduate Placement** IOY

*Virtual Room 04*

In this session, participants will discuss how a new cohort led to more work-based learning opportunities, completion of stackable credentials, and graduate placement in a technical career field. The facilitators will share best practices and challenges that have been observed over the past five years of implementation at Sinclair Community College.

*Justin Morgan, Chair, Automotive Technology; Christopher Murphy, Associate Professor, Automotive Technology, Sinclair Community College, OH*

10:50 - 11:10 AM MST

**Expo Open: Discussion Groups**

11:15 AM - 12:15 PM MST

**GENERAL SESSION WITH LEAGUE AWARDS CELEBRATION**

Keynote Presentation and League Awards Celebration

*The Three Rs, Plus One: Architecting a Post-Pandemic Leadership Life*

Mary F. Spilde, President Emeritus, Lane Community College; Director, Executive Leadership Institute, League for Innovation in the Community College; Higher Education Consultant; and Certified Executive Coach

Even before the pandemics, our colleges were becoming ever more complex, requiring new levels of innovative leadership. The pandemics have ushered in an urgency to step up our leadership game on a number of fronts. This session will explore what we are called to be and do as we lead our colleges into the future.

Spilde will lead a special tribute to the 2020-2021 Innovation of the Year and 2021-2022 Excellence Award recipients.

12:30 - 1:15 PM MST

***LEADERSHIP AND ORGANIZATION***

**Coaching for Change: Build Leadership Capacity to Scale Improvements**

*Virtual Room 06*

Learn how executive coaching and leadership development can be used to build capacity for institutional leaders to lead organizational change and improve student learning outcomes through institutional reforms. With limited resources, institutional leaders carefully invest professional development funds toward methods with proven outcomes. The goal of this session is to demonstrate those proven outcomes and to engage participants in activities and learnings from a National Science Foundation-funded project on leadership coaching to support implementation of complex institutional reforms, such as pathways. The session will begin with an introduction to the project goals, followed by a description of the leadership coaching model and the institutional implementation framework informing the project. Participants will engage in two cycles of learn-reflect-share, each focused on a case study of pathways implementation.

*Stephanie Delaney, Vice President, Instruction, Renton Technical College, WA; Margo Keys, Vice President, Student Services, Chippewa Valley Technical College, WI*

**Successfully Navigating a Presidential Transition**

*Virtual Room 01*

Presidential transitions are intense experiences for both the new president and the college community. This presentation will focus on a dissertation study that examines how six first-time community college presidents successfully transitioned to their new institutions and established themselves in their presidential roles. The research explores presidential sensemaking of the new organization and culture, relationship-building with both internal and external constituents, assessing the inherited senior leadership team, and building an effective senior leadership team as well as the role of emotional intelligence throughout the transition process. The session offers lessons learned and promising practices designed for prospective presidential candidates and new presidents, senior leadership teams, and college community members, including faculty and staff. Participants will be encouraged to share their experiences throughout the presentation through interactive polling, Q&A, and live chat.

*Susan Bowen, Associate Vice President, Information Technology, University of Scranton, PA*

***LEARNING AND TEACHING***

**Culture, History, Memory: Digital Humanities at Monroe Community College** DEI/STEM

*Virtual Room 05*

In spring 2021, two instructors—a professor of photography and a professor of political science—brought their students together to explore the ways in which text and images have shaped our understanding of history. Their focus: historical figures, movements, and institutions in Rochester, New York, that endeavored to bring about social justice. While photography students digitally projected curated/archival images onto sites, spaces, and buildings thematically linked to select historical figures and movements (i.e., photographed the scene), political science students conducted historical research and composed short essays to accompany the photographs. In collaboration with Monroe Community College's Institute for the Humanities and library, these students and instructors cultivated a virtual, multimedia, text, and image exhibition that serves as a model for digital humanities production at the community college. For this session, panelists will engage participants on the subjects of cross-disciplinary collaboration, public humanities, and student-led innovation in digital spaces.

*Michael Jacobs, Dean, Humanities and Social Sciences; Jasna Bogdanovska, Associate Professor, Visual and Performing Arts; Joseph Scanlon, Assistant Professor, Political Science, Monroe Community College - SUNY, NY*

**Engaged but Not Invested: Practical Approaches to Promote Educational Equity**

*Virtual Room 02*

Are your students engaged but not invested in learning? Do you recognize the relationship between students’ investment in learning and their attainment of educational equity? Instructors and course designers are invited to examine the complex and multifaceted investment students must make through their intentional engagement of behavioral, emotional, and cognitive processes (Fredricks et al., 2004). We’ll use polls to identify specific strategies and techniques that you’re using, or not using, in your classroom to encourage students’ investment in their education. You’ll examine, through discussion with peers, the relationship between student investment and the attainment of educational equity. Using a shared document, you’ll (1) begin to build a plan with peers for using practical approaches available to all instructors that encourage investment, and (2) explore ideas for implementing real-world approaches for helping students invest in learning that positions them toward their attainment of educational equity.

*Nancy Chapko, Instructional Design Strategist, Gateway Technical College, WI*

**READY for a New Idea in Developmental Education Reform?**

*Virtual Room 08*

While the corequisite model has been successfully implemented at many colleges to accelerate students who place near the college ready placement score, fewer models are available to help less prepared students. Those institutions that have gained attention, such as the California Acceleration Project or programs (and even a whole new college) at the City University of New York, have resources most community colleges lack. So, what is the solution? The READY Program is a promising model built without any additional resources that accelerates our least prepared students to ENG 101 ALP in one semester. Teachers and campus leaders are invited to learn how to take this next step in developmental education reform even without a lot of funding. The session will use chat, polls, and pair and share to engage participants in a forward-looking conversation.

*Amy Vondrak, Professor; Christopher Cruz-Cullari, Professor, English, Mercer County Community College, NJ*

***STUDENT SUCCESS***

**Pandemic and Declining Enrollment: Challenge or Opportunity**

*Virtual Room 03*

Using proactive student-centered strategies, Germanna Community College has most recently increased enrollment as much as 27 percent. With collegewide involvement, faculty and staff critically reviewed and revised all aspects of admissions, enrollment, financial aid, and academic scheduling to ensure student friendly and accessible processes. To make data-informed decisions, the college purposefully used information to better understand modality preferences, course demand, student progression, and program velocity. Implemented approaches found to increase student success included First 5, One Door, short-term courses, accelerated pathways, and barrier reductions, to name just a few. Most importantly, Germanna is meeting its mission of addressing the communities’ diverse and changing learning needs. Join us as we share enrollment, financial, and academic strategies used to enhance the student experience and increase student success.

*Susan English, Education Consultant, Ad Astra, KS; Cheri Maea, Registrar, Enrollment Services, Germanna Community College, VA*

1:30 - 2:15 PM MST

***LEADERSHIP AND ORGANIZATION***

**Preparing for the 2024 Carnegie Community Engagement Elective Classification**

*Virtual Room 01*

The 2024 Carnegie Elective Classification for Community Engagement framework has been updated to reflect ongoing shifts within our institutions, communities, and how we come together to address community-based public problem-solving. This session is designed to assist campuses preparing for first-time applications and campuses that are reclassifying (i.e., those classified in 2016). The session will include an orientation to both the classification and reclassification frameworks; an overview of the 2024 process; additions and changes to the documentation framework; a review of the documentation framework and complete application; and strategies that have been effective for successful applications.

*Lauren Bartshe, Associate Director; Marisol Morales, Executive Director,* *Carnegie Elective Classifications Central Office, MI*

***LEARNING AND TEACHING***

**Battlefield of the Mind: A Closer Look at Test Anxiety**

*Virtual Room 05*

While the primary goal of assessments is to determine a person's aptitude for a specific subject and identify areas for improvement, it is also a standard tool for comparing candidates for resources. The better the performance, the higher the likelihood the student will have access to higher education, financial aid, and

greater career opportunities. The presenter discusses test anxiety and its social impact, explains its effects on the mind and body, and shares how educators can help students with test anxiety. A Q&A session will follow the presentation.

*Cecilia Frett, Instructor, Science, Nursing and Allied Health, Bossier Parish Community College, LA*

**Concerning Equity in Distance Learning** DEI

*Virtual Room 08*

This session will present the various challenges/obstacles that at-risk students face in learning at a distance, including access and affordability, student readiness, the learning environment. The presenter will share current literature on the topic of equity in online and blended learning along with practical interventions for remediation.

*Bill Knapp, Executive Director, Distance Learning and Instructional Technologies, Grand Rapids Community College, MI*

***STUDENT SERVICES***

**Meet Them Halfway: Engaging Nontraditional Students in a Hybrid Model** DEI/IOY

*Virtual Room 03*

Hennepin Technical College (HTC) has developed innovative ways to engage students over the course of the pandemic and has maintained much higher rates of participation in their student senate, student leadership activities, and virtual events than many of their local peer institutions. Student Life and Career Development keeps students engaged through a combination of in-person presence, active and interactive marketing, the campus learning management system, assessment, and faculty partnerships. This session is intended to provide student affairs, student life, career development, career services, and other student support services professionals an opportunity to (1) learn some virtual engagement best practices, (2) gain insight into implementing cocurricular learning outcomes and assessment at a commuter technical college, and (3) find out how to sustainably build engagement in a hybrid environment. The presenters will use the Q&A feature to elicit questions, discussion, and peer-to-peer learning.

*Laura Otieno, Coordinator, Student Life and Health; Stephen Harper, Director, Student Life and Career Development, Hennepin Technical College, MN*

***WORKFORCE PREPARATION AND DEVELOPMENT***

**Employment Pathways: Connect Students to Jobs Through Learning**

*Virtual Room 06*

The Great Resignation, supply chain disruptions, and shifting labor market demands driven by the COVID-19 pandemic have left many critical industries understaffed and many citizens underemployed. The Online Workforce College—a collaborative project with Jones College and the Mississippi Community College Board—provides professional online training programs that connect adult learners with skills-aligned careers. Over 700 affordable, self-paced, skills-aligned courses award shareable digital badges that capture skills attainment. Courses are stacked along branching career pathways aligned to employer-defined job roles. Learners complete courses and pathways, signaling career readiness. Employers track course and pathway completion to identify and source talented, well-prepared individuals. We’ll explore how this model could work for your college or system’s workforce development programming, directly connecting students to jobs through learning. Bring your experience with workforce training, employer relationships, skills alignment, and badging to this conversation, and get your very own digital badge in return.

*Elizabeth Miller, Director, Badgr, OR; Michael Trest, Director, Online Workforce Training, Jones County Junior College, MS*