NISOD 2015

INTERNATIONAL CONFERENCE ON TEACHING AND LEADERSHIP EXCELLENCE

MAY 23 - 26 • AUSTIN, TEXAS • AUSTIN CONVENTION CENTER

CONFERENCE **PROGRAM**

❖

EXHIBIT HALL GUIDE

NISOD's annual conference is the definitive gathering of community and technical college educators seeking best and promising practices designed to improve student achievement.

www.nisod.org

#NISOD2015

CCCSE
Center for Community College Student Engagement

Using Data to Shed Light

on the Pathway to Student Success

www.cccse.org

Registration for the 2016 surveys is now open!

(*CCSSE*, *CCFSSE*, & *SENSE*)

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ABOUT NISOD

Created in 1978, NISOD is a membership organization committed to promoting and celebrating excellence in teaching, learning, and leadership at community and technical colleges.

Values

Celebrate: NISOD recognizes and acknowledges individual and collegewide successes in enhancing student success.

Collaborate: NISOD works closely with other organizations to provide resources and activities that enhance student success.

Discover: NISOD finds and initiates best and promising practices that enhance student success.

Engage: NISOD participates in and provides opportunities for its members to participate in a variety of activities that enhance student success.

Inspire: NISOD encourages its members to participate in a variety of activities that enhance student success.

Inform: NISOD shares a variety of resources that community and technical educators can use to enhance student success.

NISOD has its roots in the research and development activities of the former Community College Leadership Program within the Department of Educational Administration at The University of Texas at Austin, and it is now the department's primary connection with community and technical faculty, staff, and administrators who support teaching and learning excellence in the field.

NISOD's activities and programs are based on the premise that teaching excellence is a result of concerned and focused leadership, increased awareness and use of adult learning principles, exemplary teaching practices and technologies, and a profound commitment to student success. Member colleges who make this commitment to teaching excellence aim to:

- Enrich the learning experience for all students;
- Enhance the standards of excellence throughout the academic community; and
- Recognize, celebrate, and reward outstanding educators and their accomplishments.

NISOD members include community and technical colleges and other two-year institutions from across the United States and Canada and from around the world. We are proud to work with our members to improve teaching, learning, and leadership, with the ultimate goal being to increase student success.

SCHEDULE-AT-A-GLANCE

SATURDAY, MAY 23

1:00 – 6:00 p.m.	Registration Open	Outside Ballroom D, Level 4
3:30 – 10:00 p.m.	San Antonio Trip	Buses begin loading at 3:00 p.m. on Trinity Street

SUNDAY, MAY 24

8:00 a.m. – 6:00 p.m.	Registration Open	Outside Ballroom D, Level 4
9:00 a.m.– 3:30 p.m.	Best Practices for Connecting Community College Budgeting With Student Success	Room 12A, Level 4 (Ticket required)
10:00 a.m.– 2:00 p.m.	Statway and Quantway: Put Your Students on the Path to Success	Room 13A, Level 4 (Ticket required)
10:00 a.m.– 2:00 p.m.	Engaged Academic Literacy for All: An Introduction to Reading Apprenticeship	Room 13B, Level 4 (Ticket required)
10:00 a.m.– 2:00 p.m.	Steps for Developing an Effective Faculty Evaluation Plan	Room 12B, Level 4 (Ticket required)
1:00 – 2:00 p.m.	Breakout Sessions and Roundtable Discussions	See pages 12-13
2:15 – 3:15 p.m.	Special Session, Breakout Sessions, and Roundtable Discussions	See pages 13-15
3:30 – 4:30 p.m.	Breakout Sessions and Roundtable Discussions	See pages 15-17
4:30 – 6:00 p.m.	**Reception in the Exhibit Hall**	Ballroom EFG, Level 4
6:15 – 9:00 p.m.	**Excellence Awards Dinner and Celebration**	Austin Grand Ballroom, Hilton Austin, Level 6

MONDAY, MAY 25

8:00 a.m. – 6:00 p.m.	Registration Open	Outside Ballroom D, Level 4
8:00 – 9:30 a.m.	**Breakfast in the Exhibit Hall**	Ballroom EFG, Level 4
9:30 – 10:30 a.m.	Special Session, Breakout Sessions, and Roundtable Discussions	See pages 21-24
9:30 – 10:30 a.m.	Administrator Series	Brazos I & II, Marriott Austin, Level 4 (Ticket required)
10:45 – 11:45 a.m.	Breakout Sessions and Poster Sessions	See pages 26-28
10:45 – 11:45 a.m.	Administrator Series	Brazos I & II, Marriott Austin, Level 4 (Ticket required)
12:00 – 1:00 p.m.	**General Session Luncheon** Keynote Speaker: James W. Stigler	Ballroom D, Level 4

SCHEDULE-AT-A-GLANCE

1:15 – 2:15 p.m.	Special Session, Breakout Sessions, and Roundtable Discussions	See pages 30-33
1:15 – 2:15 p.m.	Administrator Series	Brazos I & II, Marriott Austin, Level 4 (Ticket required)
2:00 – 6:00 p.m.	**Exhibit Hall Open**	Ballroom EFG, Level 4
2:30 – 3:30 p.m.	Breakout Sessions and Roundtable Discussions	See pages 34-37
2:30 – 3:30 p.m.	Administrator Series	Brazos I & II, Marriott Austin, Level 4 (Ticket required)
3:45 – 4:45 p.m.	Special Session, Breakout Sessions, and Roundtable Discussions	See pages 37-41
3:45 – 4:45 p.m.	Administrator Series	Brazos I & II, Marriott Austin, Level 4 (Ticket required)
4:45 – 6:00 p.m.	**Reception in the Exhibit Hall**	Ballroom EFG, Level 4
7:30 p.m.	**Bat Flight Observation**	Meet in Hilton Austin Lobby

TUESDAY, MAY 26

8:00 a.m. – 5:30 p.m.	Registration Open	Outside Ballroom D, Level 4
8:00 a.m. – 12:00 p.m.	**Exhibit Hall Open**	Ballroom EFG, Level 4
8:00 – 9:00 a.m.	**Breakfast in the Exhibit Hall**	Ballroom EFG, Level 4
9:00 – 10:00 a.m.	Special Session, Breakout Sessions, and Roundtable Discussions	See pages 42-45
10:15 – 11:15 a.m.	Breakout Sessions and Poster Sessions	See pages 46-48
11:45 a.m. - 12:00 p.m.	**Grand Prize Drawings in the Exhibit Hall** (Must be present to win.)	Ballroom EFG, Level 4
12:00 – 1:30 p.m.	Lunch Break (On Your Own)	
1:30 – 2:30 p.m.	Special Session, Breakout Sessions, and Roundtable Discussions	See pages 49-51
2:45 – 3:45 p.m.	Breakout Sessions and Roundtable Discussions	See pages 51-53
4:00 – 5:00 p.m.	**Closing General Session** Keynote Speaker: Steve Perry	Ballroom D, Level 4
7:15 p.m.	**Evening Events**	Meet in Hilton Austin Lobby

WELCOME FROM THE EXECUTIVE DIRECTOR

The National Institute for Staff and Organizational Development (NISOD) welcomes you to Austin, Texas, the "Live Music Capital of the World!" NISOD's 37th Annual International Conference on Teaching and Leadership Excellence provides an extremely valuable opportunity to connect and share information with colleagues from across North America and beyond. NISOD has been serving, engaging, and inspiring faculty, staff, and administrators for close to four decades, and this year's conference and exhibit hall once again present the best and latest information about programs, research, and technology designed to improve student achievement. I am proud to be a part of this esteemed annual conference, which I believe showcases the best of what community and technical colleges are all about—providing opportunities for all individuals who want to improve their knowledge, skills, and circumstances.

NISOD congratulates the 2015 Excellence Awards recipients, and we hope you will wear your medallions proudly—not only during this conference, but also back on your campuses during special events. This is a very prestigious honor you have received, and we are confident you will continue making a positive difference in the lives of students for many more years to come.

If your college is not currently a NISOD member, I encourage you to visit the web page found at www.nisod.org/benefits or to chat with your fellow conference participants who are from NISOD-member colleges to learn more about the wide range of benefits NISOD offers. If your college is already a NISOD member, I hope you are taking full advantage of the opportunities to engage with NISOD in ways that will help take your professional development to the next level. Please visit www.nisod.org/engage to learn about the many ways you can get more involved with NISOD.

I would especially like to thank NISOD's dedicated staff, our local hotels and other Austin partners, as well as all of our generous sponsors and exhibitors. Without their support and hard work, this conference would not be possible.

Austin has a rich history with lots to see and do. Learn, network, and have fun while in one of the fastest growing cities in the United States. When this conference concludes in a few short days, I hope you will have fond memories of your visit to Austin and that you cannot wait to put into practice some of the new ideas you have collected.

Thank you for joining us, and I hope you enjoy your time at one of the premier conferences in all of higher education!

Edward J Leach

Edward J Leach, PhD, CAE
Executive Director, National Institute for Staff and Organizational Development

WELCOME FROM AUSTIN MAYOR

City of Austin
Steve Adler, Mayor
301 W. 2nd St., Austin, TX 78701
(512) 978-2100, Fax (512) 978-2120
steve.adler@austintexas.gov

May 23, 2015

Greetings,

On behalf of the City of Austin, it is my sincere pleasure to welcome you to NISOD's annual conference.

This conference provides a valuable opportunity for the faculty, administrators, and staff of community and technical colleges to engage in conversations about one of our nations' most valuable resources. The opportunities these institutions provide for students are invaluable and this conference's focus on improving student achievement is to be commended. Austin is privileged to be the host city for such an event.

I would also like to take this opportunity to congratulate the recipients of the Excellence Awards. Thank you for your dedication to your students and your colleagues and for your commitment to excellence and innovation.

Please take some time to enjoy our great city during your stay. I encourage you to take advantage of the *Live Music Capital of the World*®, where musicians play at more than 250 venues on any given evening. Our hometown talent reads like a "Who's Who" list of Grammy winners and nominees—The Dixie Chicks, Willie Nelson, Asleep at the Wheel, Pat Green and Shawn Colvin – to name a few.

Much of Austin's appeal comes from its people – a friendly and diverse mix of students and techies, artists and engineers, musicians and entrepreneurs, small business owners and corporate giants. With more than 50,000 students at The University of Texas, we're a young town with big ideas and were recently ranked in the top 10 for destinations with a leading "Green" initiative. I am certain that whether it is our delicious BBQ, Tex-Mex or a refreshing dip in Barton Springs Pool, you will find something that will whet your appetite.

Again, we're excited to welcome you and your attendees to our wonderful city. Best wishes for a successful conference and enjoyable visit to Austin.

Sincerely,

Steve Adler

GENERAL INFORMATION

Conference Registration
Conference registration is located outside Ballroom D (Level 4) at the Austin Convention Center. Registration is the place for participants to pick up their attendee packet and badge, get information about the program, leave or receive messages, make special arrangements, and ask questions about NISOD. The conference registration area is open from 1:00 p.m. Saturday until 5:30 p.m. Tuesday.

Registration fees provide admission to the Exhibit Hall, Excellence Awards Dinner and Celebration, General Sessions, Special Sessions, Breakout Sessions, Roundtable Discussions, Poster Sessions, Tuesday's Lunch, Coffee and Refreshment Networking Breaks, and the Evening Receptions. Each registered conference participant receives a ticket for a complimentary beverage at each evening reception.

Excellence Award Dinner and Celebration Guest Tickets
If you purchased guest tickets to the Excellence Award Dinner and Celebration Dinner, they will be included with your badge and other registration materials.

Navigating the Convention Center
Refer to signage throughout the Austin Convention Center and the map on page 76 of this Conference Program to direct you to conference sessions and events.

Cyber Café
Tyler Junior College and NISOD have designed an email and Internet browsing system that allows conference participants to send and receive messages within the conference and around the world. The Cyber Café is located near Registration on Level 4. Cyber Café stations will be available 9:00 a.m. Sunday through 5:00 p.m. Tuesday during normal Austin Convention Center operating hours.

Charging Stations
Recharge your mind and body while recharging your mobile device! KwikBoost has provided charging stations near seating areas placed on Level 4 of the Austin Convention Center where attendees can charge their devices, network, work, and eat and drink.

Complimentary WiFi
Conference participants with WiFi compatible mobile devices are able to access the internet by using the complimentary wireless network available throughout the Austin Convention Center.

Austin Convention and Visitors Bureau
The Austin Convention and Visitors Bureau (ACVB) welcomes conference participants to Austin. Stop by the ACVB table located on Level 4 near registration for information about things to do while in Austin. The ACVB table is staffed 10:00 a.m. – 4:00 p.m. on Monday and Tuesday.

Business Center
The Austin Convention Center's Business Center provides copying and faxing services, as well as business supplies. It is located on the first floor, midway down the hallway facing Trinity Street, and is open 12:00 – 5:00 p.m. on Sunday; 8:00 a.m. – 4:00 p.m. on Monday; and 8:00 a.m. - 3:00 p.m. Tuesday.

Excellence Awards Kiosks
Many of the photos and quotes submitted by 2015 Excellence Awards recipients will be shown on computer kiosks on Level 4 of the Austin Convention Center. The showings are divided by college names:

- Colleges A-M: Level 4, outside 12B
- Colleges N-Z: Level 4, outside 16B

Exhibit Hall Passport System
Each participant's registration packet contains a Passport to the Exhibit Hall. Visit each of the exhibitors on your passport to receive an official stamp. Once all the spaces are filled, drop your completed passport at the conference registration counter. The drawing will be held in the Exhibit Hall on Tuesday, May 26, at 11:45 a.m., and you must be present to win.

Name Badges
Name badges should be worn throughout the conference to gain entry to sessions and special events. For your personal security, it is not advisable to wear your badge outside of the convention center.

First-Time Attendees
Please wear the "First-Time Attendee" ribbon so others can welcome you to NISOD 2015. You can pick up your ribbon at the Registration Desk.

Conference App
The NISOD App allows attendees to manage the conference experience on their mobile devices.

- Searchable speaker and exhibitor listings with contact information, descriptions, and booth locations;
- Up-to-date session schedules and personalized agendas with reminders;
- An interactive to-do list for items you do not want to miss;
- Austin Convention Center maps and floor plans;
- Shared photo albums where attendees can upload photos;
- Facebook and Twitter access within the App; and
- Feedback for aspects of the conference experience, including presentations.

Download the app for free on iTunes and Android's PlayStore.

Navigating the Conference Program
This year's program is exceptionally full. Conference participants will be challenged in their choice of sessions to attend since there are so many stimulating presentations from which to choose. NISOD's 2015 conference provides an amazing array of learning

opportunities for participants, including General Sessions, Preconference Seminars, Special Sessions, Breakout Sessions, Roundtable Discussions, Poster Sessions, and Refreshment and Coffee Breaks. To help you make the most of your time at the conference, we offer the following navigational tips:

- All conference events take place at the Austin Convention Center (Level 4), Austin Hilton Hotel, and Marriott Courtyard.
- The Schedule at a Glance is included on page 2 to give you the big-picture view.

A Personal Planner on page 79 helps you design your personal conference schedule.

Session Formats

Presentations are offered at the conference in the following formats:

- *General Sessions*
  General Sessions provide an opportunity to learn from national keynote speakers who discuss topics of interest to all conference participants while setting the context and underlying tone for the conference.
- *Special Sessions*
  Special Sessions are open to all participants and feature invited speakers exploring topics specifically developed for the NISOD audience. Special Sessions are being recorded for on-demand viewing after the conference by faculty, staff, and administrators at NISOD-member colleges. To learn more about how to access the members-only section of our website or how your college can become a NISOD member, contact Jenni Peters at the registration counter (Level 4) during open registration hours or at jenni@nisod.org following the conference.
- *Breakout Sessions*
  Breakout Sessions are 60 minutes in length, may include multiple presenters, and are intended for 25-75 participants. Presenters are expected to engage participants in interactive learning activities, provide handouts, and be prepared to respond to post-conference requests for more information.
- *Roundtable Discussions*
  Roundtable Discussions offer a more interactive venue for the exploration of key issues affecting community and technical college educators. These discussions accommodate up to 10 participants and are limited to two discussion leaders. Multiple Roundtable Discussions are scheduled simultaneously in the hallway outside of Ballroom EFG. Roundtable Discussions are 60 minutes in length and are particularly well-suited for exploratory topics and hands-on demonstrations that require small group interaction and more individual attention than a larger group would accommodate.
- *Poster Sessions*
  Poster Sessions, located outside Room 18C, are a visual approach to presenting research findings or describing an activity or program. The aim is to use the Poster Session as a means for active discussions about the project or research. Poster Sessions are displayed throughout the conference, but specific times are scheduled when participants can have informal conversations with Poster Session presenters.

Excellence Awards Recipients Presentations

Since 1989, NISOD has been honored to recognize community and technical college faculty, administrators, and staff for their achievements and contributions to their institutions. NISOD is honored to be able to recognize and celebrate such outstanding individuals, including strongly encouraging them to make presentations at our annual conference. Sessions presented by 2015 Excellence Award recipients are indicated throughout the Conference Program by this medallion.

Networking Opportunities

Refreshment Breaks, Coffee Breaks, and Receptions provide an opportunity to enjoy complimentary snacks and drinks as you browse the Exhibit Hall. Mingle with colleagues and meet with experts to research and gather information about solutions to today's campus challenges.

Flying solo? Get to know your fellow conference participants while experiencing Austin. Meet up in the 1st floor North Lobby of the Austin Convention Center for these great Austin experiences. Look for the Conference Ambassadors holding the Meet-Up signs.

- *Bat Flight Observation at the Congress Avenue Bridge*
  Monday Evening - Meet at 7:30 p.m.
  Every year, March through November, large groups of locals and tourists visit the Congress Avenue Bridge to watch the spectacle that is the 1.5 million Mexican free-tailed bats emerging from underneath the bridge for their nightly feeding and aerial show. May is a great time to see the bats because the mothers-to-be prepare to give birth by feeding heavily each night. The Congress Avenue Bridge is about a 12-minute walk with the estimated flight time being between 8:00-8:30 p.m. See www.batsinaustin.com and www.batcon.org for additional information.
- *Pete's Dueling Piano Bar*
  Tuesday Evening - Meet at 7:15 p.m.
  Pete's is the Dueling Piano Bar that Rocks! Pete's was born and raised in Texas. It's a sing-along, clap-along, drink-along, have-one-helluva-good-time-along bar! There may be a minimal cover charge for the more popular evenings. Please be advised that this show is for a mature audience. The show starts at 8:00 p.m. See www.petesduelingpianobar.com for additional information.
- *Elephant Room Cool Jazz*
  Tuesday Evening - Meet at 7:15 p.m.
  Open since 1991, this jazz club is a cozy and intimate basement venue featuring live music every day of

the week. Happy hour goes until 8:00 p.m. and the show begins at approximately 9:30 p.m. See www.elephantroom.com for additional information.

Smoking
NISOD and the Austin Convention Center maintain a smoke-free environment. Smoking is not permitted in any of the meeting rooms or in the Exhibit Hall.

Security/First Aid/Emergencies
Should conference participants need to contact security, seek first aid, or have an emergency, they should go directly to the conference registration desk on Level 4. NISOD personnel will determine your needs and respond immediately. Additionally, conference participants can seek aid at the Front Desk or from the Concierge available in their respective hotel lobbies.

Lost and Found
During the conference, all lost items turned in are held at the registration desk on Level 4. Following the conference, all turned in items are returned to the NISOD office. Please contact Jenni Peters at the registration desk while at the conference and at (512) 471-7545 following the conference to investigate lost items.

Recording Presentations
Recording of presentations by video, photography, audio, or other recording or reproduction mechanism is not permitted without the express written consent of NISOD, except by presenters who want to record their own presentations. NISOD reserves the rights to all recordings or reproductions at its conference. Portions of NISOD's conference are going to be electronically recorded. By participating in the conference, registrants agree that NISOD may electronically copy or audiotape their attendance at and involvement in any conference activity.

Photos
Photographs will be taken throughout NISOD's conference and associated events. By attending these activities, registrants agree that their photograph may be used in NISOD communications and promotional materials.

Want to Present at NISOD's 2016 Conference?
Proposals to present are being accepted now for NISOD's 2016 conference, May 28-31, at the Austin Convention Center. If you or someone you know has a great idea for a presentation at next year's conference, go to www.nisod.org/cfp and submit your proposal online today!

Saturday, May 23, 3:30-10:00 p.m.

Trip to San Antonio
NISOD is providing conference participants with two options for a wonderful evening in San Antonio, Texas, approximately 75 miles south of Austin. Chartered buses will depart the Austin Convention Center at 3:30 p.m. and depart San Antonio at 10:00 p.m. for the return trip.

Option 1: Explore San Antonio River Walk, $25
The River Walk is a network of walkways along the banks of the San Antonio River, one story beneath approximately five miles of downtown San Antonio. Lined by bars, shops, and restaurants, the River Walk is an important part of the city's urban fabric and a tourist attraction in its own right.

Option 2: Alamo After Hours Tour and San Antonio River Walk, $50
Retrace the footsteps of the past in the solitude of the Alamo after the crowds have gone home. Participants will have an exclusive one-hour tour of the historic mission, including the Alamo church—the Shrine of Texas Liberty—and the Long Barrack Museum, one of the oldest buildings in San Antonio. After the tour, you can take the short stroll to the River Walk to finish your evening in San Antonio. The Alamo Tour begins at 5:30 p.m., leaving ample time to also experience the River Walk.

If you have not pre-purchased tickets and would like to go on either of these excursions, stop by the registration desk to see if tickets are still available.

TeamUP | NISOD

CENGAGE Learning®

Are you ready to get energized and inspired?

TeamUP

Professional Development Portal

For NISOD Member Institutions and Their Faculty

Learn more at: **www.nisod.org/teamup**

A gateway to increasing teaching efficacy and fulfilling faculty's requirements for continuing education — all at a 50% discount!

For more than a decade, TeamUP, Cengage Learning's peer-to-peer faculty development group, has fostered faculty engagement through professional development, consulting, and the sharing of best practices. **Now this exceptional faculty development is available online at a 50% discount through your institution's membership with NISOD**. And this discount has already been applied to the content in the Portal; there's no need to enter a coupon or promotional code!

We invite you to explore the TeamUP Professional Development Portal to access professional development opportunities for faculty at NISOD member institutions — all of which are eligible for continuing education units.*

Authoritative Content with a Peer-to-Peer Focus

The TeamUP Portal offers three types of faculty development opportunities, each designed and delivered by experienced educators.

1. PowerPoint and audio recording of conference sessions — **Conference Library**
2. Self-paced multi-media modules — **Professional Online Development**
3. Interactive presentations of innovative classroom techniques — **On-Demand Virtual Workshops**

* Cengage Learning TeamUP: Peer-to-Peer Faculty Development has been accredited as an Authorized Provider by the International Association for Continuing Education and Training (IACET), 1760 Old Meadow Road, Suite 500, McLean, VA 22102; (703) 506-3275.

As an IACET Authorized Provider, Cengage Learning offers CEUs for its programs that qualify under the ANSI/IACET Standard.

AUTHORIZED IACET PROVIDER

www.nisod.org/teamup M15010004

SUNDAY, MAY 24

Preconference Seminars

Preconference Seminars are a great way to start your week and provide intensive, collaborative, hands-on opportunities for exploring leading-edge teaching and learning skills and strategies. Each seminar, facilitated by experts in the field, offers in-depth study and insights into a particular topic. Participants leave with skills, knowledge, and materials they can immediately use in their own teaching and learning practice. **(Ticket Required)**

9:00 a.m. – 3:30 p.m.

Best Practices for Connecting Community College Budgeting With Student Success

Room 12A, Level 4

How do community colleges budget in an era of decreased public funding and still fulfill their mission to support student achievement? Hear how MiraCosta College identified and tested community college budgeting best practices. Learn about some unexpected, but welcome outcomes, including the forging of a partnership between business operations and academics. The workshop begins with an introduction to the best practices, followed by workshop participants completing a self-assessment of their college's budgeting approaches. Participants then discuss individual best practices based on the broader categories outlined below. Each best practice includes a case study involving the application, implementation strategies, evaluation and feedback, and sustainability.

Mary K. Benard, Vice President, Instructional Services; **Charlie Ng**, Vice President, Business and Administrative Services, MiraCosta College (CA); **Mary McKeown-Moak**, Principal, Mary McKeown-Moak Consulting (TX)

10:00 a.m. – 2:00 p.m.

Steps for Developing an Effective Faculty Evaluation Plan

Room 12B, Level 4

The vast majority of faculty evaluation plans are viewed as time-consuming intrusions that rarely have positive effects on faculty performance. Yet, despite ineffectiveness and often demoralizing effects, faculty evaluation is a permanent fixture on most college campuses. This workshop demonstrates step-by-step how to develop a performance appraisal plan for your campus that is effective, efficient, accepted by both faculty and administrators, and legally defensible. Participants are urged to bring a copy of their plan to the session.

Jim Hammons, Professor, Higher Education, University of Arkansas (AR)

Statway and Quantway: Put Your Students on the Path to Success

Room 13A, Level 4

Statway and Quantway, two Pathway courses launched by the Carnegie Foundation for the Advancement of Teaching in 2011, have dramatically increased student success rates in developmental math. After three years of implementation in nearly 50 community colleges and universities in 15 states, the Pathways have reached over 9,000 students. No other reform effort has been able to triple student success rate in one-half the time. The Pathways combine relevant and challenging curriculum, instructional routines promoting student motivation and engagement, and a pedagogical model that supports collaborative learning through productive struggle. Participants in this preconference seminar work in groups to identify barriers to student motivation and learning, engage in classroom experiences designed to address those barriers, and learn about instructional strategies shown to be effective in Pathways teaching. Enroll in this workshop to learn more about this movement; explore a new approach to engaging students around challenging topics; engage in hands-on, group work to learn strategies for successfully supporting students in this innovative teaching format; and leave with new ideas, sample lessons, and other resources you can implement in your classroom when you return home.

Karon Klipple, Senior Director, Community College Pathways; **Ann Edwards**, Director, Advancing Quality Teaching; **Rachel Beattie**, Director, Productive Persistence, Carnegie Foundation for the Advancement of Teaching (CA)

Engaged Academic Literacy for All: An Introduction to Reading Apprenticeship

Room 13B, Level 4

Our students can read! This workshop introduces participants to the Reading Apprenticeship instructional framework developed by WestEd's Strategic Literacy Initiative, which helps faculty learn how to build on students' underestimated strengths as readers and problem solvers and create instructional opportunities for "apprenticing" students into discipline-specific academic literacies. Community college faculty who have implemented Reading Apprenticeship have found that it produces a dramatic and positive transformation of students' engagement and achievement, not only in literacy, but also in learning across all academic disciplines. This workshop engages participants in the critical routines by which they can bring metacognitive conversation into their classrooms.

Cindy Hicks, Instructor, English, Chabot College (CA); **Lilit Haroyan**, Adjunct Faculty, Natural Sciences, Pasadena City College (CA)

14TH ANNUAL CONFERENCE
OF THE NATIONAL INSTITUTE FOR THE STUDY OF
TRANSFER STUDENTS

GRAND HYATT *Atlanta* GEORGIA
FEBRUARY 3-5, 2016

ABOUT OUR CONFERENCE:

Join higher education professionals from across functional areas, institutional types, systems and sectors for a conference that comprehensively addresses transfer research, policy and practice.

Engage in an immersive experience, reaching beyond the "whats" and "whys" to the "hows" of improving transfer.

PRECONFERENCE WORKSHOP TRACKS:

- Resources for new transfer professionals
- Transfer orientation programs
- Comprehensive advising for transfer students
- Trending topics in transfer

CONFERENCE TRACKS:

- Academic Advising
- Community College
- Current Research
- Enrollment Management
- Transfer Policy
- Orientation & Transition Programs
- STEM Transfer Programs & Student Success

CONTACT US:

nists@ung.edu | 706-864-1579

JOIN THE DISCUSSION:

LinkedIn Group: linkd.in/1s5Jiz1

@transfertweet (use hashtag #NISTSCON2016)

facebook.com/NISTS

Sign up for our conference updates and view highlights from past conferences at
WWW.TRANSFERINSTITUTE.ORG/EVENTS/ANNUAL-CONFERENCE

1:00 – 2:00 p.m. Breakout Sessions

A New Perspective and Approach for System-Level Professional Development

Room 15, Level 4

The Kentucky Community and Technical College System is implementing a new and unique approach to providing relevant, engaging, and high-value professional development in close collaboration with its 16 colleges. This approach is focused on system-level professional development and performance-based modalities for high-impact topics, as well as other modalities that are faculty and staff driven. A new system of regional workshops, TIKIs, and online approaches are transforming our approach to faculty and staff development.

Jamie Justice, System Director, Professional Development and Innovation, Kentucky Community and Technical College System (KY)

Mindfulness in the College Classroom to Increase Success and Well-Being

Room 16B, Level 4

Many of our college students experience great stress and adversity in their lives. Science clearly shows that practicing yoga and mindfulness soothes the body and quiets the mind. Courses like Mindfulness for Stress Management provide students with the tools they need to cope with stress, improve mental clarity, and increase successful college outcomes. Learn the tenets of stress management using mind-body practices and review course outcomes data in this interactive and fun session.

Dori DiPietro, Faculty Director, Social Work Program, Mesa Community College (AZ)

Accelerating College Readiness and Student Completion

Room 17A, Level 4

In response to state-level changes in Texas, Clarendon College set out to change the way developmental education is offered to students by creating TSI Success Camps and combining developmental and academic coursework. This approach effectively eliminates developmental education in the traditional sense, reduces time to completion, and provides significant cost savings to students. Participants are provided with the framework, results, and sample curriculum to help them develop a similar program at their institutions.

Robert Taylor, Director, Institutional Planning, Research, and Effectiveness; **Jeremy Sain**, Associate Professor, Mathematics; **Linda Rowland**, Associate Professor, Mathematics, Clarendon College (TX)

Building a Regional Strategy for College Completion and Career Success

Room 17B, Level 4

How do you increase the educational attainment level for an entire region? Columbus State Community College leveraged government and foundation support to deploy the Central Ohio Compact. From increasing college readiness and dual credit opportunities to career development, the Central Ohio Compact strategies stretch from K-12 through higher education and into the labor market. The presenters share lessons learned and seek insights from the audience regarding next steps.

Stacia Edwards, Associate Vice President, Academic Affairs; **Kelly Hogan**, Executive Director, Dual Enrollment, and Professor, Columbus State Community College (OH)

A Tale of Two Disciplines: Lessons in Critical Thinking

Room 18A, Level 4

Working collaboratively and across disciplines, students are encouraged to understand, share, and think critically about information. Learn how the presenters emphasize conciseness in summarizing and presenting information and teach students how to locate, read, and comprehend research. Participants learn methods for encouraging critical thinking from the perspectives of instructors from different disciplines.

Regina D. Foster, Faculty, Science; **Maria E. Christian**, Instructor, Communications, Oklahoma State University Institute of Technology-Okmulgee (OK)

Crisis in Ferguson: A Community College Responds

Room 18B, Level 4

The Florissant Valley Campus of St. Louis Community College is located in the heart of Ferguson, Missouri. Its multi-faceted response to the crisis in Ferguson is leading to racial healing and improved outcomes for the 700-plus Ferguson residents who attend the college. Participants discuss the root causes of the crisis and learn about the strategy behind the college's response.

Jeffrey P. Forrest, Acting Dean, Business and Human Development, St. Louis Community College (MO)

Problem-Based Learning and Basic Public Speaking: An Innovative Approach

Room 18C, Level 4

Problem-based learning (PBL) is a student-centered, active learning pedagogy used in many disciplines, but rarely considered for use in basic public speaking. Learn how a basic public speaking course was restructured using PBL to enhance critical thinking, teamwork, and oral presentation skills. Restructuring involved posing a real-life problem for students to solve, culminating in the preparation of a unique team-based persuasive speech to convince others that an appropriate solution had been found.

Christy Adkins, Chair, Humanities; **Roshun Radford**, Assistant Professor, Communications, Madisonville Community College (KY)

1:00 – 2:00 p.m. Breakout Sessions (cont.)

Collegewide Reform: The Impact of Florida's Developmental Education Reform

Room 18D, Level 4

State and community colleges in Florida have completed one semester of a legislatively-mandated developmental education reform initiative. State and college administrators are assessing first semester implementation results and preparing for additional accountability reports. Discuss reform initiative guidelines, the role of systemwide councils, developmental education instructional changes, and academic support efforts being implemented at one institution.

Tamaria Williams, Coordinator, Academic Success, Florida College System (FL); **Kenneth Ray**, Vice President, Student Services and Enrollment Management, Hillsborough Community College (FL)

We "Done" Something About It: Professionalism in the Classroom

Room 19A, Level 4

This session focuses on the Personal Effectiveness Skills Initiative implemented at Madisonville Community College (MCC) as a result of business and industry feedback that identified soft skills as a deficiency in graduates. Using an ideation process, MCC faculty and staff targeted four areas for improvement throughout the campus culture, including developing an assessment rubric. Join this mini-ideation session and leave with a list of solutions to professionalism issues on your campus.

Felecia Johnson, Professor, Business Administration; **Beth Norton**, Professor, Communications, Madisonville Community College (KY)

1:00 – 2:00 p.m. Roundtable Discussions

Compelling Communication

Table #1 • Outside Ballroom EFG, Level 4

Whether a classroom, team room, meeting room, or boardroom, we all have a desire to maximize the effectiveness of our communication. We all want the information we present to be memorable, meaningful, and inspiring to our audience. Learn principles that align with the current findings from brain research as it relates to learning, best practices in pedagogy, and performance art! Join in on a fun, highly interactive, and multidimensional learning experience.

David R. Katz III, Executive Director, Organizational Development and Professor, Mohawk Valley Community College (NY)

The Tipping Point: Increase Usage of Academic Support Services

Table #2 • Outside Ballroom EFG, Level 4

This discussion uses interactive, high-energy exercises, group brainstorming, and video clips to reinforce concepts related to making tutoring a social norm. Learn innovative ways to increase student use of tutorial centers. Come prepared to laugh and exchange ideas.

Shellie J. Keller, Director, Tutorial Services and Learning Centers, College of Southern Nevada (NV)

How Not to Develop an Accredited Funeral Service Program

Table #3 • Outside Ballroom EFG, Level 4

Learn about the creation of a funeral service program—the first in Kentucky—that ignored long-held standards related to program development. The program received initial SACS accreditation in April 2014 in spite of all the difficulties, and has received accolades from the American Board of Funeral Service Education.

Wheeler Conover, Chief Academic Officer, Southeast Kentucky Community and Technical College (KY)

Brain to Page: In-Class Exercises for Beginning Creative Writers

Table #4 • Outside Ballroom EFG, Level 4

Beginning creative writing students often struggle to synthesize aesthetic principles with their own work. Tailor-designed, weekly in-class creative exercises facilitate this process. Learn the rationale and curricular context of these exercises, engage with a selection of exercises, share subsequently generated creative work, and discuss the effectiveness of the exercises. Participants receive a booklet of exercises they can use in their creative writing courses.

Corrina M. Wycoff, Professor, English, Pierce College District (WA)

Do I Dare to Share?

Table #5 • Outside Ballroom EFG, Level 4

Learn to journal your thoughts, feelings, and ideas into teaching skills; cognitively evaluate areas that need improvement and make them more creative and interesting for your students; and brainstorm ways to implement these skills into the classroom and professional working environment.

Judith N. Cline, Assistant, ACCESS Center, Richland College (TX)

2:15 – 3:15 p.m. Special Session

Remedial Placement Testing in Community Colleges: What Resources Are Required, and What Does It Cost?

Room 17A, Level 4

Each fall, more than one million new students enter community colleges, which typically require these students to take placement exams in math, reading, and writing. These placement exams determine whether students can proceed directly to college-level coursework or whether they will first be required to take remedial courses. This session, using a recent groundbreaking study as an example, explores how participants can assess the costs of their current placement testing systems. The type of resources to consider and how costs are attached to those resources will be discussed. Finally, guiding questions are provided that will help participants think qualitatively about the factors that make a placement testing system more or less costly and effective.

Olga Rodríguez, Postdoctoral Research Associate, Community College Research Center, Columbia University (NY)

2:15 – 3:15 p.m. Breakout Sessions

Conversations That Matter: Using World Cafe for Collaboration on Mentoring

Room 15, Level 4

The World Cafe technique facilitates collaboration and dialogue on critical questions. Portland Community College used it to gather input from part-time faculty about their experience with and desire for mentoring. Participants are introduced to and participate in a shortened version of the World Cafe focused on developing a culture of mentoring. Discover what we learned using this technique and explore how you might use it on your campus.

Martha Bailey, Coordinator, Cascade Campus Teaching Learning Center; **Dorothy Payton**, Coordinator, Sylvania Campus Teaching Learning Center, Portland Community College (OR)

HS-CCC-CSU: Achieving Educational Goals With Statewide Career Pathways in CA

Room 16A, Level 4

Assisting students transition seamlessly from high school to community college, California's Statewide Career Pathways facilitates structured pathways that include articulated high school and community college coursework, credit by examination, and dual enrollment. Learn details about this statewide effort, including the counseling toolkit and its integration with the Associate Degrees for Transfer project, and whether a similar effort can be implemented in your educational system.

Michelle Pilati, Faculty Coordinator, Course Identification Numbering System, Academic Senate for California Community Colleges, Rio Hondo College (CA); **Kris Costa**, Articulation Liaison, Statewide Career Pathways; **Julie Bruno**, Vice President, Academic Senate for California Community Colleges, Sierra College (CA)

Contextualizing Learning Through Problem-Based Learning

Room 16B, Level 4

Problem-based learning (PBL) involves posing a discipline-specific, real-world problem to a group of students so they can connect and apply course content in methods beyond rote memorization. Two years of college data from the first two faculty cohorts are shared along with specific PBL assignments from the disciplines of drama, drug abuse, and speech. Participants complete a PBL assignment during this session.

Joseph Coppola, Director, Instructional Professional Development, and Adjunct Instructor, Speech; **Alison Vasquez**, Instructor, Drama, Palo Alto College (TX)

Cultivating Leaders: Florida's Proactive Approach to Higher Education's Retirement Crisis

Room 17B, Level 4

As higher education administrators retire at alarming rates, community colleges must prepare employees to transition into senior leadership roles. The Chancellor's Leadership Seminar, designed to meet this need, is a four-day seminar that provides professional development to Florida College System's faculty and administrators. The presenters share succession planning research, specifics about the seminar's selection process, activities and costs, and alumni insights. Participants also learn how to create similar leadership opportunities.

Shana Deyo, Associate Professor, Bachelor of Applied Science Program, Daytona State College (FL); **Gregory K. McLeod**, Provost/ Executive Director, St. Augustine Campus, St. John's River State College (FL)

Pathway to a SMILE

Room 18A, Level 4

SMILE—Synchronous Mobile Interactive Learning Environment—allows instructors to present and record lessons anywhere, anytime, on any mobile device. Students interact in real time in either virtual or real classrooms, using features such as whiteboards, audio-video, chat, and polling, thus eliminating barriers imposed by geography, economic status and/or student ability. BYOD to join a live online SMILE session and experience for yourself a new road to a new way of classroom instruction.

Richard Mitchell, Professor, Mathematics and Science, Humber College Institute of Technology and Advanced Learning (ON)

Achieving Excellence, Transforming Lives: Real-Time, Cross-Institutional Strategic Planning

Room 18B, Level 4

In 2013, Berkshire Community College began a new strategic planning journey involving the entire college community in development and implementation processes. This presentation follows the journey from the initial sessions to the development and implementation of five strategic goals and related action steps aimed at linking student success to the state Vision Project and performance funding. Participants consider how these processes might be adapted for their own institutions.

Ellen C. Shanahan, Professor, Music, and Chair, Fine and Performing Arts; **Maura Delaney**, Associate Professor and Chair, English; **Ellen Kennedy**, President, Berkshire Community College (MA)

Planning and Data in a Virtual Campus Program

Room 18C, Level 4

Illinois Central College's (ICC) Virtual Campus is a coordinated program within a decentralized organizational structure. The program is operated in part by using an annual plan with goals related to enrollment, quality, and service. The plan and operations are informed by institutional, statewide, and national data. Session participants learn about ICC's college-level and program-level planning tools and the data used in ICC's Virtual Campus planning.

Patrice Hess, Associate Dean, Online Learning, Illinois Central College (IL)

2:15 – 3:15 p.m. Breakout Sessions (cont.)

A Day in the Life of an iPad Junkie

Room 18D, Level 4

Okay, so you bought an iPad. Now what? Discover the best apps for teaching, creating class presentations and videos, searching for and sharing resources with students, creating homework assignments, grading papers, and analyzing data.

Katrina Florea, Assistant Professor, Mathematics; **Jennifer Welch**, Assistant Professor, Biology, Madisonville Community College (KY)

Diversity: The Answer to the Question of the 21st Century

Room 19A, Level 4

Community colleges across the nation are becoming majority-minority colleges. Artificially constructed borders and boundaries are being shattered by globalization, which in turn, is creating a competitive global economy and the need for an inclusive society. To what extent are community colleges preparing students for 21st-century workforce readiness? This session challenges and empowers community college stakeholders about how diversity as a frontier of thought will shape the 21st century.

Michael Odu, Faculty Coordinator, Academic Affairs; **Ebonee Carpenter**, International President, Phi Theta Kappa Honor Society; **Alicia Anacleto**, President, Alpha Lambda Alpha, Hillsborough Community College (FL)

2:15 – 3:15 p.m. Roundtable Discussions

Cultural Capital and Its Influence on Student Engagement

Table #1 • Outside Ballroom EFG, Level 4

Educators are tasked with solving the low rates of academic achievement among Hispanic students, the largest and fastest growing minority group. Discussion participants consider whether Hispanic students continue to lag behind in academic achievement due to the perceived lack of cultural capital from home or the supposed lack of skills and knowledge needed to understand and navigate a campuses' culture.

Margarita Vance, Professor, Business, Collin College (TX)

New Frontier: Using Interactive Television Video in the Classroom

Table #2 • Outside Ballroom EFG, Level 4

Distance learning (DL) is a growing method of instruction that presents challenges and benefits for instructors and learners. Interactive Television Video (ITV) is a new approach being used for face-to-face instruction, DL, and hybrid formats. Specifics about ITV, including tips and challenges, are the focus of this discussion.

Alfred Lara, Program Director, Mental Health, San Jacinto College District (TX)

Seven Secrets to Effectively Teaching Millennials Using Technology

Table #3 • Outside Ballroom EFG, Level 4

Business as usual is dead. Technology is transforming the way we live and teach every day. The laptop is dead and the desktop is gone. Never underestimate the power of Millennials to use technology. App by app, mobile devices are allowing users to create their own internet. However, most professors teach today exactly the same way others taught 100 years ago. Learn the seven secrets of effectively teaching Millennials using technology.

Manouchehr R. Khosrowshahi, Professor, Political Science, Tyler Junior College (TX)

Connections Beyond the Classroom: The DCCCD STEM Institute

Table #4 • Outside Ballroom EFG, Level 4

The first two years of college, when decisions are often made to leave college entirely or to change to a non-STEM discipline, can be a major leakage point in the STEM pipeline. Come discuss the unique needs of non-clinical STEM students, learn about the DCCCD STEM Institute, and explore ways to help students transfer successfully into STEM fields.

Peggy Shadduck, Director, STEM Institute, Dallas County Community College District (TX)

Does Religion Help or Hurt Education?

Table #5 • Outside Ballroom EFG, Level 4

There are educators on both sides of the issue of religion in education. The former Chairman of the Department of Education at Harvard University, a practicing Jew, believes that it helps. Several recent articles in the *Chronicle of Higher Education* believe that it hinders. Come explore both sides of the issue.

Ludwig Otto, Professor, English, Tarrant County College District (TX)

3:30 – 4:30 p.m. Breakout Sessions

Recruiting and Retaining STEM Students

Room 15, Level 4

San Jacinto College has a 20-year history of science outreach to pre-college age students, science service learning, and STEM-related clubs. Within the past five years, the college has increased opportunities for undergraduate research, introduced an outside speakers series, developed a webinar series, and increased its emphasis on obtaining internships for students. A STEM Council and STEM Coordinator began work approximately two-years ago to coordinate the district's efforts and collect assessment data.

Richard Bailey, Vice President, Accreditation and Special Initiatives, San Jacinto College District (TX); **Ann Cartwright**, STEM Coordinator and Professor, Chemistry, San Jacinto College Central (TX); **Nathanial Wiggins**, Professor, Mathematics, San Jacinto College North (TX); **Alexander Okwonna**, Dean, Health and Natural Science, San Jacinto College South (TX)

3:30 – 4:30 p.m. Breakout Sessions (cont.)

Rewarding Students for Previous Knowledge and Dedication in Developmental Education

Room 16A, Level 4

To increase retention rates, decrease time in developmental education, and increase success rates for underrepresented students, Central Texas College implemented the Targeted, Accelerated, and Developmental program. The program includes structured lab courses, paired classes, and intensive extension sessions, all of which provide students with the opportunity to master concepts using targeted curriculum, team teaching, lab resources, and learning communities. This session demonstrates how to create and scale a similar program at any institution.

Jenny Shotwell, Coordinator, Non-Course-Based Options; **Ellen Falkenstein**, TAD Coordinator, Developmental Studies, Central Texas College (TX)

Engage Your First-Year Students With a Dynamic Online Curriculum

Room 16B, Level 4

Personalized career planning, Campus SaVE, and Title IX requirements can be wrapped into a student-friendly package that engages even the most at-risk first-year students. Learn how instructors at Cuyamaca College teach an interactive freshman seminar course that can be implemented in a variety of formats, including online and blended. Participants also engage in a web-based interactive multiple intelligences assessment using their smartphone, tablet, or laptop.

Cindy Morrin, Associate Professor, Counseling, Cuyamaca College (CA)

Student Technology Services

Room 17A, Level 4

Learn about the Student Technology Services (STS) program at El Paso Community College, including its origin and objectives (i.e., enhancement of student life and learning, promote student success), as well as how to implement an STS program on your campus. Promotional items such as pens and notepads are provided.

Debbie Aguilera, Manager, Student Technology Services; **Raul Ramirez**, Manager, Student Technology Services; **Diana Angelica Villegas**, Student Technology Services Peer Trainer, El Paso Community College (TX)

Facilitating Institutional Change to Support Strategic Enrollment Management

Room 17B, Level 4

Developing and implementing a Strategic Enrollment Management (SEM) philosophy requires a paradigm shift for most colleges that have not previously adopted this model. Fundamental elements include leadership from the top, a cross-functional committee, buy-in and accountability across functional areas, evaluating data, environmental scanning, enrollment targets, outcomes assessment, and more. Come learn about the institutional change required to implement a successful SEM approach.

Deborah Cruise, Vice President, Student Affairs and Institutional Effectiveness; **Alexandra Adams**, Associate Vice President, Enrollment Services, Harford Community College (MD)

Globalizing the Community College

Room 18A, Level 4

While the globalization of the economy is continuing at a breakneck pace, community colleges have not kept up with this trend. This session presents a case study of a community college success story and resources on which institutions can draw to globalize their programs.

Nan McRaven, Trustee, Austin Community College (TX)

National Mathematics Summit Facilitator: Modeling Change

Room 18B, Level 4

Faculty, chairs, and deans have requested information from national experts about how to redesign mathematics courses that address state mandates and low mathematics pass rates. Come explore mathematics study skills, administrators' support of mathematics instructional change, true faculty engagement in the redesign process, restructuring mathematics course sequences, faculty development, and productive persistence.

Karon Klipple, Senior Associate, Community College Pathways, Carnegie Foundation (CA); **Amy Getz**, Manager, Community College Services, Charles A Dana Center, The University of Texas at Austin (TX); **Rebecca Goosen**, Associate Vice Chancellor, College Preparatory, San Jacinto College District (TX); **Paul D. Nolting**, Learning Specialist, State College of Florida, Manatee-Sarasota (FL); **Julie M. Phelps**, Coordinator, Developmental Mathematics, Valencia College (FL)

Workplace Ethics Agreement: Developing College Students Into Successful Employees

Room 18C, Level 4

Partnering with business, faculty implemented classroom practices that mirror industry human resource policies, such as being present and punctual, participating in academic activities, and maintaining professional behavior. The results were greater student engagement; increased retention and graduation rates; fewer behavioral issues; a decrease in Return-to-Title IV funds; and positive feedback from students, faculty, and employers.

Angie Harlan, Faculty, Allied Health; **Steve Hatcher**, Faculty, Welding; **Maggie Shelton**, Provost; **Kim Otto**, Faculty, Digital Literacy; **Phillip Neal**, President and CEO; **Gerald Napoles**, Senior Vice President, Student and Organizational Success, Southcentral Kentucky Community and Technical College (KY)

3:30 – 4:30 p.m. Breakout Sessions (cont.)

Faculty Development: A Critical Component of Competency-Based Education

Room 18D, Level 4

Competency-based learning (CBL) programs allow students to focus on skills and competencies rather than courses and traditional exams. With face-to-face CBL programs, faculty development is critical. Instructors must learn how to handle students at various levels of achievement, as well as adapt to their new role of facilitator of individualized learning. The presenters provide a detailed roadmap for implementing a CBL faculty development program that facilitates the necessary changes.

Kyle Smith, Vice President, Innovation; **Irene Cravey**, Associate Vice Chancellor, Innovation, Texas State Technical College (TX)

Effectively Serving the Male Student Population: Keys to Success

Room 19A, Level 4

Are we satisfied with the opportunities provided to and personal and professional outcomes realized by our male students? What toolkit do we give our male students to help them deal with their unique academic, social, and societal challenges? Explore the unspoken, but critical expectations for our male students that include critical thinking, leadership development, mental toughness, and enhanced communication skills. The responsibility for guiding all students to successful degree completion is shared by all college service areas.

Derrick Payne, Professor, Speech Communications; **William Smith**, Assistant Dean, Communications, Math, and Developmental Studies, El Centro College (TX)

3:30 – 4:30 p.m. Roundtable Discussions

Using Reflection to Effect Curricular Changes and Improve Student Success

Table #1 • Outside Ballroom EFG, Level 4

You may have heard faculty say, "This course is too packed, I can't cover all of the material." This may be indicative of a course that needs to be changed. Participants discuss strategies and experiences to improve retention and student success. Following the discussion, faculty members are able to differentiate between systemic problems and instructor-based problems and use the power of a data-driven approach to produce change.

Michael A. Carrington, Assistant Dean, Technology and Engineering, Northern Virginia Community College (VA)

What Higher Education Administrators Need to Know About Empathy

Table #2 • Outside Ballroom EFG, Level 4

Empathy is a necessary condition for working effectively with faculty, peers, and students. As a skill, empathy is often misunderstood and its power underappreciated. Administrators can use empathy to avoid power struggles, defuse situations, and move negotiations forward. Discussion participants learn an accurate definition of empathy, recognize examples of its use, and produce empathic responses that promote productive exchanges via practice with vignettes.

Kathryn J. Miller, Adjunct Faculty, Human Services, San Antonio College (TX)

Dual Credit Programs and the College Outcomes of At-Risk Students

Table #3 • Outside Ballroom EFG, Level 4

The session begins with an overview of a recent study that examined dual credit participants who transitioned to postsecondary programs at Humber College. Participants then discuss information about dual credit and dual enrollment programs aimed at at-risk students. Come and identify program elements that have proven to increase outcomes for learners who faced academic and other challenges while in high school.

Rena Borovilos, Professor, Liberal Arts and Sciences, Humber College Institute of Technology and Advanced Learning (ON)

Critical Thinking Across the Curriculum: Where Do I Start?

Table #4 • Outside Ballroom EFG, Level 4

Students need critical thinking skills to survive in the work place. How do we infuse this valuable commodity into our classroom and students' lives? Excellence in thought can be systematically cultivated. Learn how to adapt and apply best practices in your classroom! Topics include standards, elements and intellectual traits of critical thinking, websites, active learning styles, and promoting teamwork, as well as problems and successes.

Sharon M. Rice, Chair, Patient Care Assistant Program, South Texas College (TX)

Engaging Digital Natives in Social Media

Table #5 • Outside Ballroom EFG, Level 4

As digital natives, students enter college with a great deal of knowledge about social media and the internet. This discussion examines available social media and multimedia tools that foster student engagement. Key takeaways include effective ways to use social media in the classroom, engaging students one-on-one through social media, and effectively using social media tools such as Twitter and YouTube.

Jose L. Fulgencio, Adjunct Faculty, Political Science, Oklahoma State University-Oklahoma City (OK)

4:30 – 6:00 p.m. Reception in the Exhibit Hall

Exhibit Hall, Ballroom EFG

Join us for the Exhibit Hall Grand Opening and enjoy a complimentary beverage and visit with conference exhibitors.

6:15 – 9:00 p.m. Excellence Awards Dinner and Celebration

Hilton Austin, Grand Ballroom, Level 6
Join us for dinner and celebrate the 2015 NISOD Excellence Awards recipients. (Ticket required.)

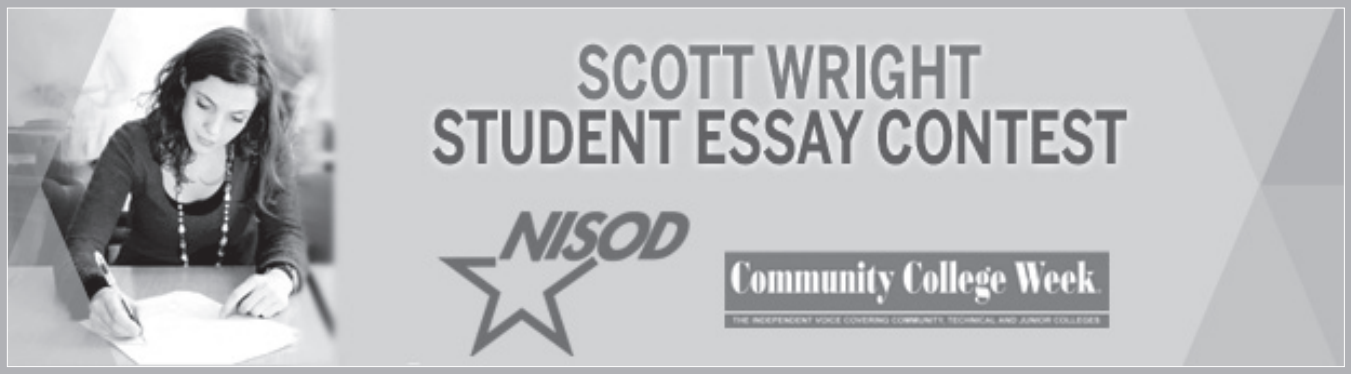
Musical Performance
Sherry Boyd
Professor, Humanities
North Lake College

Chair
Edward J. Leach
Executive Director
NISOD, The University of Texas at Austin

Emcee
Kevin Tutt
Partner
Tutt and Daggs Creative Performance

groove labs.

Following dinner, participants can enjoy a variety of music as Groove Labs, the official NISOD house band, plays the latest dance, classic rock, country, and soul hits. Grab a microphone, guitar, bass, or even get on the drum kit and rock out with the band!



NISOD is proud to announce the winners of the 2015 Scott Wright Student Essay Contest!

Diablo Valley College

Dottie Pratchard
Student

Tom Leal
Instructor, English

Peter Garcia
President

Indian River State College

Andrew Caputo
Student

Loretta Fry
Assistant Professor, English

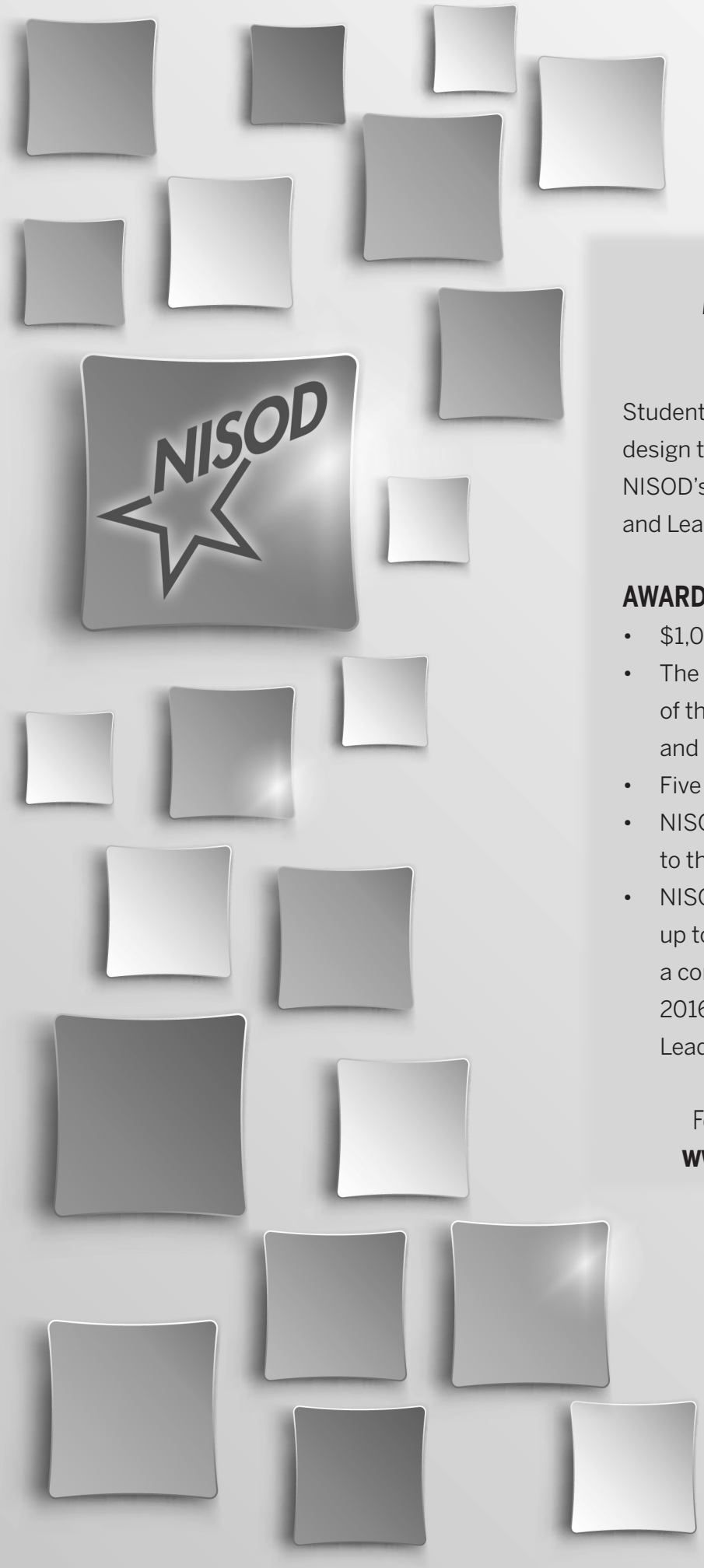
Edwin R. Massey
President

Tarrant County College District

Sarah Reckling
Student

Patricia Barker
Instructor, English

Erma Johnson Hadley
Chancellor



NISOD Announces Its Student Art Contest!

Students at NISOD member colleges are invited to design the official Conference Program cover for NISOD's 2017 International Conference on Teaching and Leadership Excellence.

AWARDS

- $1,000 USD
- The winning artwork will serve as the front cover of the 2017 International Conference on Teaching and Leadership Excellence Conference Program.
- Five (5) poster size copies of the winning artwork
- NISOD will provide a complimentary membership to the winning student artist's college.
- NISOD will provide the winning student artist with up to $400 in airfare, three nights lodging, and a complimentary conference registration for the 2016 International Conference on Teaching and Leadership Excellence, May 28 – 31.

For more details and design guidelines, visit
www.nisod.org/student-art-contest

MONDAY, MAY 25

8:00 – 9:30 a.m. Breakfast

Exhibit Hall, Ballroom EFG

Join us for breakfast and visit with exhibitors and colleagues.

9:30 – 10:30 a.m. Administrator Series

Ticket Required

Sponsored by CIVITAS LEARNING

Improving Curriculum and Pedagogy: Findings From Research on Reform

Marriott Courtyard, Brazos I & II

Some of the most promising instructional innovations require that instructors significantly change their classroom practice. Cultivating such behavioral change is difficult, and usually falls upon the leaders who are working to launch or scale a new approach. These leaders report that generating faculty buy-in is among the most challenging aspects of reform implementation. Implementing successful reform, therefore, requires both convincing faculty members that the innovation is worthwhile, and providing resources to bolster their confidence and help them successfully carry it out in the classroom. The presenters draw on findings from a multi-year research study on developmental education reform to help participants understand the orientations that faculty members have toward reforms. Understanding these orientations will help instructional leaders build buy-in, draw on instructor strengths, and address instructor concerns and needs during early implementation and beyond.

Susan Bickerstaff, Research Associate; **Nikki Edgecombe**, Senior Research Associate, Community College Research Center, Teachers College, Columbia University (NY)

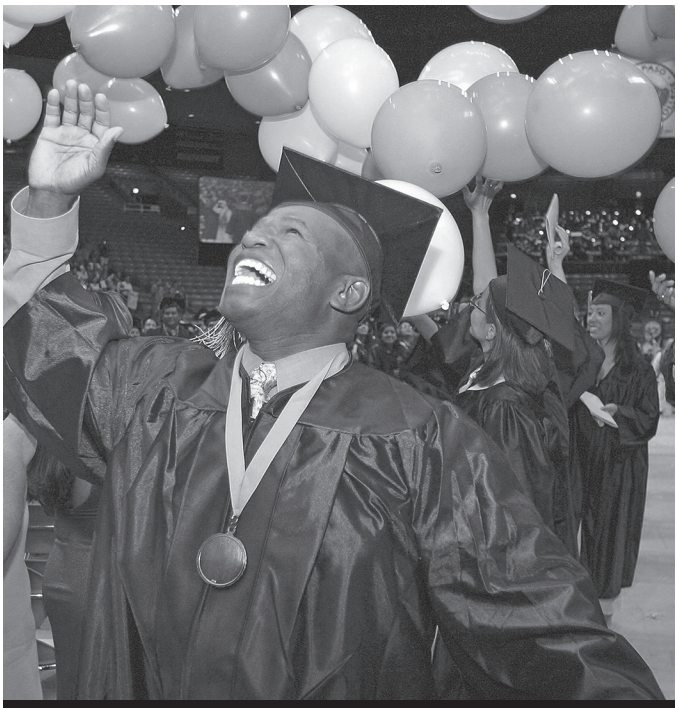
9:30 – 10:30 a.m. Special Session

Helping Students Develop Their Psychosocial and Academic Skills

Room 17A, Level 4

Research in the area of student success provides us with information to understand our students (the WHY we do things). However, for those of us who work with students daily, we need practical strategies and exercises (the HOW we do things) that will help our students develop non-cognitive (psychosocial) skills along with their academic skills. While student success depends on study skills, success in school and life depends on how well students can navigate non-academic stressors they confront. This program places vital non-cognitive skills within a framework of underlying principles of student success.

Steve Piscitelli, Professor, Social and Behavioral Sciences, Florida State College at Jacksonville (FL)



El Paso Community College

offers more than 130 academic programs and 350 continuing education courses at five campuses located throughout El Paso, Texas. Offering cutting-edge technology, ultra-modern training facilities, innovative learning options and career opportunities in the border region, EPCC is the best place to start.

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The El Paso County Community College District does not discriminate on the basis of race, color, national origin, religion, gender, age, disability, veteran status, sexual orientation or gender identity.

9:30 – 10:30 a.m. Breakout Sessions

Increasing Student Engagement in Principles of Economics Classes

Room 12A, Level 4

Learn how to engage your students with classroom activities to illustrate economic concepts such as supply and demand, shortages and surpluses, international trade, and fiscal and monetary policy.

Alexandra Shiu, Associate Professor, Economics; **Stan Mitchell**, Professor, Economics, McLennan Community College (TX)

Multifaceted Instructional Designs and the Difficulty in Understanding Their Outcomes

Room 12B, Level 4

Discover the positive aspects and potential disadvantages of cooperative learning in anatomy and physiology classrooms and laboratories. Discussions focus on specific mechanisms in which faculty design and implement various delivery and learning styles. Explore a multitude of modalities that promote student success from content and procedural perspectives. In addition to data specific to cooperative learning, the conversation concentrates on methods and resources.

Julie L. Posey, Instructor, Biological and Physical Sciences, and Lead Instructor, General Biology; **Eric Kenz**, Assistant Professor, Biological and Physical Sciences, and Lead Instructor, Human Anatomy; **Merideth Sellars**, Assistant Professor, Biological and Physical Sciences, and Lead Instructor, Distance Learning, Columbus State Community College (OH)

The Program in Higher Education Leadership at UT Austin: A Conversation About What's Next

Room 13A, Level 4

Learn about key developments and future plans for the long-standing Program in Higher Education Leadership at The University of Texas at Austin. For decades, the program has prepared hundreds of graduate students at the doctoral and master's level to take on leadership, administrative, and research roles at community colleges and four-year institutions across the country. Discover what's next for the program.

Victor Sáenz, Associate Professor, Educational Administration, The University of Texas at Austin (TX)

Creating a Student-Centered and Completion-Focused Culture Through Strategic Planning

Room 13B, Level 4

Colleges may have a strategic plan, but do they use it and live it? Learn how Clark State is creating a student-centered culture focused on completion through the implementation of an inclusive and comprehensive strategic plan.

Jo Alice Blondin, President; **Amit Singh**, Vice President, Academic Affairs; **Cynthia Applin**, Director, Institutional Research, Clark State Community College (OH)

Culinary Chopping Block: Engaging Students Through Presentation

Room 15, Level 4

Learn dynamic ways to engage your students while demonstrating hands-on activities. Observe various knife skills while reviewing topics such as voice projection and visual enhancements that keep students engaged during class.

Brett McCarthy, Administrative Program Coordinator, Culinary Arts; **Michael Rohlena**, Associate Dean, Career and Technical Education, Western Iowa Tech Community College (IA)

NSF's Advanced Technological Education Program: Funding Innovation at Community Colleges

Room 16A, Level 4

With an emphasis on two-year colleges, the National Science Foundation's Advanced Technological Education (ATE) program focuses on the education of technicians for the high-technology fields that drive our nation's economy. Come learn about the ATE program, a great source of funding for curriculum development, professional development, career pathways between secondary schools and two-year colleges and two-year colleges and four-year institutions, and other activities!

Rachael Bower, Director, ATE Central and Computer Sciences; **Catherine Dixon**, Outreach Coordinator, ATE Central and Computer Sciences, University of Wisconsin (WI)

The Z-Degree: Strengthening Student Success By Removing Textbook Costs

Room 16B, Level 4

Aiming to improve college affordability, Tidewater Community College's (TCC) Z-Degree replaced all course content in the Business Administration A.S. degree with open educational resources. Now in its second year, the program cuts the total cost of degree by 25 percent for participating students. It is also yielding impressive results around student persistence and success. This presentation shares how TCC launched the Z-Degree and success factors that make it work from student, faculty, and administrative perspectives.

Kim Thanos, CEO, Courseware, Lumen Learning; **Linda S. Williams**, Professor, Business Administration, Tidewater Community College (VA)

Throwing the DICE: Adaptive Planning for Effective Engagement

Room 17B, Level 4

Throwing the DICE (Design, Identify, Connect, Emerge) is an adaptive planning method developed by Wake Tech's Future Forward Faculty. After a brief introduction of the four-step method and examples of its adaptability and effectiveness, participants experience the Rolling the DICE process as a group. Participants collaborate on self-selected, interdisciplinary topics and observe how the DICE process expands learning opportunities and encourages engagement and project ownership.

Benita A. Budd, Professor and Future Forward College Fellow; **Susan Doody**, Assistant Professor, English; **Thomas Doody**, Instructor, English; **Neal Stidham**, Instructor, English, Wake Tech Community College (NC)

9:30 – 10:30 a.m. Breakout Sessions (cont.)

Community and Civil Engagement in the Community College

Room 18A, Level 4

Learn how the Connect2Complete program coordinates peer advocates who help students in first-year experience classrooms understand the importance of and participate in community and civic engagement activities.

Desiree Polk-Bland, Dean, Advising and Student Support, Columbus State Community College (OH)

The Power of Undergraduate Research With Early College Students

Room 18B, Level 4

Participating in the Early College High School on the community college campus has resulted in excellent academic results. Undergraduate research opportunities have allowed those students to expand their knowledge and present their results at major conferences. More importantly, participating in the Early College High School has impacted their future college desires and expectations, with expectations of attending professional and graduate school becoming a new norm.

John R. Crooks, Associate Provost, University Partnership, Lorain County Community College (OH)

Faculty Evaluation: "Never Mistake Activity for Achievement" (John Wooden)

Room 18C, Level 4

Join Mountwest Community and Technical College's journey from an activity points-based method of faculty evaluation to one based on achievement. Learn how the focus shifted from quantity of tasks to quality of effort to enhance faculty members' view of and participation in professional development. Participate in activities that initiate the process of changing a college's faculty evaluation system.

Linda F. Vinson, Chair, Human Services and Transfer Studies; **Heather F. Pack**, Assistant Professor, Mathematics, Mountwest Community and Technical College (WV)

Shakespeare's Hamlet, Game Theory, and Multidimensional Behavior Trees

Room 18D, Level 4

This presentation explores how mathematical game theory and computer game trees can analyze Shakespeare's "Hamlet" to reveal a potentially infinite number of narratives developing from any decision point in the play. A decision point occurs when characters in conflict adopt a strategy for winning while second-guessing each other's counterstrategy. This analysis of decision making advances the quantum proposition that characters can occupy alternate narrative realities.

Edward Francisco, Professor, English, and Writer in Residence; **David Brown**, Professor, Computer Science, Pellissippi State Community College (TN)

E-Discovery: Why Every Email You Send Could Mean Your Job

Room 19A, Level 4

With the internet now a vital part of our educational system, it is imperative that administrators and faculty know how to phrase policies in emails to students. Learn to recognize what types of email and documents are private and which ones can be used as evidence in state and federal litigation. E-discovery case laws that deal with community colleges are also explored.

Samer Yahyawi, Adjunct Instructor, General Business, Rio Salado College (AZ)

The Next Big Thing? Effective Professional Development!

Room 19B, Level 4

Effective professional development can be a valuable change agent. Recognized for 15 years of working with colleges and universities, Cengage Learning's TeamUP group promotes peer-to-peer interaction. Join us to review the elements of effective faculty development and see models for evaluating program structure, including suggestions for live and online training options.

Melissa Zantello, Executive Director, TeamUP; **Ann Wolf**, Professional Educator, TeamUP; **Maggi Miller**, Manager, TeamUP, Cengage Learning (NC)

9:30 – 10:30 a.m. Roundtable Discussions

Show Me, Tell Me—Photovoice: An Innovative Educational Tool

Table #1 • Outside Ballroom EFG, Level 4

Photovoice, a new teaching strategy using digital photography, is an effective and versatile educational tool that creates and conveys knowledge. The principles of this strategy can be applied from one course to another. Photovoice promotes affective learning, reflection, creativity, and student engagement. Examples of how to use photovoice as an education strategy are shared.

Ginette Ouellet, Faculty and Coordinator, BSN Program, Touro University Nevada (NV)

Real-World Problems for the Classroom

Table #2 • Outside Ballroom EFG, Level 4

Adding real-world problems and situations to the course curriculum prepares students for situations they are likely to encounter in an engineering consulting firm. Problems include reviewing designs, reverse engineering, and failure analyses. Hear how students made presentations to management committees, prepared client reports, and performed peer reviews.

Frankie Wood-Black, Director, Process Technology, Northern Oklahoma College (OK)

9:30 – 10:30 a.m. Roundtable Discussions (cont.)

The Zen of Peer Tutoring Maintenance: We're in This Together

Table #3 • Outside Ballroom EFG, Level 4

One of the biggest learning asset students have available to them in their first college courses is peer tutoring. Keeping students and tutors on the right track—while maintaining your own sanity— takes considerable maintenance. Participate in a variety of tutoring scenarios similar to those experienced by students, tutors, and tutoring lab administrators. Discuss best practices and approaches for each scenario.

Brenda G. Tuberville, Assistant Professor and Coordinator, Developmental Studies, Rogers State University (OK)

Navigating Case-Based Teaching and Problem-Based Learning in the Classroom

Table #4 • Outside Ballroom EFG, Level 4

Case-based approaches, which engage students in discussions about specific scenarios that typically resemble or are real-world examples, allow students to develop skills in analytical thinking and reflective judgment by reading and discussing complex, real-life scenarios. Discuss how students collaboratively analyze and address problems and wrestle with questions that have no single right answer.

Michael D. Brooks, Assistant Professor, Criminal Justice; **Julie D. Frazier**, Assistant Professor, Accounting, Dyersburg State Community College (TN)

Rehabilitation of Wildlife

Table #5 • Outside Ballroom EFG, Level 4

Learn how students interested in wildlife, animal science, and veterinary medicine experience wildlife rehabilitation by working with state and federal agencies, as well as with the upcoming veterinary school in Arizona. This experience helps build their resumes as they apply to graduate school while also providing the necessary experience that helps them decide if this is actually their field of interest.

Cecilia Vigil, Professor, Biology, Arizona Western College (AZ)

Connecting Education and Jobs

Table #6 • Outside Ballroom EFG, Level 4

Explore job-related training development with a focus on best practices, course overview, learning objectives, aligning lectures and materials, aligning assessment measures with learning objectives, course technology, learner support, and accessibility.

Jeffrey Laube, Assistant Professor, Process Technology, Kenai Peninsula College (AK)

Creating Accessible E-Content With MS Office 2013

Table #7 • Outside Ballroom EFG, Level 4

Learn to create accessible e-content using MS Office 2013's built-in systems for checking for accessibility issues in Word, Excel, and PowerPoint files. Office 2013 not only identifies potential problem areas, it provides directions for fixing them. Discover how to check and fix files created in earlier versions of MS Office. Participants also receive a CD containing a list of web links to accessibility resources.

Ulanda Forbess, Director, Distance Education and Faculty, Professional Development, North Lake College (TX)

Let 'em Fail!

Table #8 • Outside Ballroom EFG, Level 4

Too often we forget that most people learn best by doing, over and over again without penalty, gradually perfecting a concept or skill until they get it right. Experiential learning is the art of creating opportunities for failure in order to help students succeed. Learn how to create opportunities for failure through class activities and assignments that will ultimately ensure student success.

Laura Lawrence, Director, Instructional and Professional Development, Northwest Vista College (TX)

The Process Is the Product: Building Resilient Students

Table #9 • Outside Ballroom EFG, Level 4

Learn to embrace the cognitive dissonance associated with the learning process. Explore specific techniques and strategies to help engage students who lack resilience and are resistant to process-oriented learning by transforming their attitude about critical thinking and learning.

Kim L. Jackson, Associate Professor, Humanities and Dance, and Chair, Visual and Performing Arts, Tarrant County College District (TX)

Meaningful Assessment in First-Year Experience Courses Using Signature Assignments

Table #10 • Outside Ballroom EFG, Level 4

Using a signature assignment in the first-year experience course as a primary assessment tool allows students to demonstrate critical thinking, as well as to showcase their knowledge in one culminating assignment that encompasses multiple student learning outcomes. Discussion participants identify course and program signature assignments, define clear strategies for contextually incorporating assessment into those courses and programs, and learn how to use the information to improve instructional design and student learning.

Joselyn R. Gonzalez, Professor and Coordinator, Human Development, El Centro College (TX)

10:45 – 11:45 a.m. Administrator Series

Ticket Required

Sponsored by CIVITAS LEARNING

Making the Most of Your Tech Infrastructure to Help Students Learn Well and Finish Strong: An Insight and Action Analytics Strategy

Marriott Courtyard, Brazos I & II

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Mark David Milliron, Co-Founder and Chief Learning Officer; **Rob Robinson**, Senior Director, Partner Services, Civitas Learning (TX)

10:45 – 11:45 a.m. Breakout Sessions

Interdisciplinary Service Learning: IRS Volunteer Income Tax Assistance Site

Room 12A, Level 4

Through service learning, students can examine the role of community organizations and how to contribute to them while also enhancing their understanding of course content. Using a cross-functional team approach, learn how Northwest IA Community College implemented an IRS Volunteer Income Tax Assistance Site and how it has evolved to include three academic programs. Learning is assessed while students assist with the preparation and filing of income tax returns in a live environment.

Sheila Drenkow, Instructor, Business; **MariBeth Lane**, Instructor, Health Information Technology; **Susan Behrens**, Instructor, Accounting; **Janet Boone**, Instructor, Business, Northwest Iowa Community College (IA)

Guess Who's Coming to Dinner? Innovative Assignments for Literature Classes

Room 12B, Level 4

Literature assignments tend to be repetitive, typically involving character sketches, comparison and contrasts, or poetry explications. Another common project is the dinner party, which requires students to select characters or authors and place them around a dinner table. Our project promotes an understanding of character, plot, conflict, theme, and genres and helps students make connections and defend and rationalize their selections.

Debra A. Ryals, Assistant Professor, English; **Jean Roberts**, Professor, English, Pensacola State College (FL)

Flipping With Friends: A Detour-Filled Road Trip Through Collaboration

Room 13A, Level 4

Road trips are more fun with friends, especially when there are detours that make the ride more interesting! Share our detour into multidisciplinary collaboration and active, cooperative learning. We missed the exit for "flipping the classroom" and found ourselves on a road toward something even more rewarding—flipping together across disciplines. We will drive you through our experience and hopefully inspire you to consider a detour-filled road trip of your own.

Patricia Adams, Instructor, Psychology; **Happy Gingras**, Instructor, Sociology, Pitt Community College (NC)

Guiding At-Risk Students to Completion 30 Minutes at a Time

Room 13B, Level 4

Holistic advising. Intrusive advising. Best advising practices. We often hear these terms, but how are they actually applied during 15-30 minute advising sessions with students? During this session, participants learn the specific actions to take and questions to ask students when they are sitting in your office. A step-by-step model is provided for working with students from the time they walk in your door to the time they leave.

Alex Coppelman, Counselor, Pathway to the Baccalaureate Program; **Amanda Gordon**, Advisor, Pathway to the Baccalaureate Program, Northern Virginia Community College (VA)

The Education Policy Fellowship Program: Advocacy at the Federal Level

Room 14, Level 4

The Mississippi Education Policy Fellowship Program is part of a larger effort to better provide community college administrators with the skills and techniques needed for state and federal policy advocacy. Over the course of nine months, Fellows focus on leadership, relationship building, networking, policy, and politics. The trip culminates with a trip to Washington, D.C. for on-the-ground training. The presenters discuss the program and encourage other states to duplicate the model.

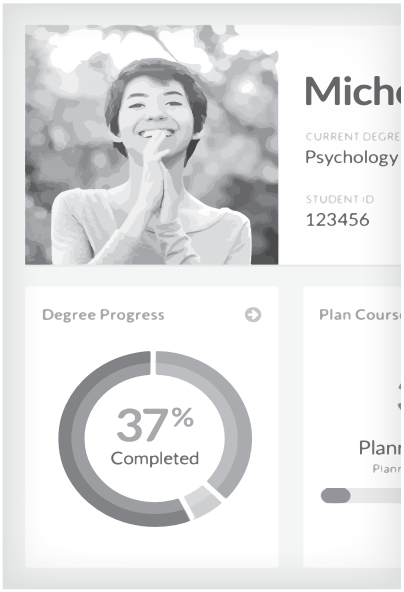
Tyson M. Elbert, Research Associate, Stennis Institute of Government, Mississippi State University (MS)

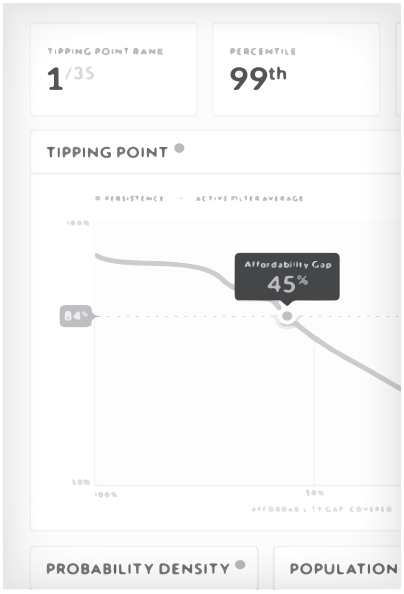
Just-In-Time for Success: Connecting the Underprepared Student to College Resources

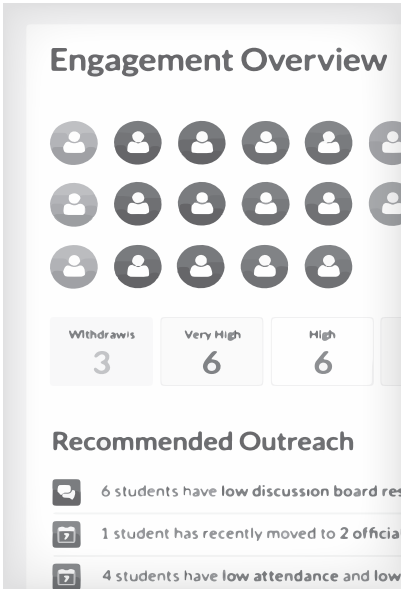
Room 16A, Level 4

How often have faculty members heard students say that they gave up on an assignment because they didn't understand what was being asked of them? Austin Community College library personnel recognize that students often encounter fail points that they could overcome if they are connected with resources that help them pass their skill deficit at the point of need. Come learn about the library's Faculty Teaching Toolbox, a collection of resources faculty members can use to mitigate their students' potential fail points!

Terry Barkansasdale, Head Librarian and Associate Professor, Austin Community College (TX)







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10:45 – 11:45 a.m. Breakout Sessions (cont.)

The Educational Technology Horizon: Looking Ahead

Room 16B, Level 4

Community college leaders, policy makers, and practitioners need to look ahead at trends and challenges associated with emerging technologies. Since 2004, the New Media Consortium has used the Horizon Project as a vehicle for looking at technologies that are impacting teaching and learning, technology infrastructures, and how institutions relate to their students and communities. Results of the 2015 Horizon Report for Higher Education are used to generate discussion.

Lawrence G. Miller, Senior Director, Community College Relations, The New Media Consortium (TN)

Teaching Students to Read Deeper Across Disciplines

Room 17A, Level 4

Many incoming students are not prepared for the rigors of college textbooks. The presenters discuss how Galveston College faculty from across subject areas integrated disciplinary reading practices into their classrooms. Session participants engage in hands-on activities designed to develop student metacognitive maturity and increase student success in gateway courses.

Janene Davison, QEP Director and Assistant Professor, Speech Communication; **Michael Berberich**, Instructor, English and Humanities, Galveston College (TX)

Community Engagement: Students Engaging in a Disengaged Culture

Room 17B, Level 4

Many of our students, while adept and familiar with technology, aren't so skilled at the age-old art of engaging through verbal communication. Learn how the Truckee Meadows Community College EMS program is impacting not only students' social and emotional intelligence through the community engagement program, but how and why it works. Participants also discuss community and student feedback regarding their perception of the program's value.

Darryl Cleveland, Director, Public and Occupational Safety, Truckee Meadows Community College (NV)

Innovative Science Labs: Meeting Student Career Needs Through Diverse Modalities

Room 18A, Level 4

Discover how El Centro College chemistry faculty successfully meet student learning outcomes through innovative hybrid, online, and virtual lab innovations. Through its diverse chemistry course offerings, students with diverse career and educational goals can achieve the skills they need to be successful in their chosen path.

Greg Morris, Executive Dean, Arts and Sciences; **Jozef Borvak**, Faculty, Chemistry; **Taihe Deng**, Chair, Chemistry, El Centro College (TX)

Embrace and Celebrate Community College Month: Strengthen Community Connections

Room 18B, Level 4

Come learn how to use Community College Month to strengthen community connections, generate new relationships, and improve your college culture. Share your ideas, brainstorm new ones, and draft an action plan to use at your college. Participants may even discover additional ways NISOD can help us all celebrate Community College Month next April!

Janice M. Kinsinger, Associate Dean, Organizational Learning, Illinois Central College (IL); **Kevin Fowler**, Executive Director, Human Resources, Tyler Junior College (TX)

Defining Your Identity: Student and Faculty Experiential Learning

Room 18C, Level 4

An experiential interdisciplinary learning environment is examined through embedded media, examples of course designs, and Prezi. Through collaborative learning, participants redesign a face-to-face assignment into a blended assignment. This interdisciplinary collaborative effort allows students to hone their skills through the visual and performing arts, with an emphasis on critical thinking, reading, writing, and researching.

Sharon T. Silverman, Chair, Library; **M. Carla Carr**, Assistant Professor, Visual and Performing Arts; **Robin Hicks-Tucker**, Chair, Visual and Performing Arts; **Khalilah Watson**, Assistant Professor, English, Reading, and Literature, Olive-Harvey College (IL)

Trapped! Escaping the Comfort of Complacency

Room 18D, Level 4

Be prepared to laugh out loud as you are challenged to reexamine your passion, commitment, and attitude. Be inspired to take your teaching and leading to a higher level. Co-authors and frequent NISOD presenters Kevin Tutt and Michael Daggs take you through an inspiring and entertaining snapshot of their recently published book, *Trapped! Escaping the Comfort of Complacency*.

Kevin Tutt, Partner; **Michael Daggs**, Partner, Tutt and Daggs, Creative Performance Improvement (TX)

Developmental Math Redesign: College of Southern Nevada's Math Redesign Project

Room 19A, Level 4

Learn how the College of Southern Nevada redesigned its developmental mathematics courses to include a modular delivery course (Math Prep) that allows students to complete up to three developmental mathematics courses in ten weeks. Additional courses are offered upon completion of Math Prep. Come hear about Math Prep and share ideas about developmental mathematics course redesign.

Christopher King, Instructor, Mathematics; **Eric Hutchinson**, Professor, Mathematics; **Patrick Villa**, Chair, Mathematics; **Jennifer Gorman**, Professor, Mathematics, College of Southern Nevada (NV)

10:45 – 11:45 a.m. Breakout Sessions (cont.)

Fulbright for Community Colleges

Room 19B, Level 4

Learn how the Fulbright Scholar Programs plays a role in faculty development and campus enrichment through international experiences. Learn how Fulbright Scholar Programs can benefit you and your college through international engagement. Special attention is given to the opportunities available in the 2016-2017 competition for community college applicants. Materials are available for attendees as well as instructions for using the Council for International Exchange of Scholars website.

Charles Riess, Assistant Director, Outreach, Institute of International Education - Council for International Exchange of Scholars (DC)

10:45 – 11:45 a.m. Poster Sessions

STEM Your Learning: Re-Enacting Science Through Technology

Poster #1 • Outside Room 18C, Level 4

Learn about a platform that uses positional and orientation technology to direct and manage kinesthetic learning activities by integrating indoor location and mobile technologies such as smartphones and smart watches into classroom activities. See how students become engaged in simulating scientific phenomena in a fun and exciting way, while at the same time helping them to better understand such phenomena.

Nirit Glazer, Researcher, Chemistry, University of Michigan (MI)

STEM Learning Communities: From Newton's Bridge to Curie-Us Interactions

Poster #2 • Outside Room 18C, Level 4

Learn about a STEM learning community that pairs College Chemistry I and Physics I courses to engage STEM interdisciplinary learners and potential STEM education majors. Displayed are the positive outcomes and the challenges of teaching this learning community course, as well as student feedback. Some joint activities used in the "Curie-Us Interactions" are also illustrated.

Nevart N. Tahmazian, Professor, Chemistry; **Eugene Li**, Professor, Physics and Engineering, Montgomery College (MD)

Creating a Mindset of Academic Success

Poster #3 • Outside Room 18C, Level 4

Learn about a new course for first-year students that is based on learning and positive psychology theories and practices. First quarter retention rates were 17 percent higher than for control groups, and gains in retention have continued over time. Displayed are students' work, retention data, and learning outcome results, as well as sample activities and materials. Bring your own ideas and experiences. We are eager to share how we can continue to help our students succeed.

Melissa Filkowski, Instructor, Counseling and Advising Center; **Sylvia Withers**, Associate Professor, Counseling; **Joe Montgomery**, Dean, Institutional Effectiveness, Columbia Basin College (WA)

Campus Climate at Community Colleges in California Post Proposition 209

Poster #4 • Outside Room 18C, Level 4

This poster session evaluates the effectiveness of California's Proposition 209 (P209) as its 20th anniversary approaches. Although graduation rates for male students of color have increased since P209 was implemented, enrollment percentages for many ethnic groups decreased at community colleges and four-year institutions. A review of campus climate for minorities at community colleges post P209 documented the strides made and identified remaining concerns and strategies for improvement.

Jamal E. Mazyck, Graduate Research Assistant, Minority Male Community College Collaborative, San Diego State University (CA)

Increasing Faculty Use of Collaborative Learning

Poster #5 • Outside Room 18C, Level 4

Participants learn about training full-time and adjunct faculty in a collaborative learning pedagogy that results in consistently high marks on the Community College Survey of Student Engagement benchmark for active and collaborative learning. Participants engage in a conversation about how colleges can inspire faculty to not only continue employing proven practices, but to also try innovative methodologies to enhance student success.

Linda A. Reeves, Coordinator and Trainer, Cooperative Learning, and Librarian; **Cindy Magruder**, Coordinator, Geology and Trainer, Cooperative Learning, Northwest Vista College (TX)

Puente Continues to Bridge the Gap Among Underserved Students

Poster #6 • Outside Room 18C, Level 4

The Puente Project has high expectations for its underserved students and has seen an increased number of them enroll in four-year colleges and universities. The Puente Project uses a special curriculum and proven method involving contextualized integrated reading and writing courses, counseling, and mentoring. With its supportive environment and focus on multicultural and Latino literature, the Puente Project is a powerful and sustainable model for education reform.

Angelica Cerda, Professor, English; **Juan Ramirez**, Professor, English; **Esmeralda Macias**, Professor, English, South Texas College (TX)

Best Practices and Lessons From a Round 1 TAACCCT Grant Recipient

Poster #7 • Outside Room 18C, Level 4

The Health Professions Pathways (H2P) consortium grant is a round one TAAACCT (Trade Adjustment Assistance Community College and Career Training) recipient of the Department of Labor initiative, which expands and enhances postsecondary training programs for low-skilled and trade-impacted workers for the healthcare industry. This initiative encompasses a series of academic and programmatic strategies to support student and program success. This poster presentation reviews some of the best practices and outcome measures from the H2P consortium grant.

David Barrientos, Management and Compliance Coordinator, Health Professions Pathways (H2P) Grant, El Centro College (TX)

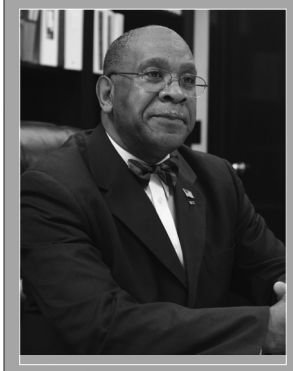
MONDAY, MAY 25

12:00 – 1:00 p.m. General Session Luncheon

Ballroom D, Level 4

Musical Performance
Sherry Boyd
Professor, Humanities
North Lake College

Chair
Edward J. Leach
Executive Director
NISOD, The University of Texas at Austin



Keynote Speaker Introduction
Ervin V. Griffin, Sr.
President
Halifax Community College

"Teaching and How to Improve It: Creating Learning Opportunities in the Classroom"

Keynote Speaker
James W. Stigler
Professor, Psychology, and Associate Dean, Social Sciences
University of California, Los Angeles

Quality teaching is not about what you do in the classroom; it's about the kinds of learning opportunities you are able to create for students—opportunities to struggle productively with core concepts and ideas. Dr. Stigler discusses some of the research behind these learning opportunities, as well as how to create them in the classroom.

1:15 – 2:15 p.m. Administrator Series

Ticket Required

Sponsored by CIVITAS LEARNING

Redesigning America's Colleges: A Clearer Path to Student Success

Marriott Courtyard, Brazos I & II

In most community colleges, students have to navigate a complex and often confusing array of programs, courses, and support services mostly on their own. Many students do not see a clear path to their end goals, become frustrated, and drop out. Moreover, students' programs often lack the sort of coherence that research on learning indicates is essential for building skills across the curriculum. The presenter discusses examples of colleges that are improving student outcomes by redesigning academic programs and support services in ways that create more clearly structured and educationally coherent program pathways. Provided are research evidence in support of this "guided pathways" approach and practical steps colleges can take to assess how well their programs are providing clear paths to success for their students.

Davis Jenkins, Senior Researcher, Community College Research Center, Teachers College, Columbia University (NY)

1:15 – 2:15 p.m. Special Session

The Emerging Role of Community and Technical Colleges in a National Learning Economy

Room 17A, Level 4

Working learners, a majority of today's community college students, struggle to achieve college and career success due to demands of balancing and juggling working, learning, and living. Simultaneously, alternative learning pathways are emerging, the nature of work is changing, and learning paradigms of working learners are evolving mostly due to new and advancing technologies. The solution is a robust National Learning Economy where integrated, working-learner-friendly systems are prevalent. The National Learning Economy requires community colleges to spur new thinking and innovations and develop and implement "next-generation work and learn models" that meet the needs of today's and future businesses and working learners.

Gregory Haley, Director, Strategic Communications, ACT Foundation

1:15 – 2:15 p.m. Breakout Sessions

Ready, Fire, Aim: 21st-Century Job Skills Alignment

Room 12A, Level 4

In workforce education, what really matters is the alignment of relevant job skills with targeted occupations. A common skills language platform is being used to analyze which learning outcomes are most relevant and which additional competencies may need to be incorporated into the curriculum. Competencies can be validated by subject-matter experts using an online tool.

Ron Sanders, Senior Business Analyst, Center for Employability Outcomes, Texas State Technical College (TX)

Contextualized Learning and Teaching as an Agent of Change

Room 12B, Level 4

Learn how read-to-comprehend is identified and enhanced by faculty and lab personnel through a contextualized lab setting. Discover possible causes of students' lack of read-to-comprehend capability.

Woody Wu, Professor, IT and Computer Science; **Melanie Teeters**, Manager, Learning Lab, Tarrant County College District (TX)

How S-STEM Students Gain Great Expertise in STEM Fields

Room 13A, Level 4

Learn about El Paso Community College's S-STEM program designed to increase the retention of full-time science, technology, engineering, and math (STEM) students through learning experiences involving interdisciplinary collaboration between all STEM fields. Data gathered from the experiences of students and instructors are shared.

Fariba Ansari, Professor, Physics; **Jose Pacheco**, Professor, Biology; **Rebecca Escamilla**, Professor, Biology, El Paso Community College (TX)

Building Creative Spaces for Faculty and Student Applied Learning

Room 13B, Level 4

Nurturing a rich culture of applied learning requires preparing faculty and students to be successful. Learn how to build creative spaces that model applied learning in faculty development and innovation and how that model can be implemented to engage student learning. Participants discuss lessons learned and their own models for nurturing a culture of applied learning.

Richard Leslie, Coordinator, Center for Teaching and Learning; **Fred Hills**, Dean, Arts and Sciences, McLennan Community College (TX)

1:15 – 2:15 p.m. Breakout Sessions (cont.)

Implementing a Student-Centered Technology Support Pilot Aimed at Increasing Retention

Room 14, Level 4

The "Tech Corner" pilot in the Pima Community College Learning Commons is a one-stop point of contact for students and faculty who have academic technology-related questions. We also provide continuous training opportunities for all campus end-users. Learn how we removed technical barriers to enhance student learning outcomes and increase faculty and student engagement. Data on support issues encountered, lessons learned, and faculty and student testimonials are shared.

Kevin Milton, Supervisor, Information Technology; **Geselle Coe**, Coordinator, Learning Center, Pima Community College (AZ)

The Educator's Guide to Video Production

Room 15, Level 4

Video is a very effective tool students can use to review lecture content and lab demonstrations. Come learn how easy it is, using iPads and the app "Explain Everything," for educators to make high-quality video tutorials and demonstrations.

Allan W. Prost, Instructor, Health and Public Safety, SAIT Polytechnic (AB)

Mission Possible: Getting Students to Love and Learn From You

Room 16A, Level 4

Students often enter classes begrudgingly and wonder why they have to take particular courses, especially if they are not part of their specific field of study. In response to these attitudes and inquiries, we offer our top-ten list for engaging students in an active learning community that empowers instructors to teach and inspires students to learn.

James Cannon, Program Coordinator and Instructor, Humanities, Religion, and Philosophy, Forsyth Technical Community College (NC); **Jill McDonough**, Faculty, International Programs, South Seattle College (WA)

In-House Electronic Sign-In System for Practically No Cost

Room 16B, Level 4

Come see how Nash Community College's student services department replaced its outdated student sign-in sheets with a homegrown electronic sign-in system that has increased efficiency and improved record keeping and customer service for less than $1,000.

Michael W. Coleman, Director, Counseling and Career Services, Nash Community College (NC)

Intentional Professional Development: Addressing the Professional Development Needs of Developmental Education Practitioners in Community Colleges

Room 17B, Level 4

Professional development for developmental education (DE) faculty and staff is a critical component in meeting institutions' goals for student success. This session describes a research project studying the effects of building a professional development infrastructure by using an intentional process for addressing professional development needs of DE practitioners.

Emily Miller Payne, Associate Professor, Developmental Education Graduate Program; **Mary Helen Martinez**, Doctoral Student, Developmental Education Graduate Program, Texas State University (TX)

Shattering Traditional Approaches to Developmental Education

Room 18A, Level 4

Nationally, success rates in developmental classes are abysmal. Community colleges must do a better job helping underprepared students complete programs and degrees. This presentation illuminates how Henry Ford College has obliterated old models of developmental education using accelerated learning, self-paced courses, and competency-based education to build a program that raises pass rates by as much as 40 percent.

Jennifer L. Ernst, Associate Dean, Communications; **Janice L. Gilliland**, Associate Dean, Math and Science, Henry Ford College (MI)

Delivering Customized College-Credit Education to the Incumbent Worker: Eliminating Barriers

Room 18B, Level 4

Employed workers have difficulty accessing high-quality educational programming due to work, family, and other time commitments. Similarly, modern manufacturers have difficulty providing appropriately rigorous, customizable skill-upgrade training for their incumbent workforce. Madisonville Community College created a high-tech and high-touch advanced manufacturing program that meets the needs of workers and employers. Learn how the program started and how it laid the foundation for an innovative, capacity-building partnership between credit and non-credit programming.

David Alsip, Chair, Applied Technology; **Matt Luckett**, Assistant Professor, Advanced Integrated Technology, Madisonville Community College (KY)

Engaging Employees in Student Success Initiatives: Orientation, Perception, and Impact

Room 18C, Level 4

The power of one person may help keep students on track, but what can we do to empower that one, often unseen, employee to make a difference for our students? Join us in bridging organizational theory and student success to determine what institutional strategies influence employee engagement as it relates to student success. Using data from recent surveys of community college employees, we explore best practices to strengthen employee engagement in student success initiatives.

Kathy Bruce, Dean, Math and Science, Harper College (IL); **Nancy A. Sutton**, Chair, Fine and Applied Arts, Parkland College (IL)

1:15 – 2:15 p.m. Breakout Sessions (cont.)

Handing Aristotle an iPad: Using Technology Activities to Engage Learners

Room 18D, Level 4

This session explores ways to incorporate technology tools that students crave into classroom activities, evaluates practical learning activities that engage students with a variety of learning styles, considers innovative and exciting strategies designed for assessment, and identifies specific technology useful for presenting content using dynamic activities.

Amy G. Gee, Assistant Professor, Nursing, Tarrant County College District (TX)

Service Learning: Reflection for Best Practice

Room 19A, Level 4

Explore the four essential elements of a quality and effective service-learning project, particularly the vital component of reflection. Hear the poignant words of nursing students as they reflect upon and process their varied thoughts and emotions following participation in a suicide prevention walk and fundraiser. Experience reflection as a meaningful learning tool and realize the power of passionate commitment to a service-learning project.

Cheryl L. Lang, Professor, Nursing, New Mexico Junior College (NM)

Leveling the Playing Field: Adjunct Perspectives for Faculty and Administration

Room 19B, Level 4

Often decisions affecting adjunct faculty occur without their input. Alternatively, administrators and tenured faculty may not be fully aware of the issues adjuncts face. This session introduces main issues from the perspective of adjunct faculty. Adjuncts, full-time faculty members, and administrators have the opportunity to discuss these important issues directly, increase interaction with each other, and seek mutual understandings.

Bob Ertischek, Founder, Profology (NY)

1:15 – 2:15 p.m. Roundtable Discussions

3D Printing Technology in Education at Community Colleges

Table #1 • Outside Ballroom EFG, Level 4

In today's world market, gaining an understanding about 3D printing technology is an important part of education. In America, 3D printing technology is growing at an amazing speed and worthy of integration into the educational curriculum. How can 3D printing technology be approached in academic administrative structures and diverse courses? These and many other questions come to mind when considering how 3D printing can prepare the next generation of professionals.

David Chu, Professor, Graphic Design, College of DuPage (IL)

1:15 – 2:15 p.m. Roundtable Discussions (cont.)

A Seven-Step Guide to Student Engagement Course Design Strategy

Table #2 • Outside Ballroom EFG, Level 4

Houston Community College's (HCC) Center for Teaching and Learning Excellence published an instructional design guide to support ongoing efforts towards instructional transformation that moves a student-centered, active, and engaging learning model to the forefront of curriculum development. The objective is to increase faculty skills in implementing student-centeredness in online teaching and learning using HCC's current learning management system. Participants receive a copy of the guide and an overview of the seven-step process.

Kimberly M. Davis, Manager, Faculty Development Services; **Brian Baldwin**, Instructional Designer, Houston Community College (TX)

A New Algebra Curriculum for Non-STEM Students

Table #3 • Outside Ballroom EFG, Level 4

The algebra curriculum we teach today originated in the 1950s to move students into calculus. However, about 80 percent of our current students are enrolled in non-STEM programs. New approaches and technologies can enhance the algebra experience for non-STEM students. Roundtable discussion participants consider example lectures, tools, and exercises as they explore a new curriculum that promotes student success and college completion.

Denny Burzynski, Instructor, Mathematics; **Jennifer Gorman**, Instructor, Mathematics; **Kelly Cooper**, Instructor, Digital Media, West Valley College (CA)

How Prepared Are Your Students for the Next Level?

Table #4 • Outside Ballroom EFG, Level 4

If one of the goals of education is to prepare students for the next level, won't students be more prepared and actually feel more empowered if they are exposed to teaching and learning that require critical thinking? This discussion challenges educators to examine their roles in preparing students for instant gratification, but long-term failure unless those students are required to use their prior knowledge to solve real-life problems outside the classroom.

Michael Odu, Faculty Coordinator, Academic Affairs; **Desmond Sawyerr**, Faculty, English, Hillsborough Community College (FL)

Rate-a-Record: Student Engagement on a Brand New Beat

Table #5 • Outside Ballroom EFG, Level 4

Getting composition students started in critical thinking and literary analysis can be difficult, often due to the vehicle chosen to introduce them to these concepts. After many years of trial and error, I hit upon a vehicle that is simple in nature, but broad in its application—Rate-a-Record. Participants discuss and practice the methodology and experience how this assignment can greatly increase student success.

Katrine L. Poe, Instructor, English, McHenry County College (IL)

High-Stakes Testing Center for Students, Workforce, and the Military

Table #6 • Outside Ballroom EFG, Level 4

The session provides an overview of high-stakes testing at Bossier Parish Community College's (BPCC) Testing Center. Learn how BPCC connects academics with industry-based certifications and how certifications are used as prior learning assessments. Participants also learn about BPCC's National Test Center at Barksdale Air Force Base; CompTIA's Authorized Academic Program; how grants have enhanced test services; and the value of stackable credentials to students, the workforce, and military.

Lynn C. Brown, Director, Testing Center, Bossier Parish Community College (LA)

Feeling Bummed Out and Ticked Off By Students Who Write Like They Text?

Table #7 • Outside Ballroom EFG, Level 4

Instant messaging, tweeting, and texting negatively impact students' ability to communicate in a variety of situations. Helping students improve their writing can increase their vocabulary skills. Let's discuss strategies that make students aware of their written personas, whether on a job, completing scholarship applications, or writing formal essays and research documents.

Penelope Cooper, Professor, English, Arizona Western College (AZ)

Visions Unlimited Program: From Homelessness to Harvard on the Highway

Table #8 • Outside Ballroom EFG, Level 4

Learn about the innovative Visions Unlimited Program that was designed to assist the homeless population transition into community college. These students reside in a homeless shelter upon program entry. The program provides a quality education with an emphasis on service delivery practices that promote student success, guidance, support, and leadership. Information is shared about the supportive services that give these students a hand up, not a hand out.

Tina Jenkins, Chair, Behavioral Sciences; **William Brown**, Associate Professor, Psychology, Tarrant County College District (TX)

Interviewing Friends and Family Drives Home Biology Course Concepts

Table #9 • Outside Ballroom EFG, Level 4

Demonstrating the relevancy of course content to students' lives is challenging. Class-Generated Community Clicker Cases capitalize on the strengths of case studies and clickers. Students interview members of their community and report their findings in class via clickers and discussion. Come and experience an interview and discuss data from over 600 students.

Tamar Goulet, Associate Professor, Biology, University of Mississippi (MS)

2:00 – 6:00 p.m. Exhibit Hall Open

Ballroom EFG

Grab a refreshment and visit with exhibitors and colleagues.

2:30 – 3:30 p.m. Administrator Series

Ticket Required

Sponsored by CIVITAS LEARNING

Evaluate Your Faculty Evaluation Plan

Marriott Courtyard, Brazos I & II

Is your plan for evaluating faculty efficient? Is it effective? How about legally defensible? And most important of all, is your plan for evaluating faculty accepted by the people most affected by it? All too often, campus views of the faculty evaluation plan are summarized as "A major pollutant in our work atmosphere." However, it doesn't have to be that way! It is possible to have an evaluation plan that does what a good plan should do—improve individual and organizational performance and contribute to a positive work climate. This session provides you with an opportunity to assess the strengths and weaknesses of the plan used on your campus and provides ways for improving it.

Jim Hammons, Professor, Higher Education, University of Arkansas (AR)

2:30 – 3:30 p.m. Breakout Sessions

Using Problem-Based Learning to Have Real Talks About Diversity

Room 12A, Level 4

This session provides an effective pedagogical approach for discussing real problems as the centerpiece for learning. Problem-based learning (PBL) can evoke considerable levels of unsettling emotions among students when challenged to rethink their perspectives and realize that there may not be concrete, clear, and final solutions to issues. Session participants experience the PBL approach through interactive exercises.

Garrison A. Henderson, Associate Professor, Sociology, Tarrant County College-Southeast Campus (TX)

The QuESST for Faculty-Driven Professional Development

Room 12B, Level 4

The QuESST Academy was designed by faculty for faculty. Most college professional development programs still operate using a model where participants follow a particular curriculum aimed at producing specific outcomes. In contrast, QuESST participants develop their own content related to their discipline and/or pedagogical interests. A project-driven program aligned with Daytona State's tenure and promotion model, QuESST supports faculty as they explore and experiment with pedagogy, service, scholarship, and leadership in collaboration with their peers.

Amy Ringue, Associate Professor, College of Education; **Taryn Brown**, Faculty, College of Hospitality and Culinary Management; **Harriett Gay**, Workforce and Continuing Education; **Margaret Karda**, Chair, QUANTA/Learning Communities; **Michelle Lee**, Faculty, Humanities and Communication; **Kimberly Alacan**, Faculty, Mathematics, Daytona State College (FL)

You Throw Like a Girl: Conversations About Media Representations

Room 13A, Level 4

Media portrayals of gender can be a pervasive socializing force. However, many portrayals of gender are, at the least, stereotypical, and at worst, detrimental and even dangerous. Come explore how media portrayals of gender filter into our classrooms, our workplace, and other areas of our lives. What can we do about harmful stereotypes? Especially, how do we facilitate academic discussions about this important topic in our classrooms in a productive and effective manner?

Stephen L. Johns, Faculty, Speech, Hillsborough Community College (FL)

Strategies to Address the Growing Latino and African American Male Educational Attainment Gap: A Spotlight on a New Statewide P-16 Effort

Room 13B, Level 4

Join this discussion about the persistent Latino and African American male achievement gap in community colleges and explore innovative strategies to proactively address this issue.

Victor Sáenz, Associate Professor, Educational Administration, The University of Texas at Austin (TX)

A Researcher-Practitioner Partnership to Assess Learning in Developmental Education

Room 14, Level 4

Learn about a study of student learning in developmental English, reading, and mathematics. The project, a partnership between community college practitioners and university researchers, represents a unique attempt to measure learning for the purpose of refining instruction. The presenters describe assessments, research findings, and examples of how results are used to inform curricular and pedagogical refinements. They also highlight how to use student interviews as an assessment method.

Hilda Barrow, Dean, Instructional Support and Transitional Programs, Pitt Community College (NC); **Susan Bickerstaff**, Research Associate, Community College Research Center, Teachers College, Columbia University (NY)

2:30 – 3:30 p.m. Breakout Sessions (cont.)

Book Nerd, Meet Tech Geek: The OER Movement Improves Faculty Development

Room 15, Level 4

In my work as the Director of E-Learning (tech geek), people are often surprised to learn that my background is in English studies (book nerd). Learn how open educational resources (OER) provide pathways for student-centered success while fostering collaborative professional development among faculty members. Discover strategies learned from starting a small grassroots OER movement on campus that will help you avoid common pitfalls and failures.

Alyson Indrunas, Director, E-Learning and Instructional Design, Everett Community College (WA)

Quality Education Through Continuous Improvement: Application of TQM in Education

Room 16A, Level 4

The continuous and comprehensive internal evaluation and planning for classroom activities points to the application of total quality management principles. Learn how a qualitative variable—continuous improvement—has been measured to find its extent of application in school education and significant differences in the opinions of teachers based on age, gender, subject, location, and type of school.

Sreeja S. Kallaiyil, Assistant Professor, Commerce, St. Peter's College (India)

Developmental Math Students Can Be STEM-Ready in One Semester

Room 16B, Level 4

Learn how to prepare and accelerate developmental math students to be STEM-ready in one semester using boot camps, adaptive just-in-time learning, embedding counseling and non-cognitive skills into curriculum, and pairing Intermediate Algebra and Introductory Chemistry. By infusing chemistry concepts throughout the math curriculum and constructing joint labs, students make the connection between math and science as they complete the rigorous program. Learn how to replicate and localize this highly successful program.

Yoshi Yamato, Director, Math Resource Center; **Marie McClendon**, Instructor, Mathematics, Pasadena City College (CA)

Getting Down to the Nitty Gritty

Room 17A, Level 4

It takes more than academic knowledge to thrive in college. To get the most out of the college experience, students must explore personal qualities that can increase success and personal development. The G.R.I.T. Workshop Series and the EQ Edge Seminar cover topics like overcoming obstacles, building self-efficacy, and creating support networks. Discover tools that help create programs for students' personal growth at your college.

Mark Haines, Assistant Dean, Student Development; **Carolyn H. Bynum**, Middle College Director, Germanna Community College (VA)

An Early College High School Program: A Pilot Study

Room 17B, Level 4

The presenters conducted an introductory critical thinking activity for 54 Chapel Hill ISD Early College High School students. In order to teach them communication skills, critical thinking, collaboration skills, and creativity, students investigated a murder that occurred in 1873 and developed a theory about who actually committed the crime. Observations, insights, and results are discussed.

Robert L. Stevens, Professor, Education, The University of Texas at Tyler (TX); **Alfonso Ippolito**, Professor, Speech Communication, Tyler Junior College (TX)

Collaborative Education In-Motion: Using High-Fidelity Simulation to Improve Learning

Room 18A, Level 4

Too often healthcare students learn in educational silos. The healthcare industry is increasingly demanding that employees perform effectively as part of a team. Madisonville Community College uses high-fidelity simulation to improve teamwork, critical thinking, and the interdisciplinary communication skills of its nursing, respiratory care, and paramedic students. Learn how to create and assess the impact of an integrated simulated learning environment, as well as the lessons learned and the mistakes made.

Shannon Allen, Chair, Nursing; **Tina Siddon**, Associate Professor, Respiratory Care, Madisonville Community College (KY)

Cyber Hygiene: Is Your Mobile Device Safe?

Room 18B, Level 4

We use technology daily. Sony, Target, and Home Depot have all been victims of hacking. Are your social media privacy settings and devices clean? In today's digital and cyber world, how can we protect our identity and data? How do we keep our devices clean from infection? Do you know if your device is clean? This presentation demonstrates a variety of tools that can be used to practice safe cyber hygiene.

Rajiv Malkan, Professor, Computer Information Technology, Lone Star College–Montgomery (TX)

Automotive Technology + English + Speech = Student Completion Success!

Room 18D, Level 4

Learn the background, process, and organizational challenges involved in developing and integrating learning communities into workforce classrooms. Workforce technical programs exempt students from meeting college-ready standards for entry into core courses. Discover how non-college-ready challenges are overcome and how the structure of a traditional workforce class was used to overcome these challenges.

Kevin W. Giles, Instructor, Automotive Technology; **Courtney R. Brazile**, Instructor, Speech; **Kassandra A. Buck**, Instructor, English, Eastfield College (TX)

2:30 – 3:30 p.m. Breakout Sessions (cont.)

Providing Financial Education Through Community Partnerships

Room 19A, Level 4

One-in-three students say they feel their financial situation is out of control and that they are concerned about funding their education. Tyler Junior College has partnered with a local financial institution to create a financial education program that educates students about fiscal responsibility. Learn how to begin a financial education program at your institution through community partnerships.

Ashleigh B. Lewis, Professor, Learning Frameworks; **Cindy Gaddis**, Professor, Learning Frameworks, Tyler Junior College (TX)

Implementing 3D Printing Curriculum in the Classroom

Room 19B, Level 4

The next industrial revolution is all about personal fabrication. 3D printing is poised to unlock the potential in every person to create, innovate, and fabricate. Recognizing this, Stratasys Education has designed a course that prepares students for current and emerging careers. As a result of the course, students begin their careers equipped with practical 3D printing experience and a critical eye for the technology's advantages and limitations. From there, the possibilities are theirs to explore.

Terry Cambron, Channel Sales Manager, Southeast Region, Stratasys (MA)

2:30 – 3:30 p.m. Roundtable Discussions

Delgado and "The Big Question": A Service-Learning Adventure

Table #1 • Outside Ballroom EFG, Level 4

How do we build our commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities? This roundtable discussion provides a replicable plan for starting your own service-learning project involving the development of civic and moral responsibility and student leadership. Examples of projects, assessments, and student reflection essays are discussed.

Lynn J. Robertson, Professor, Television Production, Delgado Community College (LA)

Flipping Economics: What Is It Good For!

Table #2 • Outside Ballroom EFG, Level 4

The vision is to increase student interest via exploration, discovery, sharing ideas, and solving problems. Blackboard is used to prepare students for upcoming chapter lessons via labs, study notes, PowerPoints, study questions, and social media. The purpose for a flipped economics class is that all students will have direct access to the knowledge and needed data before the class meets.

Robert "Bob" McKizzie, Associate Professor, Economics, Tarrant County College District (TX)

Creating Genuine Research Opportunities for Community College Students

Table #3 • Outside Ballroom EFG, Level 4

Undergraduate students benefit greatly from engagement in faculty-led research. These benefits have been demonstrated empirically and discussed at length in peer-reviewed journals. The facilitators summarize the lessons they have learned organizing research programs that are accessible to students in community college settings. Important hurdles facing community college faculty are identified and discussed and success stories are used to highlight the benefits of engaging community college students in genuine research.

Brian G. Wolff, Instructor, Normandale Community College (MN); **Michelle Wood-Kustanowitz**, Research Assistant, Forest Resources, University of Minnesota (MN)

One Step at a Time: CDA Training That Counts

Table #4 • Outside Ballroom EFG, Level 4

Learn new strategies for providing Child Development Associate (CDA) training that is meaningful and reflective and that improves programs for young children. Develop course content that aligns with the national CDA Competency Standards. Understand how to embed key activities and projects that help candidates assemble a professional portfolio and prepare for a successful verification visit. Incorporate self-reflection, goal-setting, and personal responsibility—hallmarks of early childhood professionals—into the coursework.

Debra S. Pierce, Professor, Education and Early Childhood Education, Ivy Tech Community College–Central Indiana Region (IN)

Failure to Rescue: Using Case Studies in Healthcare Education Curricula

Table #5 • Outside Ballroom EFG, Level 4

This session explores a new innovative approach in healthcare education to address the ongoing prevalence of preventable medical errors in acute care and long-term care settings. There is a significant gap in contemporary healthcare curricula regarding Failure to Rescue that fails to identify physiological deterioration in patients and interventions needed to prevent adverse events. Participants discuss a new and innovative approach to addressing this gap in education through case studies.

Julie D. Siemers, Assistant Professor, Nursing, Touro University Nevada (NV)

Big TPACK Unpacked: Transdisciplinary Content Knowledge, Seven Habits of Mind

Table #6 • Outside Ballroom EFG, Level 4

Through discussion and debate, participants define, learn, and put into practice seven "transdisciplinary habits of mind" shown to stimulate diachronically-sensitive "Pedagogical Big Thinking" (TPACK) in universities in Australia, Europe, and the United States. See how this thinking can incite integrated learning across disciplines and through time and space synchronically in community colleges.

Katherine A. Watson, Professor, Distance Learning, Coastline Community College (CA)

2:30 – 3:30 p.m. Roundtable Discussions (cont.)

Data Visualization: Informing and Refreshing Conversations

Table #7 • Outside Ballroom EFG, Level 4

We attend meetings where well-intended, passionate, and sometimes entrenched colleagues advocate for everything from accreditation to textbooks. This discussion offers data visualization as a tool to inform and refresh perspectives and conversations. Topics are presented visually using current data, along with questions for critique. The discussion introduces sample topics, details how they are developed, and offers campus-specific data visualization as key to making the complex clear and bridging data and experience.

Denny Burzynski, Instructor, Mathematics; **Kelly Cooper**, Instructor, Digital Media and Computer Information Systems, West Valley College (CA)

3:45 – 4:45 p.m. Administrator Series

Ticket Required

Sponsored by CIVITAS LEARNING

Addressing the Needs of Your Community With a Lasting Impact

Marriott Courtyard, Brazos I & II

Building a relationship with its community is central to what a great community college should be doing. Leveraging the expertise of the large institution he leads, Dr. David Harrison, President of Columbus State Community College, was the key architect of a regional collaboration delivering programs aimed at providing access to a debt-free education, closing the skills gap by implementing alternative pathways into the workforce, and increasing the number of students earning a postsecondary degree or credential. Dr. Harrison has connected the college to the community—and vice versa—working shoulder to shoulder with higher education, K-12, and business leaders to address the region's most pressing educational attainment needs. The collaborative work of Columbus State's Central Ohio Compact is helping to provide an affordable education for many, keeping talent in the region, and implementing workforce strategies aligned with labor market needs. Learn how Columbus State is bolstering Columbus and central Ohio partnerships to significantly impact the economic vitality of the region.

David Harrison, President, Columbus State Community College (OH)

3:45 – 4:45 p.m. Special Session

Sponsored by University of Phoenix®

Making the Connection Between Academic Success and Student Mental Health Needs

Room 17A, Level 4

As students' needs continue to increase and funding becomes increasingly dependent on measures of academic progress, providing for the mental health needs of students becomes more challenging. Over 40 percent of students responding to a 2013 Center for Collegiate Mental Health survey reported symptoms consistent with depression, while over 30 percent of respondents reported symptoms of anxiety or academic distress. While this study provides valuable information, like many studies, it focused on students in a university setting. This presentation assists educators who work in community college settings effectively address their students' mental health needs. It also makes the connection between students and the counselors who provide the services to meet those mental health needs. Participants identify the unique challenges in community college settings as reflected in professional and student-driven data, gain a thorough understanding of the mental health needs of community college students based on results of student participation in a national survey, understand the connection between academic achievement and mental health needs and services, explore programming and initiatives to meet the needs of community college students, and identify challenges and future directions in meeting the mental health needs of community college students.

Kevin Kuntz, Counselor and Assistant Professor; **Samantha Posey**, Counselor and Assistant Professor; **David Nardecchia**, Counselor and Assistant Professor, Cuyahoga Community College (OH)

3:45 – 4:45 p.m. Breakout Sessions

Cultivating the Student, Not Fixing the Assignment

Room 12A, Level 4

The presenters describe how the Describe, Evaluate, Next Steps Process helps instructors deliberately evaluate students' strengths and weaknesses. Participants learn strategies for avoiding error-fixing and for assessing students' understanding of concepts. By getting away from "fast thinking" and transitioning into conscious "slow thinking" when examining students' work, instructors can address students' immediate needs and empower them to become more independent learners.

Mariah K. Young, Writing Specialist, Learning Center; **Jodi Perin**, Advanced Program Coordinator, Learning Center; **Gustavo Miranda**, Math Specialist, Learning Center, Pima Community College (AZ)

3:45 – 4:45 p.m. Breakout Sessions (cont.)

We Wrote a Book: Engaging and Empowering 21st Century Students

Room 12B, Level 4

Have your students asked why they have to do group work? Have you looked at your syllabus and wondered how you could spice things up? Then this presentation is for you! This session introduces attendees to our honors learning community project, our students, and our best practices. Learn how to empower students using collaboration, engagement with complex materials, and project-management skills.

Lara Roemer, Instructor, Political Science and History; **Kylie Price**, Coordinator and Instructor, Developmental English, Carl Sandburg College (IL)

Connect, Create, Collaborate, and Succeed!

Room 13A, Level 4

Learn how to use free apps to connect your students to the material you are presenting, create learning pathways that reach beyond the barriers of age and experience, encourage collaboration among students, and help them succeed in your and other classes. This presentation will help you regardless of whether you teach online, hybrid, or face-to-face, and regardless of your students' academic level.

Ronda M. Blevins, Adjunct Faculty, Criminal Justice, Roane State Community College (TN)

Create and Implement an Online, Self-Guided Information Literacy Course

Room 13B, Level 4

Our library created Library 101, an online course that introduces students to finding, evaluating, and properly citing information. Students watch videos and engage in activities to assess their learning. The course is completely online and automated so our library can reach the large number of students who cannot come to the library for face-to-face instruction. Completion of the course correlates with increased student success. This presentation shows you how you can implement your own Library 101 course.

David W. Puller, Instructional Librarian; **Norma A. Drepaul**, Technology Librarian, Lone Star College–North Harris (TX)

Integrating Reading and Writing: Sentence Combining and the Proposition

Room 14, Level 4

This session demonstrates how the classical sentence combining exercises of William Strong addresses developmental students' need to understand complex and compound sentences while producing increasingly complex and grammatically correct sentences of their own. Participants practice identifying propositions embedded in complex sentences while creating complex sentences from kernel sentences.

Robert Grande, Professor, Developmental Education, Blinn College (TX)

3:45 – 4:45 p.m. Breakout Sessions (cont.)

Promoting Minority Students' Interest in STEM/H Careers

Room 15, Level 4

Learn about two programs that promote minority students' interest in STEM/H. The STEM/H Scholarship provides financial assistance and tutors in science and math courses. The Texas Workforce Commission Summer Merit program targets school children and provides mentoring and counseling until they enroll in college.

Souraya A. Hajjar, Manager, Health Grants; **Paula R. Mitchell**, Dean, Health Career and Technical Education, El Paso Community College (TX)

Enhancing STEM Students Success and Learning Outcomes

Room 16A, Level 4

This session focuses on increasing student success and transfer rates by providing a student-centered environment. The STEM Café is a place for enhancing students' success through group dynamics, including learning about and teaching each other, tutoring, peer mentoring, and related issues. Also discussed is the role of faculty in Café affairs during office hours.

John J. Nutakor, Coordinator, Engineering Sciences; **Ahmed Rakki**, Coordinator, Mathematics, Hudson County Community College (NJ)

Being TAACCCTful: How to Successfully Manage a DOL TAACCCT Grant

Room 16B, Level 4

Department of Labor TAACCCT grant recipients from the West Virginia Bridging the Gap Consortium share lessons learned that will help institutions participate in future TAACCCT grants. This session is a must-attend for staff, faculty, and administrators who want to gain key insights into the challenges of participating in an intricate and often confusing transformative project. The presenters provide up-to-date information and answer your questions about specific funding opportunities.

Bo Sellers, Director, Community and Workforce Engagement; **Steven Leach**, Vice President, Organization and Development; **Steve Santilli,** Coordinator, Advanced Manufacturing Transformation, Pierpont Community and Technical College (WV)

Student Veterans: Resources Critical to Success After Military Service

Room 17B, Level 4

McHenry County is home to the ninth largest veteran population in Illinois. In 2013, McHenry County College opened its Student Veteran Resource Center (SVRC). Academic and student success, along with personal and professional transitions, are the focus of the SVRC. Learn about its structure, process, communication, and challenges. Student veteran stories add qualitative evidence about how community colleges can best serve this growing population.

Loreen M. Keller, Associate Dean, Humanities and Social Sciences; **Brock Fisher**, Executive Dean, Humanities and Social Sciences; **Katherine Beck**, Student Veteran, United States Air Force; **Jason Memmen**, Student Veteran, Illinois Army National Guard, McHenry County College (IL)

Creating and Implementing Transitional Courses Texas-Style

Room 18A, Level 4

In 2014, Texas joined other states rolling out transitional courses for high school students who do not meet college academic benchmarks in mathematics and/or English. Texas HB5 requires that school districts design College Preparatory Courses collaboratively with colleges. Trends, issues, and best practices involving course design are discussed, including geographical distribution, delivery formats, college readiness assessment, and graduation requirements.

M. Jean Keller, Professor, Kinesiology, Health Promotion, and Recreation; **Mary M. Harris**, Regents Professor Emerita, University of North Texas (TX)

Emotional Intelligence, Efficacy, and Success

Room 18B, Level 4

Have you ever wished your students' or colleagues' were positive about and more engaged in their work? You can! The secret is appreciating that all of us, as leaders within our classrooms and professional areas, have a profound impact on the emotional state of the people with whom we engage each day. This multi-dimensional, interactive, and fun presentation explores ways to increase the chances of positive, motivated, and engaged collaboration!

David R. Katz III, Executive Director, Organizational Development and Professor, Mohawk Valley Community College (NY)

Mainstreaming Developmental Education Students Into a Co-Requisite Intermediate College Algebra Course

Room 18C, Level 4

The Scaling Sustaining Success course redesign funded by the Texas Higher Education Coordinating Board was implemented to reduce time to degree and to accelerate student success by mainstreaming developmental education students into co-requisite Intermediate College Algebra courses. These courses are uniquely defined by team-teaching, an additional scheduled lab hour, and mastery-based math courseware. First year data are presented.

Garry L. Sigler, Chair and Professor, Mathematics; **Heather A. Turner**, Instructor, Mathematics, Texas State Technical College; **Shelley K. Parks**, Assistant Chair, Mathematics, Texas State Technical College (TX)

Zero to APP

Room 18D, Level 4

Learn a revolutionary teaching method that takes students from having no knowledge of programming to creating mobile iOS and Android apps in one semester.

Mahendra Gossai, Professor, Computer Programming and Analysis; **Colin Archibald**, Professor, Computer Programming and Analysis; **Joan Alexander**, Chair and Professor, Computer Programming and Analysis, Valencia College (FL)

3:45 – 4:45 p.m. Breakout Sessions (cont.)

WINR Academics and Career Services Merging Onto the Right Lane for Success

Room 19A, Level 4

Learn how to be spot-on when blending curriculum outcomes for students in transitional learning communities and career services. Discover how the workshop method has been used successfully in a blended-curriculum format for students enrolled in the Women in New Roles Program and the Career Center. Curriculum outcomes and Career Services intersect successfully through vocational assessments, taped mock job interviews, resume and job interview workshops, entrepreneur seminars, and business etiquette forums.

Triesha M. Light, Associate Professor, Psychology; **Monica Miranda**, Coordinator, Career Services, Tarrant County College South; **Janine Lund**, Adjunct Instructor, Psychology; **Adrianne Lewis**, Adjunct Instructor, Psychology, Tarrant County College Northeast Campus (TX)

College Success Through Financial Literacy

Room 19B, Level 4

Incessant media stories ask if college is worth the cost. We trust you believe that your community college is worth every dime. Learn about MyCollegeMoneyPlan.org, a free website that can be used independently, with a mentor, or implemented in the classroom. This website helps students find and be successful at the best after high school situation they can afford and helps them take steps toward financial independence early in their college career.

Tim Hagan, Coordinator, Financial Literacy Project; **Gretchen Holthaus**, Head, Office for Student Money Management, Wichita State University (KS)

3:45 – 4:45 p.m. Roundtable Discussions

Adjunct Faculty: One Institution's Journey to Excellence in Teaching

Table #1 • Outside Ballroom EFG, Level 4

The inherent adjunct faculty role often makes professional development complicated. Learn the steps taken to create an eight-week adjunct faculty orientation course that connects adjunct faculty to the institution, creates cohesiveness with colleagues, contributes to student success, and encourages excellence in teaching. Discuss ideas for developing an adjunct faculty multi-week training course at your institution.

Robin Deak, Adjunct Faculty Development Coordinator and Instructor, Psychology, McHenry County College (IL)

Mindfulness as a Path to Critical Thinking

Table #2 • Outside Ballroom EFG, Level 4

Mindfulness is defined as "paying attention to the present moment, on purpose, without judgment." Learn mindfulness techniques that were introduced to students enrolled in critical-thinking psychology courses. By their own admission, many of these students were perpetually overstimulated, sleep deprived, and highly stressed. Research indicates that mindfulness techniques can improve selective attention, enhance working memory capacity, and reduce the emotionality that can affect information processing.

Staussa Ervin, Associate Professor, Psychology, Tarrant County College District (TX)

Power of Blogging

Table #3 • Outside Ballroom EFG, Level 4

Adult learners possess various levels of comfort with technology and ability to navigate through the online world. Having students write a blog facilitates their application of knowledge while integrating various concepts. It also increases students' awareness of proper online etiquette. Several methods of implementing blogging are discussed. Participant also discuss how to effectively integrate this teaching method into their courses.

Andrea N. Seay, Professor, Associate Degree Nursing, Lone Star College–CyFair (TX)

Easy Start: Bundling Pre-Enrollment Into a Student Success Class

Table #4 • Outside Ballroom EFG, Level 4

Easy Start bundles all of the pre-enrollment phases into a three-hour college success course. Students self-identify their areas of interest and learn more about academic programs, FAFSA and financial aid, and placement testing, as well as learn about the college's culture, including making wise decisions, student success, and more. Participants learn how to set-up an Easy Start program at their respective schools.

Brent E. Parker, Associate Professor, English; **Veella Grooms**, Academic Counselor and Director, Easy Start, Mountwest Community and Technical College (WV)

DARE: Developing Innovation Talent and Capacity

Table #5 • Outside Ballroom EFG, Level 4

A new skill set called Envisioneering is one way to focus on talent development. Envisioneering involves creative problem solving, systems knowledge and thinking, change and project management skills, and the ability to implement these solutions. Participants are engaged in a brief hands-on experience to demonstrate a different way to think and look at problems.

Jamie Justice, System Director, Professional Development and Innovation, Kentucky Community and Technical College System (KY)

Creating Community Involvement Through Culinary Experience

Table #6 • Outside Ballroom EFG, Level 4

A significant part of Arkansas State University Newport's (ASUN) mission is to engage and enrich the community through continuing education and service. Through Culinary Experience classes held at ASUN, the community has the opportunity not only to gain culinary skills, but also to learn about the college. Culinary Experience encompasses a variety of cuisines and cooking techniques that also provide students with an opportunity to showcase their learning and to experience a real-life environment.

Jessica Wrenfrow, Instructor, Hospitality Services, Arkansas State University-Newport (AR)

3:45 – 4:45 p.m. Roundtable Discussions (cont.)

The M.E.A.L. Recipe: Today's Generation's Learning Environment

Table #7 • Outside Ballroom EFG, Level 4

Participants explore how New River Community and Technical College has addressed the challenge of helping students progress from the mindset of "I can't" to "I can," which has resulted in students who are capable, confident, and dedicated to the learning process. Participants discuss how to create an environment that is supportive, affordable, adaptive, caring, and empowering.

Joycie Wawiye, Associate Professor, Mathematics and Natural Sciences, New River Community and Technical College (WV)

Empowering Student Success Through Open-Ended Problems

Table #8 • Outside Ballroom EFG, Level 4

Developmental math students generally use formulas to solve problems and believe a problem has only one correct answer. Participants discuss open-ended problems that empower students by promoting student engagement and success by encouraging different approaches or different correct answers. Participants also answer problems and share solutions and consider ideas for preparing open-ended questions.

Ramakrishnan Menon, Professor, Math Education, Georgia Gwinnett College (GA)

Enhancing Intercultural Communication Skills in the Classroom

Table #9 • Outside Ballroom EFG, Level 4

Would you like to explore some strategies for effective intercultural communication in the classroom? This session enhances your understanding of diverse communication patterns that can have an impact on students' learning process. Participants identify strategies for creating a greater understanding and exchange among diverse cultural groups while fostering the knowledge, skills, and dispositions necessary for inclusive excellence.

Meg Tarafdar, Associate Director, Center for Excellence in Teaching and Learning, Queensborough Community College (NY)

Supporting and Celebrating College Support Staff

Table #10 • Outside Ballroom EFG, Level 4

Support and administrative staff provide the backbone for the college and are often unsung heroes. How can your college foster relationships and partnerships with all college support staff? Come learn about the annual summer staff symposium and other efforts at Truckee Meadows Community College. This session will spark your thinking about practical and creative ways for staff development at your institution. Come prepared to share ideas of your own.

Cathy Brewster, Manager, Professional Development, Truckee Meadows Community College (NV)

4:45 – 6:00 p.m. Reception in the Exhibit Hall

Ballroom EFG

Enjoy the sounds of ComeDrumForFun, a small community of hand drummers who love to learn, play, and celebrate West African rhythms on traditional West African instruments.

7:30 p.m. Bat Flight Observation

Meet in the Hilton Austin Lobby (look for signs).

Join your colleagues for a short 12-minute walk to the Congress Avenue Bridge where large groups of locals and tourists watch the spectacle that is the 1.5 million Mexican free-tailed bats emerging from underneath the bridge for their nightly feeding and aerial show. May is a great time to see the bats because the mothers-to-be prepare to give birth by feeding heavily each night. The estimated flight time is between 8:00-8:30 p.m. See www.batsinaustin.com and www.batcon.org for additional information.

Join us for breakfast in the Exhibit Hall tomorrow morning at 8:00 a.m.!

8:00 – 9:00 a.m. Breakfast in the Exhibit Hall

Ballroom EFG

Enjoy breakfast with colleagues while exploring the Exhibit Hall. *The Exhibit Hall will remain open until noon.*

9:00 – 10:00 a.m. Special Session

Sponsored by EL PASO COMMUNITY COLLEGE

A Matter of Degrees: Practices to Pathways

Room 17A, Level 4

Community colleges—which educate most of the students who are statistically least likely to earn degrees—are at the heart of improving college success. The Center for Community College Student Engagement has spent more than 10 years providing colleges with data they can use to understand and improve the educational experiences of their students. Diving deeper into the data, over the last three years the Center has explored the relationship between 13 high-impact practices and 3 critical student outcomes: completion of at least one developmental education course with a grade of C or better, completion of at least one gatekeeper course with a grade of C or better, and fall-to-spring and fall-to-fall persistence. Come join the discussion on what has been learned and listen in as one college, Alamo Colleges, shares how they are moving beyond discrete practices to students experiencing an educational pathway.

Ruth Dalrymple, Associate Vice Chancellor for Academic Partnerships, Alamo Colleges (TX); **Evelyn N. Waiwaiole**, Director, Center for Community College Student Engagement, The University of Texas at Austin (TX)

9:00 – 10:00 a.m. Breakout Sessions

Creating Excitement for Course Facilitation

Room 12A, Level 4

Come and examine creative best practices for student engagement, encouragement, and course and program completion. Discover ways to create excitement on the first day of classes that will foster a zeal for the acquisition of knowledge throughout the semester and students' academic careers.

Reginah M. Walton, Professor, Speech and Fine Arts, Malcolm X College (IL); **Sharon T. Silverman**, Chair, Library, Olive-Harvey College (IL)

Self-Management: Understanding and Teaching Behavioral Competency

Room 12B, Level 4

How can educators better prepare students to succeed in an increasingly demanding, changing, and competitive world? One way is to educate them about the basic behaviors that are necessary to achieve goals. For most people, genuine success, whether academic, social, career, financial, or otherwise, is strongly influenced by their own behavior. This session clarifies the behaviors that lead to success and demonstrates how they apply to students' lives.

Gian P. Roma, Associate Professor, Business, Broome Community College (NY)

Mentoring Faculty Resilience: The Best and Not-So-Best Practices

Room 13A, Level 4

Giving instructors a curriculum guide, class roll, procedures manual, and email account does not make them teachers. Unsupported instructors are placed in a precarious position, and the consequences can be disastrous for students. Mentoring faculty can be transformative. This session provides participants a chance to share best practices and not-so-best practices for mentoring faculty.

Steve Piscitelli, Professor, Social and Behavioral Sciences, Florida State College at Jacksonville (FL)

Moving the Attainment Needle With Prior Learning Assessment

Room 13B, Level 4

Prior learning assessment is a critical component for raising adult learners' postsecondary participation and attainment. Adult learners often bring to the classroom college-level competencies gained from other sources such as workplace and military training, community experiences, and independent study. Come explore an overview of prior learning assessment that focuses on the recommendation of the American Council on Education and strategies for building faculty engagement.

Christopher Johnson, Regional Liaison, College and University Partnerships, American Council on Education (DC)

How Can My College Make the Most of Advising Technologies?

Room 14, Level 4

Technology-mediated advising has the potential to improve student support services. Research finds that colleges ready for successful technology adoption develop a clear vision of how the technology is used and what successful technology-mediated advising structures look like in practice. Using the Readiness for Technology Adoption Framework, participants discuss and assess their own readiness to envision and engage in advising reforms.

Jeffrey Fletcher, Senior Research Assistant, Community College Research Center, Teachers College, Columbia University (NY); **Dave Knapp, Jr.**, Associate Director, Advising and Career Services, Whatcom Community College (WA)

tccta | texas community college teachers association

We hope you'll put TCCTA on your calendar!

Leading from the Middle

TCCTA invites deans, division chairs, and other mid-level administrators—and those thinking about moving into such positions—to join us for an intensive three-day workshop.

The program will include legal and legislative issues, student success initiatives, student retention, ethics, and other areas that directly affect your performance.

Registration is going on now: ***www.tccta.org/leading***

July 12-14, 2015
Menger Hotel
San Antonio, Texas

Conference for Faculty Leaders

September 25-26, 2015
Marriott South Hotel
Austin, Texas

Focusing on issues related to the role of faculty organizations in the college decision-making process, the **Faculty Leaders Conference** addresses legal issues, the legislature, college governance, and programs that relate immediately to your classroom! Open to anyone interested in the leadership role faculty play in Texas two-year colleges.

To find out more, please visit: ***www.tccta.org/events***

69th Annual Convention

Featuring more than 150 sessions on discipline-specific topics, retirement, student success, technology, and a host of other issues. Faculty and administrators representing virtually every teaching discipline, attend our conference each year making it a great place to network. We hope you will join your peers in Houston.

Save the date: February 25-27, 2016

More information will be available at, ***www.tccta.org/convention***

February 25-27, 2016
Westin Galleria Hotel
Houston, Texas

9:00 – 10:00 a.m. Breakout Sessions (cont.)

Meeting Faculty Needs Through a Curriculum for Active Learning Series

Room 15, Level 4

Houston Community College's Center for Teaching and Learning Excellence supports over 3,500 full- and part-time faculty members' instructional design needs through collaborative partnerships across disciplines and delivery modes. Short online modules and face-to-face consultations in individual and cohort options support active, collaborative, engaging, and real-world online learning for student success. This presentation describes the program's past and future development, attributes, and limitations.

Kimberly M. Davis, Manager, Faculty Development Services; **Brian Baldwin**, Instructional Designer, Houston Community College (TX)

Enhancing the Classroom Experience Through Collaborative Learning

Room 16A, Level 4

The presenters share tips for keeping students on task and engaged based on SCALE's model of cooperative learning that employs inclusion, motivation, and accountability. Grouping techniques, which can be adapted for any course, complement different levels of ability and motivation to engage every learner. Come and learn new ideas for effectively organizing group work that increases student participation, engagement, and achievement.

Johanna L. van Gendt, Instructor, ESL, and Level 3 Coordinator; **Shannonine M. Caruana**, Instructor, ESL, and Level 2 Coordinator, Hudson County Community College (NJ)

Leadership at Every Level! Achieving Leadership Success in Higher Education

Room 16B, Level 4

One of the greatest opportunities in higher education is developing and retaining critical leaders throughout our campuses. Succession management plays a key role in supporting the long-term sustainability of an institution. This session shares strategies for developing leaders at all levels and provides examples of programs that support the success of leaders in higher education.

Lynne Adams, Director, Center for Professional Development; **Audrey Davis**, Program Manager, Leadership Development, Prince George's Community College (MD)

Trapped! Escaping the Comfort of Complacency

Room 17B, Level 4

Be prepared to laugh out loud as you are challenged to reexamine your passion, commitment, and attitude and are inspired to take your teaching and leading to a higher level. Co-authors, Kevin Tutt and Michael Daggs take you through an inspiring and entertaining snapshot of their recently published book by the same name.

Kevin Tutt, Partner, Tutt and Daggs; **Michael Daggs**, Partner, Tutt and Daggs, Creative Performance Improvement (TX)

Integrating Competency-Based Education Into Higher Education

Room 18A, Level 4

Competency-based education or direct assessment is a growing trend due to the myriad of challenges facing higher education, including demands for accountability from students and governing agencies. Come discuss lessons learned at TSTC at Harlingen as a result of developing a face-to-face competency-based program. Participants compare competency-based education to traditional instruction, develop clearly defined competencies, and examine valid assessment instruments.

Barbara L. Bennett, Associate Vice President, Student Learning; **Mary E. Castanon**, Director, Instructional Administration, Texas State Technical College (TX)

College Readiness MOOC Suite: Preparing the Underprepared for College Success

Room 18B, Level 4

Learn about a suite of MOOCs positioned to increase student access and success through placement preparation and curriculum supplementation. Participants examine the processes used to create the MOOCs and discuss the policy implications of offering placement or credit for completion. Links to available MOOCs for use at your college are provided.

Emily Moore, Associate Professor, Integrated Reading and Writing; **Lori Dees**, Lead Instructor, Integrated Reading and Writing; **Laura Kalbaugh**, Dean, Academic Success and Transition Resources; **Maureen Cunningham**, Instructor, Integrated Reading and Writing, Wake Tech Community College (NC)

Don't Serve Time! Post Bail on Your Perishing Program

Room 18C, Level 4

This presentation focuses on how one academic program that faced elimination due to low enrollment, retention, and graduates turned things around by doing some very basic and low-cost tasks, and has since grown to be one of the premier programs on its campus. The methods used were surprisingly low-tech and simple, yet have paid great dividends in helping the program thrive.

Jason B. Waller, Chair, Legal and Public Service Programs, Tyler Junior College (TX)

Extreme Course Makeover, OER Edition

Room 18D, Level 4

Bring us your course, but leave the textbook at home! Begin the process during this session of redesigning a general education course using open educational resources (OER) to replace expensive commercial textbooks. Imagine every student having access to course materials from the first day of class! Participants leave with a new mindset about how easy it is to use high-quality OER. Bring a computer to the session for the full hands-on experience!

Kim Thanos, CEO, Courseware, Lumen Learning (OR); **Linda S. Williams**, Professor, Business Administration, Tidewater Community College (VA)

9:00 – 10:00 a.m. Breakout Sessions (cont.)

Human Sexuality Education in America Today: Myth, Oxymoron, or Real?

Room 19A, Level 4

Come hear perspectives about human sexuality education and learn the scientific method to yield an answer to the question of whether sex education in America today is a myth, oxymoronic, or real. If it is concluded that sex education is a myth or simply an oxymoron, then the final question answered by this presentation will be, "What can be done to make sex education real in America today?"

Don Lucas, Professor, Psychology; **Melany Higdon**, Student, Psychology; **Callie Roberts,** Student, Psychology, Northwest Vista College (TX); **Gerona Nylander,** Student, Psychology, Texas A&M University (TX)

9:00 – 10:00 a.m. Roundtable Discussions

Seeing the Sparkle In Their Eyes: Effective STEM Teaching Strategies

Table #1 • Outside Ballroom EFG, Level 4

The Noyce STEM Teachers Scholars Program's #Enrichment4STEM project supports the induction of Noyce teachers and scholars while enriching the STEM learning experiences of underrepresented students who attend high-needs schools. This presentation outlines a summer enrichment program designed to developed effective STEM teachers, while also providing practical strategies that can be used to increase students' interest in STEM subjects.

Linda T. Coats, Professor, Leadership and Foundations, Mississippi State University (MS)

How Schooling Is Failing Our Students' Education

Table #2 • Outside Ballroom EFG, Level 4

"If you do something stupid, be smart about it." Discuss how to connect with your students so you leave the schooling behind and engage them in their educational journey. Research has proven that no single teaching strategy or modality consistently engages all learners, but the teacher will. Participants explore how teachers can design lessons that support student motivation. The session is intended to be a forum for a collaborative discussion.

Natalia Verjat, Instructor, Foreign Language, Tarrant County College District (TX)

Exploring the First-Year Experience: Setting Up Success

Table #3 • Outside Ballroom EFG, Level 4

What questions can you ask that lead your students to complete a college degree? Learn how to examine the four points on each student's personal compass that will guide them past challenges to success. Hear success strategies for students and the administrators, faculty, and staff who serve them.

Derrick Payne, Professor, Speech Communications; **William Smith**, Assistant Dean, Communications, Math, and Developmental Studies, El Centro College (TX)

Online Testing: Providing a Win-Win for Students and Faculty!

Table #4 • Outside Ballroom EFG, Level 4

Consider the insights learned by a nursing department when selecting online testing software and reorganizing test content for administering online tests to determine if these options are right for your program. Discover how online testing provides data that extend faculty's ability to advise students about course-related content mastery and their progress throughout the program and how data provided via online testing software can be applied to evaluate program outcome attainment and effectiveness.

Joann M. Oliver, Associate Professor, Nursing, Anne Arundel Community College (MD)

Twelve Simple Steps to Engaging Students Online

Table #5 • Outside Ballroom EFG, Level 4

The growth of online courses necessitates that faculty understand student engagement strategies in the context of online learning. Participants are provided with twelve ideas for engaging online students using communication strategies, instructional assessments, Learning Management System tools, and course alignment. Participants leave this discussion with an online student engagement toolkit they can use to create a community of learners in online environments.

Joseph Coppola, Director, Instructional Professional Development, and Adjunct Instructor, Speech, Palo Alto College (TX)

Assessment in Context: An Interactive Way to Align Assessment With Modalities

Table #6 • Outside Ballroom EFG, Level 4

Explore the differences between assessment and testing and how using interactive modalities can help ensure the alignment of instruction with assessment by using Bloom's Taxonomy. Leave with artifacts and strategies that can be immediately implemented in the classroom with minimal preparation and no cost.

Cathleen M. Stevenson, Instructor, English, Tarrant County College District (TX)

Blended and Online Science Teaching Tips, Tools, and Strategies

Table #7 • Outside Ballroom EFG, Level 4

Can students learn science in online or blended classes? Yes! Bring your own device to this discussion to experience virtual labs, online activities, and tutorials. Learn how to convert a face-to-face science class into a blended or fully distance education class.

Frances Karels, Professor, Natural Science, Blinn College (TX)

10:15 – 11:15 a.m. Breakout Sessions

Strange Bedfellows: Integrating Science and Humanities Through a Common Reader

Room 12A, Level 4

Many students struggle with the concept of integrated learning. They often see their courses as separate entities rather than as linked learning experiences. Learn how Madisonville Community College (MCC) helps students see the connections between such seemingly disparate disciplines as English, math, history, chemistry, psychology, and biology. Participants are introduced to MCC's Common Reader Program and are provided with sample assignments they can use in their own courses.

Mary Werner, Professor, English; **Brooke Archila**, Assistant Professor, English, Madisonville Community College (KY)

Teaching for Active Learning: Evidence-Based Ideas for an Engaging Classroom

Room 12B, Level 4

Motivating students to engage in learning is challenging at times. Part of the responsibility for learning certainly belongs to students, but as faculty, we must find new ways to motivate, inspire, and maybe even cajole students to learn. During this session, participants discuss scholarly-based ideas designed to get all students involved. By the end of this session, participants have at least three strategies to get students more engaged in any class.

Todd Zakrajsek, Associate Professor, Family Medicine, University of North Carolina at Chapel Hill (NC)

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Offering More Hybrid Courses Will Increase Overall Student Success

Room 13A, Level 4

Hear about a survey of 1,700 Bergen Community College students who took courses in hybrid, online, and face-to-face formats. Findings include students' likes, dislikes, and preferences for each format. Student comments are discussed to demonstrate and validate why each teaching format is most effective for different specific groups of students, and why hybrid courses in particular offer unique benefits for increasing overall student success.

Barry Freeman, Professor, Personal Finance and Marketing, Bergen Community College (NJ)

Kids These Days! Engaging Students in the Classroom

Room 14, Level 4

Piaget acknowledged that the interrelationship of physical maturity, social interaction, environmental stimulation, and general experience were necessary for cognition to occur. During this this fun and hands-on session, participants explore ways to get students to learn—to THINK and really learn something—by having them experience a form of disequilibrium.

Devera Shipp, Professional Development Officer, Texas State Technical College (TX)

SWELL: An Interdisciplinary, Active Learning, Community Partnership That Facilitates Interprofessional Communication

Room 15, Level 4

Learn about the implementation of an interdisciplinary, active learning experience that uses service learning to meet course-learning objectives for nursing, dental hygiene, EMS, and visual arts students. The interdisciplinary team of college students provided safety and wellness education to elementary students. Visual art students created original artwork that reinforced elementary students' interactive learning experiences. Evaluations were favorable and the experience was repeated with other schools.

Janet L. Brown, Faculty, Nursing; **Teresa Ray**, Faculty, Dental Hygiene and Dental Assisting, Wallace State Community College (AL)

Recruiting and Retraining Career and Technical Education Students in High-Demand Occupations

Room 16A, Level 4

Learn about a holistic approach to serving advanced manufacturing students, including a specialized mobile recruitment lab, offering online and hybrid courses, providing paid internship opportunities, assisting with permanent job placement, and providing ongoing workforce training. By linking flexible academic components to career pathways, students and area employers are both effectively served.

Denise Gillespie, Instructional Coordinator, E-Learning; **Barry Emison**, Instructor, Precision Manufacturing and Machining Technology, Itawamba Community College (MS)

10:15 – 11:15 a.m. Breakout Sessions (cont.)

Developmental to College-Level Made E-Z

Room 16B, Level 4

Addressing the needs of developmental education has proven to be a difficult, but important issue that many colleges encounter. Mountwest Community and Technical College has implemented several options to help move developmental students on to college-level coursework, while addressing the overall goal of retention and completion. Students who participate in boot camps and the E-Z Start program are testing out of developmental courses at a combined rate of 88 percent.

Veella R. Grooms, Counselor, Student Success and Coordinator, E-Z Start Program; **Billie Brooks**, Vice President, Student Services; **Peggy Coleman**, Associate Professor, Reading; **Michael McComas**, Chair, Developmental Education, Mountwest Community and Technical College (WV)

Leading Forward: Developing Future Leaders at a Rural Community College

Room 17A, Level 4

Leading Forward is an interactive workshop that delves into the elusive area of leadership development. The focus is on the implementation of a leadership institute that provides additional training to the campus community. Learn the genesis and ongoing strategies used to develop leaders at a rural community college in North Carolina. Participants discuss the Leading Forward model and share information about leadership programs at their institutions.

Sherida Gholston, Director, HCC Leadership Institute and Student Support Services; **Ervin V. Griffin, Sr.**, President and CEO, Halifax Community College (NC)

Texas Reverse Transfer Initiative (TRTI): Reverse Transfer Partnerships In Action

Room 17B, Level 4

TRTI is a multi-partner, grant-funded project developed in response to Texas HB 3025, which mandates that students who transfer to four-year institutions without receiving an associate degree be evaluated for their eligibility for that award. The panel demonstrates how community colleges and universities worked together to streamline processes, leverage technology, and raise awareness about the benefits of having an associate degree.

Brandi M. Ford, Program Manager, Reverse Transfer; **Brandon L. Swaringim**, Program Coordinator, Reverse Transfer; **Lynette M. O'Keefe**, Executive Director, Educational Partnerships, Lone Star College (TX); **Laura V. Chrisco**, Higher Education Policy Coordinator, Center for Teaching and Learning; **V. Shelby Stanfield**, Vice Provost and University Registrar, The University of Texas at Austin (TX); **Charles Cook**, Provost and Executive Vice President, Academic Affairs, Austin Community College (TX)

Teacher Versus Student-Centered Approaches to Instruction

Room 18A, Level 4

Learn about a study that explored whether faculty who work with adult students employ student- or teacher-centered approaches to their instructional activities. The results are presented in the context of a wider faculty development initiative that took place during the time of data collection for this investigation.

Mike Gillespie, Dean, Science and Health, Medicine Hat College (AB); **Desalyn De-Souza**, Assistant Professor, Empire State College (NY)

Creating Outstanding Student Success Through Innovative and Data-Driven Changes

Room 18B, Level 4

Odessa College is changing the way it supports student success by providing innovative and data-driven changes in the way we schedule, support, and engage students. Learn the four basic tenets that have guided our faculty to be more successful with students, the techniques and tools used to engage and retain students, and the steps taken to become a nationwide leader in student success and retention.

Shawn Shreves, Vice President, Information Technology; **Thomas Crawford**, Professor, Biology, Odessa College (TX)

Techniques and Motivation for Establishing a Competency-Based Teaching and Learning Course

Room 18C, Level 4

Learn how to design a competency-based course that allows students to work at their own pace, meet academic requirements, and expand their interest in related areas. Experience dividing your course into small units that show students the options available and steps involved, and that allows you to track their progress. Stop penalizing students for the amount of time or number of attempts it takes to learn something, and instead, motivate students to successfully complete work using their own learning styles.

Virginia Gregg, Consultant and Professor Emeritus, Communication Studies, Minnesota State University Moorhead (MN)

Course Reconstruction: Teaching Introductory Digital and Financial Literacy

Room 18D, Level 4

Are your students financially literate? Can they balance a checkbook and use credit cards wisely? Are they defaulting on student loans? Many of today's students enter college without knowing how to manage their money. There is a tremendous need for financial education in the classroom! The presenters discuss and demonstrate how to integrate a computer proficiency course with personal finance to improve student success.

Jill Harmon, Instructor, Business; **Judy Colwell**, Vice President, Academic Affairs, Northern Oklahoma College (OK)

10:15 – 11:15 a.m. Breakout Sessions (cont.)

Developing an Honors College: Lessons From the Launch

Room 19A, Level 4

Discuss lessons learned during the pilot and inaugural semesters of The Honors College at the Lone Star College System. Explore how to leverage early successes and overcome first-year challenges with an effective college-within-a-college structure, funding model, and programming that best suits the needs of a diverse honors student demographic.

Katharine Caruso, Executive Director, The Honors College; **Steve Head**, Chancellor; **Brian H. Kyser**, Director, Honors College, Lone Star College (TX)

10:15 – 11:15 a.m. Poster Sessions

Math Prep: A Developmental Math Redesign Project

Poster #8 • Outside Room 18C, Level 4

Learn about the College of Southern Nevada's redesigned developmental math modular delivery course called Math Prep. See preliminary research that compares the student success rates of Math Prep to traditional lecture-style delivery. Come have a conversation about developmental math redesign!

Christopher King, Instructor, Mathematics; **Eric Hutchinson**, Professor, Mathematics; **Patrick Villa**, Chair, Mathematics; **Jennifer Gorman**, Professor, Mathematics, College of Southern Nevada (NV)

The Implications of Accepting Personal Baggage in Academic Expression

Poster #9 • Outside Room 18C, Level 4

Explore the continuing debate of whether college instructors should forego traditional standards in requiring college students to write in standard English. Some people argue that college professors should allow more freedom of expression, particularly when students write in slang or texting language. Is it unfair to penalize students if they understand the concept, but do not or cannot express themselves using academic standard English?

Monica M. Stansberry, Faculty, Developmental Studies, El Centro College (TX)

Exploring the Relationship Between Personality, Program Choice, and Student Success

Poster #10 • Outside Room 18C, Level 4

To what degree do students' personalities influence their choice of program and likelihood of academic success? This poster session displays preliminary data from a study examining the link between program choice and 10 different personality traits across more than 25 different programs. Understanding this relationship improves our understanding of student expectations and needs on a program-by-program basis and allows for more targeted student support.

Jennifer Davis, Instructor, Liberal Arts; **Shaylene Wall**, Instructor, Liberal Arts, Lethbridge College (AB)

The Effectiveness of Faculty Training in Developing Assessment Literacy

Poster #11 • Outside Room 18C, Level 4

Empirical evidence is presented to explain the role and effectiveness of a faculty training course in developing assessment literacy among faculty. Following a semester-long instructor training course, qualitative and quantitative data show participants deepened their confidence and expanded their conception of assessment from one based solely on testing to one that recognized multiple forms of assessment.

Kyle D. Massey, Coordinator, Curriculum, Texas State Technical College (TX)

Self-Efficacy Disparities Between Paramedics and LPNs Entering an ASDN Program

Poster #12 • Outside Room 18C, Level 4

Learn about the Program Experience Survey, an 18-item survey to determine students' experiences with their degree program, including knowledge, behaviors, and self-efficacy. Survey items focus on information about the transition from paramedic or licensed practical nurse to registered nurse roles.

Patricia Widman, Faculty and Program Coordinator, Associate Degree Nursing; **Toni Lindsey**, Faculty, Nursing and Health Science, Florida Gateway College (FL)

A Poster About Posters: What Makes a Great Poster Presentation

Poster #13 • Outside Room 18C, Level 4

Poster presentations have long been a mainstay of professional meetings for the sciences, and they have become increasingly used in other academic disciplines such as education. A well-designed poster can lead to a rich conference experience by engaging fellow attendees. This poster session covers the basic elements of what makes a great poster session, including message design, organization, graphic design, and communication strategies, as well as poster production (printing) and tips for interacting with colleagues.

Lawrence G. Miller, Senior Director, Community College Relations, The New Media Consortium (TN)

Grammar Across the Curriculum: Helping Second Language Users Succeed

Poster #14 • Outside Room 18C, Level 4

The increasing number of students using English-as-a-Second Language in higher education underscores the need for language support and guidance, not just from instructors of language-related courses, but also for instructors in general education and major courses, as well. This poster session addresses this need and acquaints visitors with some simple rules and tips for helping students avoid some common pitfalls related to English grammar.

Steven Lund, Professor, Modern Languages, Arizona Western College (AZ)

10:15 – 11:15 a.m. Poster Sessions (cont.)

Factors That Predict Students' Sense of Belonging in the Classroom

Poster #15 • Outside Room 18C, Level 4

This research examined whether community college students' classroom experiences predict their sense of class belonging. Classroom experiences were defined as peer support, validation from faculty, quality of math instructional practices, and collaborative teaching strategies. This poster session shares the study's results, conclusions, and implications and will benefit faculty who teach math at community colleges.

Roopa Prasad, Assistant Professor, Natural Science, Northwest Vista College (TX)

11:45 a.m. – 12:00 p.m. Grand Prize Drawing

Exhibit Hall, Ballroom EFG

Sponsored by lumen

Don't forget to get all the stamps in your passport and drop it off at the NISOD Booth in the Exhibit Hall to be entered into the Grand Prize Drawing for a chance to win an Apple Watch and Apple iPad Air. (Must be present to win.)

12:00 – 1:30 p.m. Lunch on Your Own

Stop by the Austin Convention and Visitors Bureau table near registration for recommendations on places to eat in the downtown Austin area.

1:30 – 2:30 p.m. Special Session

What Does It Take to Be a Successful Department Chair?

Room 17A, Level 4

Two things determine the success of department chairs. The first are the actions of chairs—what they do or don't do. The second major determinant consists of all the institutional policies and practices that support a department chair's performance, including such things as their workload and level of compensation. This session allows department chairs and their supervisors to use two research-based instruments to assess these two determining factors.

Jim Hammons, Professor, Higher Education, University of Arkansas (AR)

1:30 – 2:30 p.m. Breakout Sessions

Identifying Predictors of Student Success and Improving Outcomes

Room 12A, Level 4

Numerous studies have been conducted to identify the predictors of successful course completion. Unfortunately, important factors have been routinely overlooked, and studies focusing specifically on community college students in conventional and online courses are rare. Learn the results of a recently published study addressing 11 likely predictors of student performance in a community college course and engage in a discussion about the study's implications for improving student outcomes.

Brian G. Wolff, Instructor, Normandale Community College (MN); **Michelle Wood-Kustanowitz**, Research Assistant, Environmental Sciences, Policy, and Management Program, University of Minnesota (MN)

The ACCelerator: Big Answers to the Developmental Math Question

Room 12B, Level 4

In 2014, Austin Community College unveiled the ACCelerator, the world's largest learning emporium that delivers a redesigned developmental math sequence using McGraw-Hill Education's adaptive ALEKS math program. Administrators, faculty, and a student describe how the ACCelerator incorporates the curriculum redesign and the wrap-around services that tackle barriers to persistence and success that developmental students face.

Richard Rhodes, President and CEO; **Constance Elko**, Chair/Professor, Mathematics; **Sheila Estabillow**, Student; **Charles Cook**, Provost and Executive Vice President, Academic Affairs, Austin Community College (TX)

Fostering Student Success Among Deaf and Hard of Hearing Learners

Room 13A, Level 4

What are the keys to providing a successful learning environment for deaf and hard-of-hearing (HOH) students? Discover the information you need to successfully teach students who have hearing loss. Learn communication skills in American Sign Language and about the culture surrounding deaf and HOH students. Topics such as hearing loss, use of interpreters, and assistive technology in the classroom are discussed.

Leigh-Ann Brewer, Assistant Professor, American Sign Language; **Linda A. Johnson**, Faculty, American Sign Language, Mountwest Community and Technical College (WV)

Effective Student Loan Counseling: Findings of a Multi-Part Research Project

Room 14, Level 4

Participants learn about the current state of student loan counseling, gain an understanding of the obstacles students face with the current model of loan counseling, and discover innovative and effective programs already in place at some schools. Participants also discuss student debt and how to promote a financially literate student body.

Kasey Klepfer, Research Specialist, Public Policy, TG (TX)

1:30 – 2:30 p.m. Breakout Sessions (cont.)

Improving Services and Support for Your Student Veterans

Room 15, Level 4

Learn how to develop a Veterans Center to improve services, support, persistence, and success for this diverse and underrepresented population. Discover innovative approaches; examples of other successful centers; and current topics, concerns, and innovative on-campus interdepartmental and community partnerships that promote success.

Darlene S. Head, Manager, Veterans Services; **Eric Weber**, Assistant Vice President, Student Enrollment Services, Salt Lake Community College (UT)

Transfer Advising Need Not Be Scary: Streamlining 2+2 Transfer Pathways

Room 16A, Level 4

Timely degree completion, in which advising plays a critical role, continues to be a point of emphasis in postsecondary education. Madisonville Community College recently completed a comprehensive self-study of its advising and first-year experience programs, and improving support for transfer students emerged as a priority item. Participants discuss practical ways to improve transferring millennial students from associate to baccalaureate degree programs.

Lori Johnson, Transfer Coordinator, Enrollment Center; **Cathy Vaughan**, Director, Counseling Services, Madisonville Community College (KY)

Developing a Student Services Competency-Based Learning Framework: Student Services Academy

Room 16B, Level 4

Be prepared to learn how to develop a competency-based learning framework that provides personalized professional development opportunities for student service staff members. The framework provides the necessary scaffolding for laser-focused, competency-based learning opportunities. Participant leaves with time-saving documents, activities, and personal narratives that can be used to develop their own Student Services Academy.

Alma D. Martinez-Egger, Director, Human Resources and Employee Online Learning; **Ricardo Coronado**, Associate Vice Chancellor, Human Resources, Tarrant County College District (TX)

Community College Leaders as Entrepreneurs: NACCE's Presidents for Entrepreneurship Pledge

Room 17B, Level 4

NACCE's Presidents for Entrepreneurship Pledge is a commitment by presidents to implement the five action steps that are crucial for colleges to advance entrepreneurship in their communities. Learn how to apply the entrepreneurial method to the five action steps. Come see how to build community partnerships; create new revenue streams; and foster an entrepreneurial spirit among faculty, staff, and administrators. Participants receive a template they can use to build their own action plan.

Rebecca Corbin, President and CEO, National Association for Community College Entrepreneurship (NACCE) (MA); **Cesar Maldonado**, Chancellor, Houston Community College (TX)

Using Dashboards to Foster Dialogue Between Faculty and Administrators

Room 18A, Level 4

Facilitating program improvement can be challenging because of high expectations for positive student outcomes through rigorous coursework. Identifying disconnects between content coverage, mastery, and success in subsequent classes can be improved by using dashboards connected to real-time data. Learn how to use Tableau software to foster dialog about this very important issue.

Tom Broxson, District Dean, Natural Sciences and Mathematics; **Erik Gimness**, Director, Institutional Research, Pierce College District (WA)

The Three A's of Active Learning: Attitude, Awareness, and Application

Room 18B, Level 4

Active learning is a philosophy that allows faculty to use a series of intentionally-planned activities to provide continuous feedback to students. Discover a series of active-learning protocols to explore Gateway's Active Learning Institute, how to design your own program, and how our newly designed classrooms provide faculty with logistical support. Specific topics include the institute's structure, individual workshop objectives, faculty support and funding, and best practices.

Kerri D. McKenna, Chair, Developmental Education and Orientation to College; **Doug Penix**, Director, Learning Environments, Gateway Community and Technical College (KY)

Using Data and Technology Within Testing to Facilitate Learning

Room 18C, Level 4

Learn how a testing department uses data to support students and faculty. An examination of the data collected and how it was used are discussed. Also discussed is the technology implemented based on the data collected. Participants acquire knowledge and skills regarding how testing departments can assist students, faculty, and staff support learning using data and technology.

Kristen Vickery, Director, Testing and Assessment Services; **David Ehrenreich**, Testing Systems Coordinator, Anne Arundel Community College (MD)

Employer Engagement: A Model That Works

Room 19A, Level 4

The Kansas Board of Regents has collaborated with the Kansas Department of Commerce, the Kansas State Department of Education, and college and business partners to develop an Employer Engagement Initiative. This tiered model allows almost any business partner to be recognized for its efforts, and it encourages further involvement and support of career and technical education programs. It also provides faculty and businesses with a path to additional collaborative efforts and ideas for engaging with each other.

Larry A. McLemore, Chair, Industrial Technology; **Kim K. Zant**, Chair, Agriculture, Business, and Personal Services, Seward County Community College/Area Technical School (KS)

1:30 – 2:30 p.m. Roundtable Discussions

Real-World Scenarios and Avatars as Instructional Design Strategies

Table #1 • Outside Ballroom EFG, Level 4

Houston Community College's Center for Teaching and Learning Excellence instructional designers help faculty design real-world scenarios and use avatars to engage students. Real-world scenarios that involve students as active players evoke emotional and intellectual investment in the course content. By living the scenario, students actively engage with the content. The presenters share how in online classrooms, students connect with guiding avatars, which reduces isolation and increases engagement.

Kimberly M. Davis, Manager, Faculty Development Services; **Brian Baldwin**, Instructional Designer, Houston Community College (TX)

Use of Technology in the Classroom: E-Book and Online Resources

Table #2 • Outside Ballroom EFG, Level 4

E-books have become more popular than conventional textbooks, and students seem to get more involved and engaged when using them. In Human Anatomy and Physiology, the lab and class time available for learning the content is not adequate for some students. With e-books, virtual images, animations, live lectures, and video clips provide a virtual-reality experience for students. Participants discuss details about an e-book project.

Sankaranarayanaiyer Chandramohan, Professor, Biology, Palm Beach State College (FL)

Continuing the Conversation on Retaining Nontraditional Students: Are You Helping?

Table #3 • Outside Ballroom EFG, Level 4

Are you helping nontraditional students remain enrolled at your institution? Join the conversation about how to implement retention strategies developed specifically for nontraditional students. Explore who your nontraditional students are and how they perceive your help in and outside of the classroom.

Tara Reed, Associate Professor, Speech, Tarrant County College District (TX)

Improving Underprepared Students' Writing Skills One Block at a Time

Table #4 • Outside Ballroom EFG, Level 4

Participants examine the diverse academic challenges of underprepared students writing skills at a small, rural college. Participants evaluate an initial lower-level integrated reading and writing course curriculum focused on goals, learning styles, active versus critic

Heather R. Ortiz, Director, Developmental Studies, and Instructor, Integrated Reading and Writing, Ranger College (TX)

2:45 – 3:45 p.m. Breakout Sessions

Implementing a Comprehensive Retention Plan at an Urban, Multi-Campus Institution

Room 12A, Level 4

Learn how Tarrant County College, an urban, multi-campus institution, administered phase two of a comprehensive retention plan. Explore how students' needs, strategic priorities, and the college's retention and persistence goals were developed and used. Teaching and learning, student engagement, and advising and counseling services are also discussed, as are how each of these played a part when implementing the comprehensive retention plan.

Tara Reed, Associate Professor, Speech; **Anthony Walker**, Director, Student Success and Completion, Tarrant County College District (TX)

Two Departments + Two Courses = Success for Underprepared Students

Room 12B, Level 4

Learn about a course designed to help allied health students succeed in medical terminology. Watch a short video about the flipped classroom model, discuss the SQ3R method applied to health science textbooks, and create concept vocabulary cards for medical terms. This course became part of our BOOST curriculum.

Patricia A. Tondini, Instructor, Reading; **Eva A. O'Brian**, Instructor, Reading, Midlands Technical College (SC)

In the Clear? Fuzzy Concepts More Precise Than They Appear

Room 13A, Level 4

Commitment, engagement, motivation, and success are fuzzy, subjective terms meant to measure institutional achievement. However, rigorous, replicable, and objective scientific analysis are typically not applied to those terms. Definitions are offered from around the world and participants' experiences are compared and contrasted via soft-science mind-mapping, brainstorming, word association, and rigorous exact science. A renewed learning paradigm is proposed for governments, institutions, and students to attain objective success.

Katherine A. Watson, Professor, Distance Learning, Coastline Community College (CA)

Strategic Enrollment Planning: Platform for Increasing Student Success

Room 13B, Level 4

While ensuring access through open-enrollment practices is important, retaining and graduating students in a timely fashion has taken center stage. By engaging in formal strategic enrollment planning (SEP), colleges can ensure they are recruiting and enrolling the correct number of new students and developing specific strategies to optimize retention and completion. The presenters explain the SEP process and how they use the data-informed process to advance overall student success.

James R. McCoy, Associate Vice President, Academic Affairs; **Darren Divine**, Vice President, Academic Affairs, College of Southern Nevada (NV); **Kristi Motter**, Vice President, Student Affairs, University of Alabama–Huntsville (AL)

2:45 – 3:45 p.m. Breakout Sessions (cont.)

Reevaluating Readiness and Redesigning Remediation: One Florida College's Journey

Room 14, Level 4

Although legislative changes to developmental education forced the Florida College System to reevaluate how it assesses readiness and to redesign how it handles remediation, the mandated changes have also empowered faculty to meet students' individual needs. This presentation shares successes and challenges throughout St. Johns River State College's developmental education redesign journey, including placement, advising, curriculum, instructional materials, delivery methods, academic support services, and scheduling.

Joe Pickens, President; **Melanie Brown**, Vice President, Academic Affairs and Chief Academic Officer, St. Johns River State College (FL)

Building a Centralized Assessment Program at a Large Community College

Room 15, Level 4

Explore the process of building an assessment program at a community college, including the necessary ingredients like faculty engagement, the criteria to consider when selecting an assessment database, and how to implement an assessment timeline. Participants use interactive clickers to address real-life scenarios and strategies that can be adopted at their colleges.

Jennifer Gangi, Academic Assessment Officer, Hillsborough Community College (FL)

Accelerated Curriculum Delivery: Aligning Courses With Workforce Competency Needs

Room 16B, Level 4

Texas State Technical College-Harlingen's Computer Systems Technology Program is part of a Texas Workforce Fast Start Grant designed to align curriculum to industry needs for a Computer Support Technician Level 1 Certificate. The goal is to reduce the amount of time students are in the classroom without reducing the learning of competencies expected by employers. This interactive presentation presents the methods used to examine the workforce competency needs to update and assess curriculum.

Edna Q. Claus, Director and Professor, Computer Information Systems; **Jan Nesmith**, Computer Networking and Security Program; **Alex Reyes**, Computer System Management Technology; **Alex Alcoser**, Computer System Management Technology, Texas State Technical College-Harlingen (TX)

Come Follow the Leader

Room 17B, Level 4

Now in its ninth year, Leadership Wallace State has graduated 93 employees and reaped the benefits of teamwork and professionalism across campus. Learn about the application process, planning, sessions, President's Cabinet project requirement, reading assignments, field trips, budget, administration, and graduation.

Tomesa E. Smith, Executive Vice President, Wallace State Community College (AL)

Acclimatizing International Students Socially and Academically Into Your Institution

Room 18A, Level 4

Learn about the most frequent challenges considered by international students to be barriers to their acclimation and gaining a sense of belonging in our postsecondary institutions. Participants explore these challenges through small group activities in order to develop recommendations for implementation at their institutions.

Maher Ghalayini, Associate Dean and Faculty, Applied Health and Community Studies, Sheridan College (ON)

Developing and Assessing Great Student Presentations in Non-Communication Courses

Room 18B, Level 4

Regardless of the discipline, we want our students to be able to communicate our subject matter effectively. During this session, participants develop a framework for a presentation assignment that builds students' confidence and enhances their public speaking skills. Various presentation formats, presentational aids, student preparation, and student assessment are discussed.

James Boldman, Assistant Chair, Communications and Foreign Languages, Ivy Tech Community College–Columbus (IN); **Scott O'Daniel**, Chair, Communications, Ivy Tech Community College–Southwest (IN)

Placement Prep, Study Supplements, and Flipped Classrooms: Repurposing MOOCs at BPCC

Room 18C, Level 4

Bossier Parish Community College's award-winning "Open Campus" is a nine-course, open-source initiative being accessed by students in all 50 states and 90 countries. Discover the triangulated learning theories that underpin the replicable and cost-effective design that meets underprepared students on their level. The presenters demonstrate a live course; share qualitative and quantitative evidence; and highlight project timelines, considerations, and pitfalls.

Allison Martin, Director, Institutional Effectiveness Initiatives; **Russell Johnson**, Support Technician, Educational Technology, Bossier Parish Community College (LA)

Learning to Drive on the Interstate: Acceleration Into Middle College

Room 18D, Level 4

Rising high school juniors accelerate in a Middle College where they carry a full college schedule in the morning and a high school schedule in the afternoon. The goal is for these students to concurrently obtain a high school diploma and an associate's degree. Learn from our challenge of trying to meet the needs of all parties involved, including students, parents, principals, and college faculty.

Diane Ward, Vice President, Student Learning and Chief Academic Officer; **Cynthia Whaley**, Student Coach, Middle College, Roane State Community College (TN)

2:45 – 3:45 p.m. Breakout Sessions (cont.)

Concept Mapping, Basic Need Charts, and Care and Action Plans: How They Unite

Room 19A, Level 4

Explore how concept mapping and the basic needs chart integrate to promote students' understanding of care plans. Discussed are the interrelationship of the three in nursing and their applicability to multiple learning environments. Educators from various disciplines are able to benefit from the application of systematic problem-to-outcome-based learner assessment plans.

Jerri A. Palmer, Professor, Nursing; **Gwyndolyn Phillips**, Professor, Nursing; **Joan A. Connors**, Professor, Nursing, Polk State College (FL)

2:45 – 3:45 p.m. Roundtable Discussions

Using Strengths-Based Research to Motivate At-Risk College Students

Table #1 • Outside Ballroom EFG, Level 4

Strengths-based research emphasizes the importance of resiliency, self-efficacy, and the ability to use adverse life events as a springboard for individual growth and development. Participate in an experiential session that teaches social competency, constructive problem solving, and resourcefulness to at-risk students by applying stimulating classroom activities and lessons based on the theory and practice of positive psychology, as well as the concept of "adversarial strength."

Jana L. Rivers-Norton, Instructor, English, Cochise College (AZ)

Building Campus Connections: Enhanced Orientation and Advising for Student Athletes

Table #2 • Outside Ballroom EFG, Level 4

Student athletes arrive three weeks before classes begin, too often unprepared to navigate college, and are frequently placed in remedial courses. Their obstacles mirror the obstacles that many students face. Faculty, as well as staff in advising and athletics, collaborated to create an orientation to help student athletes immediately build campus connections. Hear an overview of the continuing development of this initiative.

Michelle D. Cochran, Instructor, Reading; **Nikka Vrieze**, Instructor, English, Rochester Community and Technical College (MN)

They'll Be Writing All Along

Table #3 • Outside Ballroom EFG, Level 4

During this discussion, the facilitator demonstrates a variety of visual, interactive writing techniques that students in a beginning composition course use with great success within the first few classes. Students bring to class a favorite riveting scenic photograph, a visual from an iPhone, and a calendar picture. During the second class meeting, students write a detailed description about what they have chosen and share their descriptions with the class.

Claire-Marie E. Hart, Adjunct Professor, English, North Shore Community College (MA)

Activating Communication Theory in the Classroom

Table #4 • Outside Ballroom EFG, Level 4

Learn to modify your own and your students' communication behavior by experiencing basic communication theories as they really occur. Gain insight into your comprehension of and reaction to common communication circumstances. Be prepared for the funny and eye-opening situations in which you will find yourself. This discussion, not recommended for the faint of heart, helps you adjust your teaching style and understand the positions from which your students may be communicating.

Virginia Gregg, Consultant and Professor Emeritus, Communication Studies, Minnesota State University Moorhead (MN)

7:15 p.m Evening Events

After the Closing General Session, grab some dinner and then head over to the Hilton Austin to meet up with colleagues for some evening fun! (Meet in the Hilton Austin Lobby.)

Pete's Dueling Piano Bar

Pete's was born and raised in Texas. It's a sing-along, clap-along, drink-along, have-one-helluva-good-time-along bar! There may be a minimal cover charge for the more popular evenings. Please be advised that this show is for a mature audience. The show starts at 8:00 p.m. See www.petesduelingpianobar.com for additional information.

Elephant Room Cool Jazz

Open since 1991, this jazz club is a cozy and intimate basement venue featuring live music every day of the week. Happy hour goes until 8:00 p.m. and the show begins at approximately 9:30 p.m. See www.elephantroom.com for additional information.

4:00 – 5:00 p.m. Closing General Session

Ballroom D, Level 4

Musical Performance
Sherry Boyd
Professor, Humanities
North Lake College

Chair
Edward J. Leach
Executive Director
NISOD, The University of Texas at Austin

Presentation of Diversity Awards
David Pluviose
Executive Editor
Diverse: Issues in Higher Education

Keynote Speaker Introduction
Jo Alice Blondin
President
Clark State Community College

"Student Retention Rates and Effective Student Engagement"

Keynote Speaker
Steve Perry
Education Contributor, CNN and MSNBC; Columnist, *Essence Magazine*; Best-Selling Author; and Host, *Save My Son*

Dr. Perry knows that in order for students to be successful in the competitive global economy, there must be a system in place to engage, develop, and improve their performance. He will give simplistic and direct suggestions that any community college educator can take back to their classroom and implement immediately.

Congratulations!

NISOD and *Diverse: Issues In Higher Education* are proud to announce the recipients of this new award that recognizes exceptional commitments to diversity (including race/ethnicity, gender, sexual orientation, disability, age, class, veterans, and thought) through best-in-class student and staff recruitment and retention practices, inclusive learning and working environments, and meaningful community service and engagement opportunities. These committed NISOD-member colleges have been recognized as **Promising Places to Work Award Recipients.**

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NADE
National Association for Developmental Education
Leaders in Developmental Education

Co-chairs:
Stephanie Collier, stephanieco@cos.edu
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Susan Jensen, susanj@cos.edu

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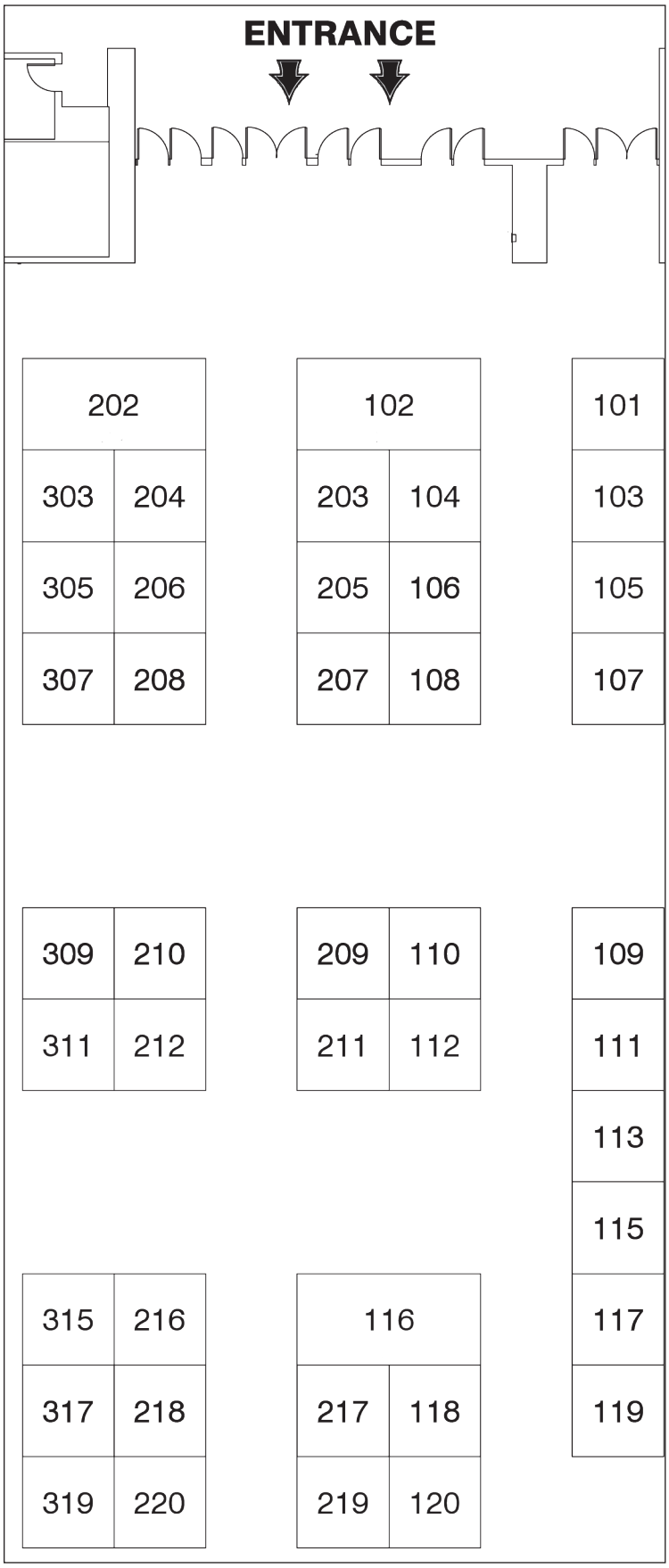

GUIDE TO THE EXHIBIT HALL

American Honors - Booth #217
American Honors is a competitive community college honors program that aims to create a better, more efficient, and more affordable 2+2 pathway for high-achieving and high-potential students. To do so, we partner with community colleges to create new Honors Programs or augment existing programs. We facilitate the creation of challenging and engaging academics, top-notch advising, a national and international recruiting infrastructure, and a network of over 50 4-year colleges and universities with which we have transfer agreements. For partner colleges, we provide faculty the opportunity to work with instructional designers and provide regular workshops, webinars, and other professional development opportunities. American Honors allows colleges to provide additional resources to help great students achieve more.

Benjamin Moritz
Phone: (720) 400-0977
Email: Ben.Moritz@AmericanHonors.org
URL: americanhonors.org

American Technical Publishers - Booth #110
Take your students to a higher level with print and digital learning products from American Technical Publishers. American Technical Publishers distributes a broad range of educational content for leading programs in the electrical, construction, maintenance, mechanical, culinary, and agriculture trades. Many new and updated editions will be featured to help keep your programs current, including Practical Math, HVAC and Refrigeration Systems, and Culinary Nutrition Principles and Applications. Instructors can gain access to title and reference information and title-specific support materials at www.atplearning.com.

Thomas Wise
Phone: (708) 957-1100
Email: thomas.wise@atplearning.com
URL: www.atplearning.com

ATE Central - Booth #220
ATE Central is a freely available online portal and collection of materials and services that highlight the work of the Advanced Technological Education (ATE) projects and centers. These initiatives funded by the National Science Foundation work with educators from two-year colleges to develop and implement ideas for improving the skills of technicians and the educators who teach them. ATE Central is designed to help educators, students, and the general public learn about and use materials from the entire depth and breadth of the Advanced Technological Education program, including curricula, learning objects, and podcasts.

Catherine Dixon
Phone: (608) 265-8042
Email: cdixon@scout.wisc.edu
URL: www.atecentral.net

Cengage Learning - Booth #204
Cengage Learning is a leading educational content, technology, and services company for higher education and K-12, professional, and library markets worldwide. The company provides superior content, personalized services, and course-driven digital solutions that accelerate student engagement and transform the learning experience.

Piper Huntington
Phone: (518) 348-2609
Email: Piper.Huntington@cengage.com
URL: www.cengage.com

Civitas Learning - Booth #210
By building a community of forward-thinking higher education institutions, Civitas Learning™ brings together the best of new technology, design thinking, and data science in its mission to help a million more college students learn well and finish strong. Using a cloud-based, predictive analytics platform and engaging applications, Civitas Learning helps partner institutions bring deep insights to decision makers, and personalized, real-time recommendations directly to the front lines for students, faculty, and advisors to measurably improve student learning, persistence, and graduation. The reach of Civitas Learning's partners includes more than 733 campuses reaching more than 2.3 million students. Civitas Learning is based in Austin, Texas.

Andi Narvaez, Marketing Manager
Phone: (512) 949-5915
Email: andi.narvaez@civitaslearning.com
URL: civitaslearning.com

College Success Through Financial Literacy - Booth #108
College Success Through Financial Literacy is part of an independent grant-funded project at Wichita State University. The primary financial literacy resource developed by the project is www.MyCollegeMoneyPlan.org, a free online resource designed for students and the educators who help them pick affordable training or education anytime after high school. In addition to providing information about and assistance with FAFSA, the website helps students avoid excessive student loan debt. The website also helps anyone take steps toward their own financial independence by teaching them basic money management skills. There is also a "Teaching Resources" section instructors can use to track students' progress through the assigned modules.

Tim Hagan
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URL: www.mycollegemoneyplan.org

GUIDE TO THE EXHIBIT HALL

***Community College Week* - Booth #102**
Community College Week and ccweek.com, published by Autumn Publishing Enterprises, provide an independent voice for faculty, administrators, and trustees at the nation's community, technical, and junior colleges. *Community College Week*'s 30,000-plus readers find a one-stop source for education news and features, vital statistics, and analyses of issues and events critical to community colleges. Celebrating its 25th anniversary in 2013, *Community College Week* has been providing unrivaled coverage since 1988.

Pam Barrett
Phone: (703) 389-1293
Email: pbarrett@ccweek.com
URL: www.ccweek.com

CommunityCollegeJobs.com - Booth #116
Founded in 2009, CommunityCollegeJobs.com is recognized throughout academia as the #1 website for finding jobs and careers at community colleges. Over the years, our website has earned the reputation as the "essential place to advertise" for community colleges that need to recruit and hire top executives, administrators, faculty, and staff. Last year, 742 colleges representing all 50 states advertised 12,876 jobs on CommunityCollegeJobs.com. This year, CommunityCollegeJobs.com is on track to have a record number of job postings, as more community college human resources departments use our website to recruit top professionals to fill important job openings. We have been a proud NISOD sponsor and exhibitor for years. Be sure to visit our booth in the Exhibit Hall to view the latest job openings and to learn how we can help your college recruit and hire the best professionals to work on your campus.

Erik Lords
Phone: (404) 915-7300
Email: erik@communitycollegejobs.com
URL: www.communitycollegejobs.com

***Diverse: Issues in Higher Education* - Booth #202**
Diverse, the only national newsmagazine that focuses on matters of access and opportunity for all in higher education, especially minorities and the underrepresented. Timely news, research, special reports, commentary and interviews are provided, which attracts diverse candidates for faculty and administrative recruiting.

Ralph Newell
Phone: (703) 385-2419
Email: ralph@diverseeducation.com
URL: www.diverseeducation.com

Educational Policy Improvement Center - Booth #211
The Educational Policy Improvement Center (EPIC) conducts research, provides services, and creates online tools to support educators. Dr. David T. Conley and staff have spent over a decade establishing EPIC as a premier non-profit organization that partners with educators to empower all students to be successful in college and careers. In 2005, the College Board engaged EPIC as a thought partner in the groundbreaking, national audit of written AP curriculum used in schools. EPIC designed and implemented the AP Course Audit, the first and only of its kind in the history of U.S. education, and a strong exemplar of how EPIC supports collaboration between college faculty and high school teachers.

Kirsten Aspengren
Phone: (877) 766-2279
Email: kirsten_aspengren@epiconline.org
URL: www.epiconline.org

El Paso Community College - Booth #106
El Paso Community College (EPCC) enrolls more than 41,000 credit and non-credit students at five campuses in the borderplex of El Paso, Texas. Offering more than 130 academic programs, distance education, dual credit, Early College High School, and continuing education, EPCC is nationally recognized for student success and access. EPCC is an Achieving the Dream Leader College, a 2011 Leah Meyer Austin Institutional Student Success Leadership Award recipient, a "Samples of Excellence" award recipient from Excelencia in Education, an Aspen Top Ten Community College, and a 2013 Bellwether Award Finalist. Outstanding students, faculty, and staff make EPCC "The Best Place to Start" and "The Best Place to Continue."

Keri Moe
Phone: (915) 831-6475
Email: kmoe@epcc.edu
URL: www.epcc.edu

Enovative Technologies - Booth #311
Enovative Technologies designs products that help improve people's lives. Our brands focus on enhancing comfort, well-being, and convenience for our consumers. We are the leading manufacturer of TENs units in the United States and the United Kingdom. We stand behind our brands and strive to provide best-in-class service to channel partners and end users.

Colin Rock
Phone: (443) 904-5356
Email: colin.rock@enovativetech.com
URL: www.enovativetech.com

ETS HiSET - Booth #206
The ETS HiSET program, a national high school equivalency test, includes elements critical to providing out-of-school youth and adults with the best opportunity to demonstrate their high school-level proficiency and their readiness for higher education or the workplace.

Amy Riker
Phone: (609) 619-1640
Email: ariker@ets.org
URL: www.hiset.ets.org

GUIDE TO THE EXHIBIT HALL

Ferris State University Doctorate in Community College Leadership - Booth #101
The Ferris State University Doctorate in Community College Leadership develops leaders of mission-driven, 21st century community colleges. Taught by experienced, high-level community college leaders, this program prepares leaders for changing environments in higher education through real-world problems and cases. This blended program requires minimal onsite time. A key feature of the program is that the dissertation is integrated throughout the curriculum so individuals complete it by the end of the three years of the program.

Andrea Wirgau
Phone: (231) 591-2710
Email: ccleadership@ferris.edu
URL: www.ferris.edu/ccleadership

HI-TEC - 219
Don't miss 2015 HI-TEC, July 27-30, at the Portland Marriott Downtown Waterfront Hotel (Oregon). HI-TEC is a national conference on advanced technological education where secondary and postsecondary educators, counselors, industry professionals, trade organizations, and technicians can update their knowledge and skills. Charged with educating America's technical workforce, the event focuses on the preparation needed by the existing and future workforce for companies in the high-tech sectors that drive our nation's economy. For more information, go to www.highimpact-tec.org.

Marilyn Barger
Phone: (813) 259-6578
Email: mbarger@hccfl.edu
URL: www.highimpact-tec.org

Human eSources - Booth #112
Since 1998, using decades of personality type, learning style, multiple intelligences, and student success research, Human eSources' products have empowered students to discover and apply their natural gifts, overcome personal challenges, improve grades, and finish their education. We provide online programs ranging from quick self-assessments to full curriculum delivered through secure personal portfolios.

Rick Hanson
Phone: (888) 295-1520
Email: rickh@humanesources.com
URL: www.humanesources.com

IDEA - Booth #103
IDEA works in partnership with institutions of higher education to support the advancement of teaching, learning, and leadership. IDEA, a non-profit organization established in 1975, provides statistically valid and reliable Teaching and Learning Assessment (student ratings) and Leadership Assessment (chair and administrator) instruments backed by extensive research. IDEA's services provide comparative data, formative and summative feedback, suggestions and resources for improvement, and tailored reports that support institutional, program, and individual development. IDEA systems offer robust technology platforms that feature mobile delivery and interactive interface.

Jenny Sump
Phone: (800) 255-2757
Email: jenny@IDEAedu.org
URL: www.IDEAedu.org

Institute of International Education - Booth #203
The Council for International Exchange of Scholars (CIES), the scholar division of the Institute of International Education (IIE), is well known for its expertise and extensive experience in conducting international exchange programs for scholars and university administrators. The core Fulbright Scholar Program attracts some 800 U.S. faculty and professionals each year to 140 countries to lecture, teach, and conduct research.

Sarah Rose
Phone: (202) 686-4017
Email: srose@iie.org
URL: www.cies.org

KwikBoost - Booth #111
KwikBoost designs, manufactures, and markets mobile device charging stations, power tables, charging lockers, integratable power and charging solutions, and custom solutions built for convenience. KwikBoost solutions improve how people charge their devices while on the go. We focus on simple, beautiful, and thoughtful products and services. Mixing good design with practicality, everyday problems are elegantly and efficiently solved. KwikBoost products power the technology that connects us to the people, activities, and experiences we love.

Peter Munnerlyn
Phone: (214) 347-7410
Email: peter@kwikboost.com
URL: www.kwikboost.com

Lilly Conferences (ITLC) - Booth #105
For 34 years, the Lilly Conferences on College and University Teaching and Learning have provided opportunities for the presentation of the Scholarship of Teaching and Learning. This interdisciplinary teaching conference includes faculty, administrators, and graduate students from across the United States and abroad. Participants are given the opportunity to exchange ideas, build a repertoire of skills that can be put to immediate use, and network with colleagues.

Todd Zakrajsek
Phone: (919) 636-8170
Email: registrar@lillyconferences.com
URL: www.lillyconferences.com

LLILAS Benson Latin American Studies and Collections, University of Texas at Austin - 118
LLILAS Benson Latin American Studies and Collections, located at The University of Texas at Austin, is a partnership of the Nettie Lee Benson Latin American Collection and the Teresa Lozano Long Institute of Latin American Studies. The LLILAS Benson collaboration is dedicated to raising awareness of past and current issues affecting Latin America and U.S. Latina/o communities

through world-class collections, globalized higher education, research, international exchange, and public programming. LLILAS Benson is designated by the U.S. Department of Education as a Title VI National Resource Center for Latin American area studies and languages. A priority of this program is to promote opportunities in Latin American studies and languages for students and faculty of community colleges. Please stop by our booth to learn more about research fellowships, study abroad programs, traveling exhibits, K-12 teacher trainings, and other outreach, public engagement activities, and collaborations available to community colleges.

Megan Scarborough
Phone: (512) 232-2408
Email: megan@mail.utexas.edu
URL: www.utexas.edu/cola/insts/llilas/

Lumen Learning - Booth #205
Lumen Learning provides high-quality open courseware and support for institutions seeking to transition high-enrollment courses to open educational resources (OER). Lumen's OER-based courseware and support have been used by over 60 higher education institutions, including 6 of the 20 largest U.S. community colleges. Lumen Learning pioneers research-based approaches to successful adoption of open-educational resources. Lumen projects typically reduce total spend on textbooks and course materials by 75-90 percent, while achieving 5-10 percent improvements in student success. Educational resources created by Lumen projects are published under Creative Commons Attribution licenses and contributed back to the education community.

Julie Curtis
Phone: (503) 840-5569
Email: julie@lumenlearning.com
URL: www.lumenlearning.com

Measurement Incorporated - Booth #208
Measurement Incorporated delivers quality education products and services. PEG Writing Scholar is an online writing practice tool created for college students and instructors. Backed by the nation's leading automated essay scoring tool, PEG Writing Scholar offers unlimited access to custom writing prompts, electronic graphic organizers, automated scoring, instant feedback, portfolios, and interactive student tutorials.

Lindsey Scherich
Phone: (919) 683-2413
Email: jtimberlake@measinc.com
URL: www.pegwritingscholar.com

National Association for Community College Entrepreneurship - Booth #307
NACCE is a member organization of over 300 community colleges representing nearly 2,000 staff. Presidents, educators, administrators, and center directors are focused on inciting entrepreneurship in their community and on their campus. NACCE has two main goals: Empower the college to approach the business of leading a community college with an entrepreneurial mindset and grow the community college's role in supporting job creation and entrepreneurs in their local ecosystem.

Guin Griswold
Phone: (413) 306-3131, Ext. 304
Email: griswold@nacce.com
URL: www.nacce.com

National Association for Developmental Education - Booth #115
NADE is a non-profit organization that seeks to improve the theory and practice of developmental education at all levels of the educational spectrum, the professional capabilities of developmental educators, and the design of programs to prepare developmental educators. NADE focuses on the academic success of students by providing professional development for faculty and support professionals, supporting student learning, providing public leadership, disseminating exemplary models of practice, coordinating efforts with other organizations, facilitating communication among developmental education professionals, and anticipating trends. Helping underprepared students prepare and prepared students advance is NADE's motto. Recent initiatives include international involvement, political liaison efforts, self-assessment guidelines, secondary and postsecondary partnerships, and certification processes for developmental education programs. Gwenn Eldridge, assistant professor and chair of the English and mathematics departments at Ivy Tech Community College-Kokomo, is the current president, and Robin Ozz, Director of Developmental Education at Phoenix College, is President-Elect.

Robin Ozz
Phone: (602) 285-7818
Email: robin.ozz@phoenixcollege.edu
URL: nade.net

National Council on Student Development - Booth #303
The National Council on Student Development (NCSD) promotes knowledge, expertise, and professional development opportunities; supports decision-making based on empirical and ethical principles; and demonstrates a commitment to the personal and professional advancement of student development professionals. NCSD supports the understanding of and respect for all community college students and professionals through advocacy and education.

Kevin Wade
Phone: (301) 322-0681
Email: wadekj@pgcc.edu
URL: www.ncsdonline.com

GUIDE TO THE EXHIBIT HALL

The National Society of Collegiate Scholars - Booth #315
The National Society of Collegiate Scholars (NSCS) is an honors organization that recognizes and elevates high achievers. NSCS provides career and graduate school connections, study abroad, and leadership and service opportunities, and gives out more than a million dollars annually in scholarships. NSCS is present on four-year, two-year, and online college campuses nationwide.

Sankaya C. Hall
Phone: (202) 578-5394
Email: hall@nscs.org
URL: www.nscs.org

Oklahoma City Community College - Booth #113
Oklahoma City Community College (OCCC) is the fifth largest higher education institution in Oklahoma. OCCC offers a full range of associate degree programs that prepare students to transfer to baccalaureate institutions. Please call (405) 682-OCCC or visit www.occc.edu for more information.

Greg Gardner
Phone: (405) 682-7534
Email: ggardner@occc.edu
URL: www.occc.edu

Profology - Booth #107
Profology, built by professors, for professors, is the only online community that addresses the complexity of working in higher education, including the demands of teaching, research, and career development. Now you can collaborate with colleagues across academia, share course and teaching resources, discuss career issues, and enjoy discipline-specific content curated especially for you. Best of all, Profology is free! Join your colleagues at Profology.com.

Bob Ertischek
Phone: (585) 348-8099
Email: bob@profology.com
URL: www.profology.com

Stratasys - Booth #104
Stratasys (www.stratasys.com) manufactures 3D printing equipment and materials that create physical objects directly from digital data. Our systems range from affordable desktop 3D printers to larger and more advanced 3D production systems. Our specially engineered 3D printing materials include hundreds of photopolymers and thermoplastics. Manufacturers use Stratasys 3D printers to create models and prototypes for new product design and testing and for low-volume finished goods. Educators use the technology to elevate research and learning in science, engineering, design, and art. Hobbyists and entrepreneurs use Stratasys 3D printing to expand manufacturing into the home to create novelties, customized devices, and inventions.

Angela Marini
Phone: (978) 495-5568
Email: angela.marini@stratasys.com
URL: www.stratasys.com

Stylus Publishing - Booth #207
Founded in 1996, Stylus publishes books and journals that focus on higher education and books that focus inclusively on teaching in K-12. Our higher education program covers such areas as teaching and learning, service learning, assessment, online learning, racial diversity on campus, women's issues, student affairs, doctoral education, and leadership and administration.

Patricia Webb
Phone: (703) 887-6133
Email: patricia@styluspub.com
URL: www.styluspub.com

Texas Community College Teachers Association - Booth #305
Comprised of educators from every teaching discipline, as well as counselors, librarians, and administrators, the Texas Community College Teachers Association's (TCCTA) members come from all public and independent two-year colleges in Texas. TCCTA is by far the largest organization of postsecondary educators in Texas.

Daisy Graves
Phone: (512) 328-2044, Ext. 11
Email: dgraves@tccta.org
URL: www.tccta.org

Texas State University's Graduate Program in Developmental Education - Booth #109
The doctoral, master's, and certificate program in developmental education prepares future educators, leaders, program developers, and administrators to enhance the learning and educational experiences of postsecondary students in a variety of contexts. The program is committed to offering a robust experience in which students learn to think critically about theory, research, and practice in multiple areas of college readiness and developmental education, including developmental literacy, learning support, and developmental mathematics. As a multidisciplinary program, the faculty, staff, and students work collaboratively across various academic disciplines, diverse communities, and geographic boundaries.

Russ Hodges
Phone: (512) 245-7922
Email: rh12@txstate.edu
URL: www.education.txstate.edu/ci/dev-ed/

Turning Technologies - Booth #212
Turning Technologies' assessment delivery and data collection solutions create a dynamic, collaborative learning environment. With effective tools, instructors can engage, monitor, and measure the learning process in a simple, versatile, and meaningful way. TurningPoint Cloud offers seamless PowerPoint polling over top of any application or self-paced tests, evaluations, and surveys. Available for Mac or PC, conduct real-time assessments to track progress, instantly view results, and collect valuable data. Gather detailed reports with ResponseCard clickers or with any web-enabled device through our mobile solution, ResponseWare. Our solutions can enhance instruction, improve retention, support learning theories,

and securely collect valuable data. Campuswide solutions strengthen instructors' teaching practices and help administrators make data-driven decisions to enhance the educational experience.

Lisa Heddleson
Phone: (330) 746-3015
Email: lheddleson@turningtechnologies.com
URL: www.turningtechnologies.com

Tyler Junior College - Booth #216
Since 1926, Tyler Junior College (TJC) has been fulfilling three promises to its students and the Tyler area by providing a quality education, a vibrant student life, and community service. A growing and vital part of East Texas, TJC is committed to serving students of all ages throughout its service area.

Kevin Fowler
Phone: (903) 510-2307
Email: kfow@tjc.edu
URL: www.tjc.edu

University of Phoenix - Booth #209
University of Phoenix offers a range of degrees, certificate programs, and individual courses with delivery models that meet today's working adults where they are in their development cycle. Emphasis is placed on innovation, professional development, industry aligned curriculum, and its resultant effect on human capital development in the global economy.

Stephanie Morris
Phone: (714) 338-1736
Email: stephanie.morris@phoenix.edu
URL: www.phoenix.edu

The University of Texas at Austin, Program in Higher Education Leadership - Booth #309
The University of Texas at Austin's Program in Higher Education Leadership (PHEL) consists of two academic concentrations: Community College Leadership Program (CCLP) and Higher Education Administration Program (HEAP). CCLP concentration enhances and develops the competencies and skills required to effectively lead community colleges and to engage in research related to community college issues. The HEAP concentration prepares leaders to become administrators of colleges and universities, as well as higher education scholars and instructors.

Victor B. Sáenz
Phone: (512) 475-8585
Email: vsaenz@austin.utexas.edu
URL: http://links.utexas.edu/dyvyjo

PRESENTER INDEX

First Name	Last Name	College	Presentation Time	Presentation Room
Alexandra	Adams	Harford Community College	Sunday, 3:30 – 4:30 p.m.	Room 17B, Level 4
Lynne	Adams	Prince George's Community College	Tuesday, 9:00 – 10:00 a.m.	Room 16B, Level 4
Patricia	Adams	Pitt Community College	Monday, 10:45 – 11:45 a.m.	Room 13A, Level 4
Christy	Adkins	Madisonville Community College	Sunday, 1:00 – 2:00 p.m.	Room 18C, Level 4
Debbie	Aguilera	El Paso Community College	Sunday, 3:30 – 4:30 p.m.	Room 17A, Level 4
Kimberly	Alacan	Daytona State College	Monday, 2:30 – 3:30 p.m.	Room 12B, Level 4
Alex	Alcoser	Texas State Technical College	Tuesday, 2:45 – 3:45 p.m.	Room 16B, Level 4
Joan	Alexander	Valencia College	Monday, 3:45 – 4:45 p.m.	Room 18D, Level 4
Shannon	Allen	Madisonville Community College	Monday, 2:30 – 3:30 p.m.	Room 18A, Level 4
David	Alsip	Madisonville Community College	Monday, 1:15 – 2:15 p.m.	Room 18B, Level 4
Alicia	Anacleto	Hillsborough Community College	Sunday, 2:15 – 3:15 p.m.	Room 19A, Level 4
Fariba	Ansari	El Paso Community College	Monday, 1:15 – 2:15 p.m.	Room 13A, Level 4
Cynthia	Applin	Clark State Community College	Monday, 9:30 – 10:30 a.m.	Room 13B, Level 4
Colin	Archibald	Valencia College	Monday, 3:45 – 4:45 p.m.	Room 18D, Level 4
Brooke	Archila	Madisonville Community College	Tuesday, 10:15 – 11:15 a.m.	Room 12A, Level 4
Martha	Bailey	Portland Community College	Sunday, 2:15 – 3:15 p.m.	Room 15, Level 4
Richard	Bailey	San Jacinto College District	Sunday, 3:30 – 4:30 p.m.	Room 15, Level 4
Brian	Baldwin	Houston Community College	Monday, 1:15 – 2:15 p.m.	Roundtable Area, Level 4
Brian	Baldwin	Houston Community College	Tuesday, 9:00 – 10:00 a.m.	Room 15, Level 4
Brian	Baldwin	Houston Community College	Tuesday, 1:30 – 2:30 p.m.	Roundtable Area, Level 4
Terry	Barksdale	Austin Community College	Monday, 10:45 – 11:45 a.m.	Room 16A, Level 4
David	Barrientos	El Centro College	Monday, 10:45 – 11:45 a.m.	Poster Area, Level 4
Hilda	Barrow	Pitt Community College	Monday, 2:30 – 3:30 p.m.	Room 14, Level 4
Rachel	Beattie	Carnegie Foundation for the Advancement of Teaching	Sunday, 10:00 a.m.– 2:00 p.m.	Room 13A, Level 4
Katherine	Beck	McHenry County College	Monday, 3:45 – 4:45 p.m.	Room 17B, Level 4
Susan	Behrens	Northwest Iowa Community College	Monday, 10:45 – 11:45 a.m.	Room 12A, Level 4
Mary K.	Benard	MiraCosta College	Sunday, 9:00 a.m.– 3:30 p.m.	Room 12A, Level 4
Barbara L.	Bennett	Texas State Technical College	Tuesday, 9:00 – 10:00 a.m.	Room 18A, Level 4
Michael	Berberich	Galveston College	Monday, 10:45 – 11:45 a.m.	Room 17A, Level 4
Susan	Bickerstaff	Teachers College, Columbia University	Monday, 2:30 – 3:30 p.m.	Room 14, Level 4
Susan	Bickerstaff	Teachers College, Columbia University	Monday, 9:30 – 10:30 a.m.	Marriott Courtyard, Brazos I & II
Ronda M.	Blevins	Roane State Community College	Monday, 3:45 – 4:45 p.m.	Room 13A, Level 4
Jo Alice	Blondin	Clark State Community College	Monday, 9:30 – 10:30 a.m.	Room 13B, Level 4
James	Boldman	Ivy Tech Community College–Columbus	Tuesday, 2:45 – 3:45 p.m.	Room 18B, Level 4
Janet	Boone	Northwest Iowa Community College	Monday, 10:45 – 11:45 a.m.	Room 12A, Level 4
Rena	Borovilos	Humber College Institute of Technology and Advanced Learning	Sunday, 3:30 – 4:30 p.m.	Roundtable Area, Level 4
Jozef	Borvak	El Centro College	Monday, 10:45 – 11:45 a.m.	Room 18A, Level 4
Rachael	Bower	University of Wisconsin	Monday, 9:30 – 10:30 a.m.	Room 16A, Level 4
Courtney R.	Brazile	Eastfield College	Monday, 2:30 – 3:30 p.m.	Room 18D, Level 4
Leigh-Ann	Brewer	Mountwest Community and Technical College	Tuesday, 1:30 – 2:30 p.m.	Room 13A, Level 4

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First Name	Last Name	College	Presentation Time	Presentation Room
Cathy	Brewster	Truckee Meadows Community College	Monday, 3:45 – 4:45 p.m.	Roundtable Area, Level 4
Billie	Brooks	Mountwest Community and Technical College	Tuesday, 10:15 – 11:15 a.m.	Room 16B, Level 4
Michael D.	Brooks	Dyersburg State Community College	Monday, 9:30 – 10:30 a.m.	Roundtable Area, Level 4
David	Brown	Pellissippi State Community College	Monday, 9:30 – 10:30 a.m.	Room 18D, Level 4
Janet L.	Brown	Wallace State Community College	Tuesday, 10:15 – 11:15 a.m.	Room 15, Level 4
Lynn C.	Brown	Bossier Parish Community College	Monday, 1:15 – 2:15 p.m.	Roundtable Area, Level 4
Melanie	Brown	St. Johns River State College	Tuesday, 2:45 – 3:45 p.m.	Room 14, Level 4
Taryn	Brown	Daytona State College	Monday, 2:30 – 3:30 p.m.	Room 12B, Level 4
William	Brown	Tarrant County College District	Monday, 1:15 – 2:15 p.m.	Roundtable Area, Level 4
Tom	Broxson	Pierce College District	Tuesday, 1:30 – 2:30 p.m.	Room 18A, Level 4
Kathy	Bruce	Harper College	Monday, 1:15 – 2:15 p.m.	Room 18C, Level 4
Julie	Bruno	Sierra College	Sunday, 2:15 – 3:15 p.m.	Room 16A, Level 4
Kassandra A.	Buck	Eastfield College	Monday, 2:30 – 3:30 p.m.	Room 18D, Level 4
Benita A.	Budd	Wake Tech Community College	Monday, 9:30 – 10:30 a.m.	Room 17B, Level 4
Denny	Burzynski	College of Southern Nevada	Monday, 1:15 – 2:15 p.m.	Roundtable Area, Level 4
Denny	Burzynski	College of Southern Nevada	Monday, 2:30 – 3:30 p.m.	Roundtable Area, Level 4
Carolyn H.	Bynum	Germanna Community College	Monday, 2:30 – 3:30 p.m.	Room 17A, Level 4
Terry	Cambron	Stratasys	Monday, 2:30 – 3:30 p.m.	Room 19B, Level 4
James	Cannon	Forsyth Technical Community College	Monday, 1:15 – 2:15 p.m.	Room 16A, Level 4
Ebonee	Carpenter	Hillsborough Community College	Sunday, 2:15 – 3:15 p.m.	Room 19A, Level 4
M Carla	Carr	Olive-Harvey College	Monday, 10:45 – 11:45 a.m.	Room 18C, Level 4
Michael A.	Carrington	Northern Virginia Community College	Sunday, 3:30 – 4:30 p.m.	Roundtable Area, Level 4
Ann	Cartwright	San Jacinto College Central	Sunday, 3:30 – 4:30 p.m.	Room 15, Level 4
Shannonine M.	Caruana	Hudson County Community College	Tuesday, 9:00 – 10:00 a.m.	Room 16A, Level 4
Katharine	Caruso	Lone Star College	Tuesday, 10:15 – 11:15 a.m.	Room 19A, Level 4
Mary E.	Castanon	Texas State Technical College	Tuesday, 9:00 – 10:00 a.m.	Room 18A, Level 4
Angelica	Cerda	South Texas College	Monday, 10:45 – 11:45 a.m.	Poster Area, Level 4
Sankarana-rayanaiyer	Chandramo-han	Palm Beach State College	Tuesday, 1:30 – 2:30 p.m.	Roundtable Area, Level 4
Laura V.	Chrisco	The University of Texas at Austin	Tuesday, 10:15 – 11:15 a.m.	Room 17B, Level 4
Maria E.	Christian	Oklahoma State University Institute of Technology-Okmulgee	Sunday, 1:00 – 2:00 p.m.	Room 18A, Level 4
David	Chu	College of DuPage	Monday, 1:15 – 2:15 p.m.	Roundtable Area, Level 4
Edna Q.	Claus	Texas State Technical College Harlingen	Tuesday, 2:45 – 3:45 p.m.	Room 16B, Level 4
Darryl	Cleveland	Truckee Meadows Community College	Monday, 10:45 – 11:45 a.m.	Room 17B, Level 4
Judith N.	Cline	Richland College	Sunday, 1:00 – 2:00 p.m.	Roundtable Area, Level 4
Linda T.	Coats	Mississippi State University	Tuesday, 9:00 – 10:00 a.m.	Roundtable Area, Level 4
Michelle D.	Cochran	Rochester Community and Technical College	Tuesday, 2:45 – 3:45 p.m.	Roundtable Area, Level 4
Geselle	Coe	Pima Community College	Monday, 1:15 – 2:15 p.m.	Room 14, Level 4

PRESENTER INDEX

First Name	Last Name	College	Presentation Time	Presentation Room
Michael W.	Coleman	Nash Community College	Monday, 1:15 – 2:15 p.m.	Room 16B, Level 4
Peggy	Coleman	Mountwest Community and Technical College	Tuesday, 10:15 – 11:15 a.m.	Room 16B, Level 4
Judy	Colwell	Northern Oklahoma College	Tuesday, 10:15 – 11:15 a.m.	Room 18D, Level 4
Joan A.	Connors	Polk State College	Tuesday, 2:45 – 3:45 p.m.	Room 19A, Level 4
Wheeler	Conover	Southeast Kentucky Community and Technical College	Sunday, 1:00 – 2:00 p.m.	Roundtable Area, Level 4
Charles	Cook	Austin Community College	Tuesday, 10:15 – 11:15 a.m.	Room 17B, Level 4
Charles	Cook	Austin Community College	Tuesday, 1:30 – 2:30 p.m.	Room 12B, Level 4
Kelly	Cooper	West Valley College	Monday, 1:15 – 2:15 p.m.	Roundtable Area, Level 4
Kelly	Cooper	West Valley College	Monday, 2:30 – 3:30 p.m.	Roundtable Area, Level 4
Penelope	Cooper	Arizona Western College	Monday, 1:15 – 2:15 p.m.	Roundtable Area, Level 4
Alex	Coppelman	Northern Virginia Community College	Monday, 10:45 – 11:45 a.m.	Room 13B, Level 4
Joseph	Coppola	Palo Alto College	Sunday, 2:15 – 3:15 p.m.	Room 16B, Level 4
Joseph	Coppola	Palo Alto College	Tuesday, 9:00 – 10:00 a.m.	Roundtable Area, Level 4
Rebecca	Corbin	National Association for Community College Entrepreneurship (NACCE)	Tuesday, 1:30 – 2:30 p.m.	Room 17B, Level 4
Ricardo	Coronado	Tarrant County College District	Tuesday, 1:30 – 2:30 p.m.	Room 16B, Level 4
Kris	Costa	Sierra College	Sunday, 2:15 – 3:15 p.m.	Room 16A, Level 4
Irene	Cravey	Texas State Technical College	Sunday, 3:30 – 4:30 p.m.	Room 18D, Level 4
Thomas	Crawford	Odessa College	Tuesday, 10:15 – 11:15 a.m.	Room 18B, Level 4
John R.	Crooks	Lorain County Community College	Monday, 9:30 – 10:30 a.m.	Room 18B, Level 4
Deborah	Cruise	Harford Community College	Sunday, 3:30 – 4:30 p.m.	Room 17B, Level 4
Maureen	Cunningham	Wake Tech Community College	Tuesday, 9:00 – 10:00 a.m.	Room 18B, Level 4
Michael	Daggs	Tutt and Daggs, Creative Performance Improvement	Monday, 10:45 – 11:45 a.m.	Room 18D, Level 4
Michael	Daggs	Tutt and Daggs, Creative Performance Improvement	Tuesday, 9:00 – 10:00 a.m.	Room 17B, Level 4
Ruth	Dalrymple	Alamo Colleges	Tuesday, 9:00 – 10:00 a.m.	Room 17A, Level 4
Audrey	Davis	Prince George's Community College	Tuesday, 9:00 – 10:00 a.m.	Room 16B, Level 4
Jennifer	Davis	Lethbridge College	Tuesday, 10:15 – 11:15 a.m.	Poster Area, Level 4
Kimberly M.	Davis	Houston Community College	Monday, 1:15 – 2:15 p.m.	Roundtable Area, Level 4
Kimberly M.	Davis	Houston Community College	Tuesday, 9:00 – 10:00 a.m.	Room 15, Level 4
Kimberly M.	Davis	Houston Community College	Tuesday, 1:30 – 2:30 p.m.	Roundtable Area, Level 4
Lucas	Davis	Somerset Community College	Tuesday, 10:15 – 11:15 a.m.	Room 13B, Level 4
Janene	Davison	Galveston College	Monday, 10:45 – 11:45 a.m.	Room 17A, Level 4
Desalyn	De-Souza	Empire State College	Tuesday, 10:15 – 11:15 a.m.	Room 18A, Level 4
Robin	Deak	McHenry County College	Monday, 3:45 – 4:45 p.m.	Roundtable Area, Level 4
Lori	Dees	Wake Tech Community College	Tuesday, 9:00 – 10:00 a.m.	Room 18B, Level 4
Maura	Delaney	Berkshire Community College	Sunday, 2:15 – 3:15 p.m.	Room 18B, Level 4
Taihe	Deng	El Centro College	Monday, 10:45 – 11:45 a.m.	Room 18A, Level 4
Shana	Deyo	Daytona State College	Sunday, 2:15 – 3:15 p.m.	Room 17B, Level 4
Dori	DiPietro	Mesa Community College	Sunday, 1:00 – 2:00 p.m.	Room 16B, Level 4
Darren	Divine	College of Southern Nevada	Tuesday, 2:45 – 3:45 p.m.	Room 13B, Level 4
Catherine	Dixon	University of Wisconsin	Monday, 9:30 – 10:30 a.m.	Room 16A, Level 4

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First Name	Last Name	College	Presentation Time	Presentation Room
Susan	Doody	Wake Tech Community College	Monday, 9:30 – 10:30 a.m.	Room 17B, Level 4
Thomas	Doody	Wake Tech Community College	Monday, 9:30 – 10:30 a.m.	Room 17B, Level 4
Sheila	Drenkow	Northwest Iowa Community College	Monday, 10:45 – 11:45 a.m.	Room 12A, Level 4
Norma A.	Drepaul	Lone Star College–North Harris	Monday, 3:45 – 4:45 p.m.	Room 13B, Level 4
Nikki	Edgecombe	Teachers College, Columbia University	Monday, 9:30 – 10:30 a.m.	Marriott Courtyard, Brazos I & II
Ann	Edwards	Carnegie Foundation for the Advancement of Teaching	Sunday, 10:00 a.m.– 2:00 p.m.	Room 13A, Level 4
Stacia	Edwards	Columbus State Community College	Sunday, 1:00 – 2:00 p.m.	Room 17B, Level 4
David	Ehrenreich	Anne Arundel Community College	Tuesday, 1:30 – 2:30 p.m.	Room 18C, Level 4
Tyson	Elbert	Mississippi State University	Monday, 10:45 – 11:45 a.m.	Room 14, Level 4
Constance	Elko	Austin Community College	Tuesday, 1:30 – 2:30 p.m.	Room 12B, Level 4
Barry	Emison	Itawamba Community College	Tuesday, 10:15 – 11:15 a.m.	Room 16A, Level 4
Jennifer L.	Ernst	Henry Ford College	Monday, 1:15 – 2:15 p.m.	Room 18A, Level 4
Bob	Ertischek	Profology	Monday, 1:15 – 2:15 p.m.	Room 19B, Level 4
Staussa	Ervin	Tarrant County College District	Monday, 3:45 – 4:45 p.m.	Roundtable Area, Level 4
Rebecca	Escamilla	El Paso Community College	Monday, 1:15 – 2:15 p.m.	Room 13A, Level 4
Sheila	Estabillow	Austin Community College	Tuesday, 1:30 – 2:30 p.m.	Room 12B, Level 4
Ellen	Falkenstein	Central Texas College	Sunday, 3:30 – 4:30 p.m.	Room 16A, Level 4
Melissa	Filkowski	Columbia Basin College	Monday, 10:45 – 11:45 a.m.	Poster Area, Level 4
Brock	Fisher	McHenry County College	Monday, 3:45 – 4:45 p.m.	Room 17B, Level 4
Jeffrey	Fletcher	Teachers College, Columbia University	Tuesday, 9:00 – 10:00 a.m.	Room 14, Level 4
Katrina	Florea	Madisonville Community College	Sunday, 2:15 – 3:15 p.m.	Room 18D, Level 4
Ulanda	Forbess	North Lake College	Monday, 9:30 – 10:30 a.m.	Roundtable Area, Level 4
Brandi M.	Ford	Lone Star College	Tuesday, 10:15 – 11:15 a.m.	Room 17B, Level 4
Jeffrey P.	Forrest	St. Louis Community College	Sunday, 1:00 – 2:00 p.m.	Room 18B, Level 4
Regina D.	Foster	Oklahoma State University Institute of Technology-Okmulgee	Sunday, 1:00 – 2:00 p.m.	Room 18A, Level 4
Kevin	Fowler	Tyler Junior College	Monday, 10:45 – 11:45 a.m.	Room 18B, Level 4
Edward	Francisco	Pellissippi State Community College	Monday, 9:30 – 10:30 a.m.	Room 18D, Level 4
Julie D.	Frazier	Dyersburg State Community College	Monday, 9:30 – 10:30 a.m.	Roundtable Area, Level 4
Shawn	Frederking	Yuba College	Sunday, 10:00 a.m.– 2:00 p.m.	Room 13B, Level 4
Barry	Freeman	Bergen Community College	Tuesday, 10:15 – 11:15 a.m.	Room 13A, Level 4
Jose L.	Fulgencio	Oklahoma State University-Oklahoma City	Sunday, 3:30 – 4:30 p.m.	Roundtable Area, Level 4
Cindy	Gaddis	Tyler Junior College	Monday, 2:30 – 3:30 p.m.	Room 19A, Level 4
Jennifer	Gangi	Hillsborough Community College	Tuesday, 2:45 – 3:45 p.m.	Room 15, Level 4
Harriett	Gay	Daytona State College	Monday, 2:30 – 3:30 p.m.	Room 12B, Level 4
Amy G.	Gee	Tarrant County College District	Monday, 1:15 – 2:15 p.m.	Room 18D, Level 4
Amy	Getz	Charles A Dana Center	Sunday, 3:30 – 4:30 p.m.	Room 18B, Level 4
Maher	Ghalayini	Sheridan College	Tuesday, 2:45 – 3:45 p.m.	Room 18A, Level 4
Sherida	Gholston	Halifax Community College	Tuesday, 10:15 – 11:15 a.m.	Room 17A, Level 4
Kevin W.	Giles	Eastfield College	Monday, 2:30 – 3:30 p.m.	Room 18D, Level 4

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First Name	Last Name	College	Presentation Time	Presentation Room
Denise	Gillespie	Itawamba Community College	Tuesday, 10:15 – 11:15 a.m.	Room 16A, Level 4
Mike	Gillespie	Medicine Hat College	Tuesday, 10:15 – 11:15 a.m.	Room 18A, Level 4
Janice L.	Gilliland	Henry Ford College	Monday, 1:15 – 2:15 p.m.	Room 18A, Level 4
Erik	Gimness	Pierce College District	Tuesday, 1:30 – 2:30 p.m.	Room 18A, Level 4
Happy	Gingras	Pitt Community College	Monday, 10:45 – 11:45 a.m.	Room 13A, Level 4
Nirit	Glazer	University of Michigan	Monday, 10:45 – 11:45 a.m.	Poster Area, Level 4
Joselyn R.	Gonzalez	El Centro College	Monday, 9:30 – 10:30 a.m.	Roundtable Area, Level 4
Rebecca	Goosen	San Jacinto College District	Sunday, 3:30 – 4:30 p.m.	Room 18B, Level 4
Amanda	Gordon	Northern Virginia Community College	Monday, 10:45 – 11:45 a.m.	Room 13B, Level 4
Jennifer	Gorman	College of Southern Nevada	Monday, 10:45 – 11:45 a.m.	Room 19A, Level 4
Jennifer	Gorman	College of Southern Nevada	Monday, 1:15 – 2:15 p.m.	Roundtable Area, Level 4
Jennifer	Gorman	College of Southern Nevada	Tuesday, 10:15 – 11:15 a.m.	Poster Area, Level 4
Mahendra	Gossai	Valencia College	Monday, 3:45 – 4:45 p.m.	Room 18D, Level 4
Tamar	Goulet	University of Mississippi	Monday, 1:15 – 2:15 p.m.	Roundtable Area, Level 4
Bruce	Gover	Somerset Community College	Tuesday, 10:15 – 11:15 a.m.	Room 13B, Level 4
Robert	Grande	Blinn College	Monday, 3:45 – 4:45 p.m.	Room 14, Level 4
Virginia	Gregg	Minnesota State University-Moorhead	Tuesday, 10:15 – 11:15 a.m.	Room 18C, Level 4
Virginia	Gregg	Minnesota State University-Moorhead	Tuesday, 2:45 – 3:45 p.m.	Roundtable Area, Level 4
Ervin V.	Griffin, Sr.	Halifax Community College	Tuesday, 10:15 – 11:15 a.m.	Room 17A, Level 4
Veella	Grooms	Mountwest Community and Technical College	Monday, 3:45 – 4:45 p.m.	Roundtable Area, Level 4
Veella R.	Grooms	Mountwest Community and Technical College	Tuesday, 10:15 – 11:15 a.m.	Room 16B, Level 4
Tim	Hagan	Wichita State University	Monday, 3:45 – 4:45 p.m.	Room 19B, Level 4
Mark	Haines	Germanna Community College	Monday, 2:30 – 3:30 p.m.	Room 17A, Level 4
Souraya A.	Hajjar	El Paso Community College	Monday, 3:45 – 4:45 p.m.	Room 15, Level 4
Gregory	Haley	ACT Foundation	Monday, 1:15 – 2:15 p.m.	Room 17A, Level 4
Margo	Hamm	Somerset Community College	Tuesday, 10:15 – 11:15 a.m.	Room 13B, Level 4
Jim	Hammons	University of Arkansas	Sunday, 10:00 a.m.– 2:00 p.m.	Room 12B, Level 4
Jim	Hammons	University of Arkansas	Monday, 2:30 – 3:30 p.m.	Marriott Courtyard, Brazos I & II
Jim	Hammons	University of Arkansas	Tuesday, 1:30 – 2:30 p.m.	Room 17A, Level 4
Angie	Harlan	Southcentral Kentucky Community and Technical College	Sunday, 3:30 – 4:30 p.m.	Room 18C, Level 4
Jill	Harmon	Northern Oklahoma College	Tuesday, 10:15 – 11:15 a.m.	Room 18D, Level 4
Lilit	Haroyan	Pasadena City College	Sunday, 10:00 a.m.– 2:00 p.m.	Room 13B, Level 4
Mary M.	Harris	University of North Texas	Monday, 3:45 – 4:45 p.m.	Room 18A, Level 4
David	Harrison	Columbus State Community College	Monday, 3:45 – 4:45 p.m.	Marriott Courtyard, Brazos I & II
Claire-Marie E.	Hart	North Shore Community College	Tuesday, 2:45 – 3:45 p.m.	Roundtable Area, Level 4
Steve	Hatcher	Southcentral Kentucky Community and Technical College	Sunday, 3:30 – 4:30 p.m.	Room 18C, Level 4
Janis	Hatfield	Somerset Community College	Tuesday, 10:15 – 11:15 a.m.	Room 13B, Level 4

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First Name	Last Name	College	Presentation Time	Presentation Room
Darlene S.	Head	Salt Lake Community College	Tuesday, 1:30 – 2:30 p.m.	Room 15, Level 4
Steve	Head	Lone Star College	Tuesday, 10:15 – 11:15 a.m.	Room 19A, Level 4
Garrison A.	Henderson	Tarrant County College-Southeast Campus	Monday, 2:30 – 3:30 p.m.	Room 12A, Level 4
Patrice	Hess	Illinois Central College	Sunday, 2:15 – 3:15 p.m.	Room 18C, Level 4
Robin	Hicks-Tucker	Olive-Harvey College	Monday, 10:45 – 11:45 a.m.	Room 18C, Level 4
Melany	Higdon	Northwest Vista College	Tuesday, 9:00 – 10:00 a.m.	Room 19A, Level 4
Fred	Hills	McLennan Community College	Monday, 1:15 – 2:15 p.m.	Room 13B, Level 4
Kelly	Hogan	Columbus State Community College	Sunday, 1:00 – 2:00 p.m.	Room 17B, Level 4
Gretchen	Holthaus	Wichita State University	Monday, 3:45 – 4:45 p.m.	Room 19B, Level 4
Eric	Hutchinson	College of Southern Nevada	Monday, 10:45 – 11:45 a.m.	Room 19A, Level 4
Eric	Hutchinson	College of Southern Nevada	Tuesday, 10:15 – 11:15 a.m.	Poster Area, Level 4
Alyson	Indrunas	Everett Community College	Monday, 2:30 – 3:30 p.m.	Room 15, Level 4
Alfonso	Ippolito	Tyler Junior College	Monday, 2:30 – 3:30 p.m.	Room 17B, Level 4
Kim L.	Jackson	Tarrant County College District	Monday, 9:30 – 10:30 a.m.	Roundtable Area, Level 4
Davis	Jenkins	Teachers College, Columbia University	Monday, 1:15 – 2:15 p.m.	Marriott Courtyard, Brazos I & II
Tina	Jenkins	Tarrant County College District	Monday, 1:15 – 2:15 p.m.	Roundtable Area, Level 4
Stephen L.	Johns	Hillsborough Community College	Monday, 2:30 – 3:30 p.m.	Room 13A, Level 4
Christopher	Johnson	American Council on Education	Tuesday, 9:00 – 10:00 a.m.	Room 13B, Level 4
Felecia	Johnson	Madisonville Community College	Sunday, 1:00 – 2:00 p.m.	Room 19A, Level 4
Linda A.	Johnson	Mountwest Community and Technical College	Tuesday, 1:30 – 2:30 p.m.	Room 13A, Level 4
Lori	Johnson	Madisonville Community College	Tuesday, 1:30 – 2:30 p.m.	Room 16A, Level 4
Jamie	Justice	Kentucky Community and Technical College System	Sunday, 1:00 – 2:00 p.m.	Room 15, Level 4
Jamie	Justice	Kentucky Community and Technical College System	Monday, 3:45 – 4:45 p.m.	Roundtable Area, Level 4
Laura	Kalbaugh	Wake Tech Community College	Tuesday, 9:00 – 10:00 a.m.	Room 18B, Level 4
Margaret	Karda	Daytona State College	Monday, 2:30 – 3:30 p.m.	Room 12B, Level 4
Frances	Karels	Blinn College	Tuesday, 9:00 – 10:00 a.m.	Roundtable Area, Level 4
David R.	Katz III	Mohawk Valley Community College	Sunday, 1:00 – 2:00 p.m.	Roundtable Area, Level 4
David R.	Katz III	Mohawk Valley Community College	Monday, 3:45 – 4:45 p.m.	Room 18B, Level 4
Loreen M.	Keller	McHenry County College	Monday, 3:45 – 4:45 p.m.	Room 17B, Level 4
M. Jean	Keller	University of North Texas	Monday, 3:45 – 4:45 p.m.	Room 18A, Level 4
Shellie J.	Keller	College of Southern Nevada	Sunday, 1:00 – 2:00 p.m.	Roundtable Area, Level 4
Ellen	Kennedy	Berkshire Community College	Sunday, 2:15 – 3:15 p.m.	Room 18B, Level 4
Eric	Kenz	Columbus State Community College	Monday, 9:30 – 10:30 a.m.	Room 12B, Level 4
Manouchehr	Khosrowshahi	Tyler Junior College	Sunday, 2:15 – 3:15 p.m.	Roundtable Area, Level 4
Christopher	King	College of Southern Nevada	Monday, 10:45 – 11:45 a.m.	Room 19A, Level 4
Christopher	King	College of Southern Nevada	Tuesday, 10:15 – 11:15 a.m.	Poster Area, Level 4
Janice M.	Kinsinger	Illinois Central College	Monday, 10:45 – 11:45 a.m.	Room 18B, Level 4
Kasey	Klepfer	TG	Tuesday, 1:30 – 2:30 p.m.	Room 14, Level 4
Karon	Klipple	Carnegie Foundation for the Advancement of Teaching	Sunday, 3:30 – 4:30 p.m.	Room 18B, Level 4

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First Name	Last Name	College	Presentation Time	Presentation Room
Karon	Klipple	Carnegie Foundation for the Advancement of Teaching	Sunday, 10:00 a.m.– 2:00 p.m.	Room 13A, Level 4
Dave	Knapp, Jr.	Whatcom Community College	Tuesday, 9:00 – 10:00 a.m.	Room 14, Level 4
Kevin	Kuntz	Cuyahoga Community College	Monday, 3:45 – 4:45 p.m.	Room 17A, Level 4
Brian H.	Kyser	Lone Star College	Tuesday, 10:15 – 11:15 a.m.	Room 19A, Level 4
MariBeth	Lane	Northwest Iowa Community College	Monday, 10:45 – 11:45 a.m.	Room 12A, Level 4
Cheryl L.	Lang	New Mexico Junior College	Monday, 1:15 – 2:15 p.m.	Room 19A, Level 4
Alfred	Lara	San Jacinto College District	Sunday, 2:15 – 3:15 p.m.	Roundtable Area, Level 4
Jeffrey	Laube	Kenai Peninsula College	Monday, 9:30 – 10:30 a.m.	Roundtable Area, Level 4
Laura	Lawrence	Northwest Vista College	Monday, 9:30 – 10:30 a.m.	Roundtable Area, Level 4
Steven	Leach	Pierpont Community and Technical College	Monday, 3:45 – 4:45 p.m.	Room 16B, Level 4
Michelle	Lee	Daytona State College	Monday, 2:30 – 3:30 p.m.	Room 12B, Level 4
Richard	Leslie	McLennan Community College	Monday, 1:15 – 2:15 p.m.	Room 13B, Level 4
Adrianne	Lewis	Tarrant County College, Northeast Campus	Monday, 3:45 – 4:45 p.m.	Room 19A, Level 4
Ashleigh B.	Lewis	Tyler Junior College	Monday, 2:30 – 3:30 p.m.	Room 19A, Level 4
Eugene	Li	Montgomery College	Monday, 10:45 – 11:45 a.m.	Poster Area, Level 4
Triesha M.	Light	Tarrant County College District	Monday, 3:45 – 4:45 p.m.	Room 19A, Level 4
Toni	Lindsey	Florida Gateway College	Tuesday, 10:15 – 11:15 a.m.	Poster Area, Level 4
Don	Lucas	Northwest Vista College	Tuesday, 9:00 – 10:00 a.m.	Room 19A, Level 4
Matt	Luckett	Madisonville Community College	Monday, 1:15 – 2:15 p.m.	Room 18B, Level 4
Janine	Lund	Tarrant County College District	Monday, 3:45 – 4:45 p.m.	Room 19A, Level 4
Steven	Lund	Arizona Western College	Tuesday, 10:15 – 11:15 a.m.	Poster Area, Level 4
Esmeralda	Macias	South Texas College	Monday, 10:45 – 11:45 a.m.	Poster Area, Level 4
Cindy	Magruder	Northwest Vista College	Monday, 10:45 – 11:45 a.m.	Poster Area, Level 4
Cesar	Maldonado	Houston Community College	Tuesday, 1:30 – 2:30 p.m.	Room 17B, Level 4
Rajiv	Malkan	Lone Star College–Montgomery	Monday, 2:30 – 3:30 p.m.	Room 18B, Level 4
Jo	Marshall	Somerset Community College	Tuesday, 10:15 – 11:15 a.m.	Room 13B, Level 4
Allison	Martin	Bossier Parish Community College	Tuesday, 2:45 – 3:45 p.m.	Room 18C, Level 4
George	Martinez	Somerset Community College	Tuesday, 10:15 – 11:15 a.m.	Room 13B, Level 4
Mary Helen	Martinez	Texas State University	Monday, 1:15 – 2:15 p.m.	Room 17B, Level 4
Alma D.	Martinez-Egger	Tarrant County College District	Tuesday, 1:30 – 2:30 p.m.	Room 16B, Level 4
Kyle D.	Massey	Texas State Technical College	Tuesday, 10:15 – 11:15 a.m.	Poster Area, Level 4
Jamal E.	Mazyck	San Diego State University	Monday, 10:45 – 11:45 a.m.	Poster Area, Level 4
Brett	McCarthy	Western Iowa Tech Community College	Monday, 9:30 – 10:30 a.m.	Room 15, Level 4
Marie	McClendon	Pasadena City College	Monday, 2:30 – 3:30 p.m.	Room 16B, Level 4
Michael	McComas	Mountwest Community and Technical College	Tuesday, 10:15 – 11:15 a.m.	Room 16B, Level 4
James R.	McCoy	College of Southern Nevada	Tuesday, 2:45 – 3:45 p.m.	Room 13B, Level 4
Jill	McDonough	South Seattle College	Monday, 1:15 – 2:15 p.m.	Room 16A, Level 4
Kerri D.	McKenna	Gateway Community and Technical College	Tuesday, 1:30 – 2:30 p.m.	Room 18B, Level 4

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First Name	Last Name	College	Presentation Time	Presentation Room
Mary	McKeown-Moak	Mary McKeown-Moak Consulting	Sunday, 9:00 a.m.– 3:30 p.m.	Room 12A, Level 4
Robert "Bob"	McKizzie	Tarrant County College District	Monday, 2:30 – 3:30 p.m.	Roundtable Area, Level 4
Larry A.	McLemore	Seward County Community College/Area Technical School	Tuesday, 1:30 – 2:30 p.m.	Room 19A, Level 4
Gregory K.	McLeod	St. John's River State College	Sunday, 2:15 – 3:15 p.m.	Room 17B, Level 4
Nan	McRaven	Austin Community College	Sunday, 3:30 – 4:30 p.m.	Room 18A, Level 4
Jason	Memmen	McHenry County College	Monday, 3:45 – 4:45 p.m.	Room 17B, Level 4
Ramakrishnan	Menon	Georgia Gwinnett College	Monday, 3:45 – 4:45 p.m.	Roundtable Area, Level 4
Kathryn J.	Miller	San Antonio College	Sunday, 3:30 – 4:30 p.m.	Roundtable Area, Level 4
Lawrence G.	Miller	The New Media Consortium	Monday, 10:45 – 11:45 a.m.	Room 16B, Level 4
Lawrence G.	Miller	The New Media Consortium	Tuesday, 10:15 – 11:15 a.m.	Poster Area, Level 4
Maggi	Miller	Cengage Learning	Monday, 9:30 – 10:30 a.m.	Room 19B, Level 4
Mark David	Milliron	Civitas Learning	Monday, 10:45 – 11:45 a.m.	Marriott Courtyard, Brazos I & II
Kevin	Milton	Pima Community College	Monday, 1:15 – 2:15 p.m.	Room 14, Level 4
Gustavo	Miranda	Pima Community College	Monday, 3:45 – 4:45 p.m.	Room 12A, Level 4
Monica	Miranda	Tarrant County College District	Monday, 3:45 – 4:45 p.m.	Room 19A, Level 4
Paula R.	Mitchell	El Paso Community College	Monday, 3:45 – 4:45 p.m.	Room 15, Level 4
Richard	Mitchell	Humber College Institute of Technology and Advanced Learning	Sunday, 2:15 – 3:15 p.m.	Room 18A, Level 4
Stan	Mitchell	McLennan Community College	Monday, 9:30 – 10:30 a.m.	Room 12A, Level 4
Joe	Montgomery	Columbia Basin College	Monday, 10:45 – 11:45 a.m.	Poster Area, Level 4
Emily	Moore	Wake Tech Community College	Tuesday, 9:00 – 10:00 a.m.	Room 18B, Level 4
Cindy	Morrin	Cuyamaca College	Sunday, 3:30 – 4:30 p.m.	Room 16B, Level 4
Greg	Morris	El Centro College	Monday, 10:45 – 11:45 a.m.	Room 18A, Level 4
Kristi	Motter	University of Alabama–Huntsville	Tuesday, 2:45 – 3:45 p.m.	Room 13B, Level 4
Gerald	Napoles	Southcentral Kentucky Community and Technical College	Sunday, 3:30 – 4:30 p.m.	Room 18C, Level 4
David	Nardecchia	Cuyahoga Community College	Monday, 3:45 – 4:45 p.m.	Room 17A, Level 4
Phillip	Neal	Southcentral Kentucky Community and Technical College	Sunday, 3:30 – 4:30 p.m.	Room 18C, Level 4
Jan	Nesmith	Texas State Technical College	Tuesday, 2:45 – 3:45 p.m.	Room 16B, Level 4
Charlie	Ng	MiraCosta College	Sunday, 9:00 a.m.– 3:30 p.m.	Room 12A, Level 4
Paul D.	Nolting	State College of Florida, Manatee-Sarasota	Sunday, 3:30 – 4:30 p.m.	Room 18B, Level 4
Beth	Norton	Madisonville Community College	Sunday, 1:00 – 2:00 p.m.	Room 19A, Level 4
John J.	Nutakor	Hudson County Community College	Monday, 3:45 – 4:45 p.m.	Room 16A, Level 4
Gerona	Nylander	Texas A&M University	Tuesday, 9:00 – 10:00 a.m.	Room 19A, Level 4
Eva A.	O'Brian	Midlands Technical College	Tuesday, 2:45 – 3:45 p.m.	Room 12B, Level 4
Scott	O'Daniel	Ivy Tech Community College–Southwest	Tuesday, 2:45 – 3:45 p.m.	Room 18B, Level 4
Lynette M.	O'Keefe	Lone Star College	Tuesday, 10:15 – 11:15 a.m.	Room 17B, Level 4
Michael	Odu	Hillsborough Community College	Sunday, 2:15 – 3:15 p.m.	Room 19A, Level 4
Michael	Odu	Hillsborough Community College	Monday, 1:15 – 2:15 p.m.	Roundtable Area, Level 4
Alexander	Okwonna	San Jacinto College South	Sunday, 3:30 – 4:30 p.m.	Room 15, Level 4

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First Name	Last Name	College	Presentation Time	Presentation Room
Joann M.	Oliver	Anne Arundel Community College	Tuesday, 9:00 – 10:00 a.m.	Roundtable Area, Level 4
Heather R.	Ortiz	Ranger College	Tuesday, 1:30 – 2:30 p.m.	Roundtable Area, Level 4
Kim	Otto	Southcentral Kentucky Community and Technical College	Sunday, 3:30 – 4:30 p.m.	Room 18C, Level 4
Ludwig	Otto	Tarrant County College District	Sunday, 2:15 – 3:15 p.m.	Roundtable Area, Level 4
Ginette	Ouellet	Touro University Nevada	Monday, 9:30 – 10:30 a.m.	Roundtable Area, Level 4
Jose	Pacheco	El Paso Community College	Monday, 1:15 – 2:15 p.m.	Room 13A, Level 4
Heather F.	Pack	Mountwest Community and Technical College	Monday, 9:30 – 10:30 a.m.	Room 18C, Level 4
Jerri A.	Palmer	Polk State College	Tuesday, 2:45 – 3:45 p.m.	Room 19A, Level 4
Brent E.	Parker	Mountwest Community and Technical College	Monday, 3:45 – 4:45 p.m.	Roundtable Area, Level 4
Shelley K.	Parks	Texas State Technical College-Waco	Monday, 3:45 – 4:45 p.m.	Room 18C, Level 4
Derrick	Payne	El Centro College	Sunday, 3:30 – 4:30 p.m.	Room 19A, Level 4
Derrick	Payne	El Centro College	Tuesday, 9:00 – 10:00 a.m.	Roundtable Area, Level 4
Emily Miller	Payne	Texas State University	Monday, 1:15 – 2:15 p.m.	Room 17B, Level 4
Dorothy	Payton	Portland Community College	Sunday, 2:15 – 3:15 p.m.	Room 15, Level 4
Doug	Penix	Gateway Community and Technical College	Tuesday, 1:30 – 2:30 p.m.	Room 18B, Level 4
Jodi	Perin	Pima Community College	Monday, 3:45 – 4:45 p.m.	Room 12A, Level 4
Steve	Perry		Tuesday, 4:00 – 5:00 p.m.	Ballroom D, Level 4
Julie M.	Phelps	Valencia College	Sunday, 3:30 – 4:30 p.m.	Room 18B, Level 4
Gwyndolyn	Phillips	Polk State College	Tuesday, 2:45 – 3:45 p.m.	Room 19A, Level 4
Joe	Pickens	St. Johns River State College	Tuesday, 2:45 – 3:45 p.m.	Room 14, Level 4
Debra S.	Pierce	Ivy Tech Community College–Central Indiana Region	Monday, 2:30 – 3:30 p.m.	Roundtable Area, Level 4
Michelle	Pilati	Academic Senate for California Community Colleges	Sunday, 2:15 – 3:15 p.m.	Room 16A, Level 4
Steve	Piscitelli	Florida State College at Jacksonville	Tuesday, 9:00 – 10:00 a.m.	Room 13A, Level 4
Steve	Piscitelli	Florida State College at Jacksonville	Monday, 9:30 – 10:30 a.m.	Room 17A, Level 4
Katrine L.	Poe	McHenry County College	Monday, 1:15 – 2:15 p.m.	Roundtable Area, Level 4
Desiree	Polk-Bland	Columbus State Community College	Monday, 9:30 – 10:30 a.m.	Room 18A, Level 4
Julie L.	Posey	Columbus State Community College	Monday, 9:30 – 10:30 a.m.	Room 12B, Level 4
Samantha	Posey	Cuyahoga Community College	Monday, 3:45 – 4:45 p.m.	Room 17A, Level 4
Roopa	Prasad	Northwest Vista College	Tuesday, 10:15 – 11:15 a.m.	Poster Area, Level 4
Kylie	Price	Carl Sandburg College	Monday, 3:45 – 4:45 p.m.	Room 12B, Level 4
Allan W.	Prost	SAIT Polytechnic	Monday, 1:15 – 2:15 p.m.	Room 15, Level 4
David W.	Puller	Lone Star College–North Harris	Monday, 3:45 – 4:45 p.m.	Room 13B, Level 4
Roshun	Radford	Madisonville Community College	Sunday, 1:00 – 2:00 p.m.	Room 18C, Level 4
Ahmed	Rakki	Hudson County Community College	Monday, 3:45 – 4:45 p.m.	Room 16A, Level 4
Juan	Ramirez	South Texas College	Monday, 10:45 – 11:45 a.m.	Poster Area, Level 4
Raul	Ramirez	El Paso Community College	Sunday, 3:30 – 4:30 p.m.	Room 17A, Level 4
Kenneth	Ray	Hillsborough Community College	Sunday, 1:00 – 2:00 p.m.	Room 18D, Level 4
Teresa	Ray	Wallace State Community College	Tuesday, 10:15 – 11:15 a.m.	Room 15, Level 4

PRESENTER INDEX

First Name	Last Name	College	Presentation Time	Presentation Room
Tara	Reed	Tarrant County College District	Tuesday, 1:30 – 2:30 p.m.	Roundtable Area, Level 4
Tara	Reed	Tarrant County College District	Tuesday, 2:45 – 3:45 p.m.	Room 12A, Level 4
Linda A.	Reeves	Northwest Vista College	Monday, 10:45 – 11:45 a.m.	Poster Area, Level 4
Alex	Reyes	Texas State Technical College	Tuesday, 2:45 – 3:45 p.m.	Room 16B, Level 4
Richard	Rhodes	Austin Community College	Tuesday, 1:30 – 2:30 p.m.	Room 12B, Level 4
Sharon M.	Rice	South Texas College	Sunday, 3:30 – 4:30 p.m.	Roundtable Area, Level 4
Charles	Riess	Institute of International Education–Council for International Exchange of Scholars	Monday, 10:45 – 11:45 a.m.	Room 19B, Level 4
Amy	Ringue	Daytona State College	Monday, 2:30 – 3:30 p.m.	Room 12B, Level 4
Jana L.	Rivers-Norton	Cochise College	Tuesday, 2:45 – 3:45 p.m.	Roundtable Area, Level 4
Jean	Roberts	Pensacola State College	Monday, 10:45 – 11:45 a.m.	Room 12B, Level 4
Callie	Roberts	Northwest Vista College	Tuesday, 9:00 – 10:00 a.m.	Room 19A, Level 4
Lynn J.	Robertson	Delgado Community College	Monday, 2:30 – 3:30 p.m.	Roundtable Area, Level 4
Rob	Robinson	Civitas Learning	Monday, 10:45 – 11:45 a.m.	Marriott Courtyard, Brazos I & II
Olga	Rodriguez	Teachers College, Columbia University	Sunday, 2:15 – 3:15 p.m.	Room 17A, Level 4
Lara	Roemer	Carl Sandburg College	Monday, 3:45 – 4:45 p.m.	Room 12B, Level 4
Michael	Rohlena	Western Iowa Tech Community College	Monday, 9:30 – 10:30 a.m.	Room 15, Level 4
Gian P.	Roma	Broome Community College	Tuesday, 9:00 – 10:00 a.m.	Room 12B, Level 4
Linda	Rowland	Clarendon College	Sunday, 1:00 – 2:00 p.m.	Room 17A, Level 4
Debra A.	Ryals	Pensacola State College	Monday, 10:45 – 11:45 a.m.	Room 12B, Level 4
Victor	Sáenz	The University of Texas at Austin	Monday, 9:30 – 10:30 a.m.	Room 13A, Level 4
Victor	Sáenz	The University of Texas at Austin	Monday, 2:30 – 3:30 p.m.	Room 13B, Level 4
Jeremy	Sain	Clarendon College	Sunday, 1:00 – 2:00 p.m.	Room 17A, Level 4
Ron	Sanders	Texas State Technical College	Monday, 1:15 – 2:15 p.m.	Room 12A, Level 4
Steve	Santilli	Pierpont Community and Technical College	Monday, 3:45 – 4:45 p.m.	Room 16B, Level 4
Desmond	Sawyerr	Hillsborough Community College	Monday, 1:15 – 2:15 p.m.	Roundtable Area, Level 4
Andrea N.	Seay	Lone Star College–CyFair	Monday, 3:45 – 4:45 p.m.	Roundtable Area, Level 4
Merideth	Sellars	Columbus State Community College	Monday, 9:30 – 10:30 a.m.	Room 12B, Level 4
Bo	Sellers	Pierpont Community and Technical College	Monday, 3:45 – 4:45 p.m.	Room 16B, Level 4
Peggy	Shadduck	Dallas County Community College District	Sunday, 2:15 – 3:15 p.m.	Roundtable Area, Level 4
Ellen C.	Shanahan	Berkshire Community College	Sunday, 2:15 – 3:15 p.m.	Room 18B, Level 4
Maggie	Shelton	Southcentral Kentucky Community and Technical College	Sunday, 3:30 – 4:30 p.m.	Room 18C, Level 4
Devera	Shipp	Texas State Technical College	Tuesday, 10:15 – 11:15 a.m.	Room 14, Level 4
Alexandra	Shiu	McLennan Community College	Monday, 9:30 – 10:30 a.m.	Room 12A, Level 4
Jenny	Shotwell	Central Texas College	Sunday, 3:30 – 4:30 p.m.	Room 16A, Level 4
Shawn	Shreves	Odessa College	Tuesday, 10:15 – 11:15 a.m.	Room 18B, Level 4
Tina	Siddon	Madisonville Community College	Monday, 2:30 – 3:30 p.m.	Room 18A, Level 4

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First Name	Last Name	College	Presentation Time	Presentation Room
Julie D.	Siemers	Touro University Nevada	Monday, 2:30 – 3:30 p.m.	Roundtable Area, Level 4
Garry L.	Sigler	Texas State Technical College	Monday, 3:45 – 4:45 p.m.	Room 18C, Level 4
Sharon T.	Silverman	Olive-Harvey College	Monday, 10:45 – 11:45 a.m.	Room 18C, Level 4
Sharon T.	Silverman	Olive-Harvey College	Tuesday, 9:00 – 10:00 a.m.	Room 12A, Level 4
Amit	Singh	Clark State Community College	Monday, 9:30 – 10:30 a.m.	Room 13B, Level 4
Kyle	Smith	Texas State Technical College	Sunday, 3:30 – 4:30 p.m.	Room 18D, Level 4
Tomesa E.	Smith	Wallace State Community College	Tuesday, 2:45 – 3:45 p.m.	Room 17B, Level 4
William	Smith	El Centro College	Sunday, 3:30 – 4:30 p.m.	Room 19A, Level 4
William	Smith	El Centro College	Tuesday, 9:00 – 10:00 a.m.	Roundtable Area, Level 4
V. Shelby	Stanfield	The University of Texas at Austin	Tuesday, 10:15 – 11:15 a.m.	Room 17B, Level 4
Monica M.	Stansberry	El Centro College	Tuesday, 10:15 – 11:15 a.m.	Poster Area, Level 4
Robert L.	Stevens	The University of Texas at Tyler	Monday, 2:30 – 3:30 p.m.	Room 17B, Level 4
Cathleen M.	Stevenson	Tarrant County College District	Tuesday, 9:00 – 10:00 a.m.	Roundtable Area, Level 4
Neal	Stidham	Wake Tech Community College	Monday, 9:30 – 10:30 a.m.	Room 17B, Level 4
James W.	Stigler	University of California Los Angeles	Monday, 12:00 – 1:00 p.m.	Ballroom D, Level 4
Nancy A.	Sutton	Parkland College	Monday, 1:15 – 2:15 p.m.	Room 18C, Level 4
Brandon L.	Swaringim	Lone Star College	Tuesday, 10:15 – 11:15 a.m.	Room 17B, Level 4
Nevart N.	Tahmazian	Montgomery College	Monday, 10:45 – 11:45 a.m.	Poster Area, Level 4
Meg	Tarafdar	Queensborough Community College	Monday, 3:45 – 4:45 p.m.	Roundtable Area, Level 4
Robert	Taylor	Clarendon College	Sunday, 1:00 – 2:00 p.m.	Room 17A, Level 4
Melanie	Teeters	Tarrant County College District	Monday, 1:15 – 2:15 p.m.	Room 12B, Level 4
Kim	Thanos	Lumen Learning	Monday, 9:30 – 10:30 a.m.	Room 16B, Level 4
Kim	Thanos	Lumen Learning	Tuesday, 9:00 – 10:00 a.m.	Room 19B, Level 4
Patricia A.	Tondini	Midlands Technical College	Tuesday, 2:45 – 3:45 p.m.	Room 12B, Level 4
Brenda G.	Tuberville	Rogers State University	Monday, 9:30 – 10:30 a.m.	Roundtable Area, Level 4
Heather A.	Turner	Texas State Technical College-Waco	Monday, 3:45 – 4:45 p.m.	Room 18C, Level 4
Kevin	Tutt	Tutt and Daggs, Creative Performance Improvement	Monday, 10:45 – 11:45 a.m.	Room 18D, Level 4
Kevin	Tutt	Tutt and Daggs, Creative Performance Improvement	Tuesday, 9:00 – 10:00 a.m.	Room 17B, Level 4
Johanna L.	van Gendt	Hudson County Community College	Tuesday, 9:00 – 10:00 a.m.	Room 16A, Level 4
Margarita	Vance	Collin College	Sunday, 2:15 – 3:15 p.m.	Roundtable Area, Level 4
Alison	Vasquez	Palo Alto College	Sunday, 2:15 – 3:15 p.m.	Room 16B, Level 4
Cathy	Vaughan	Madisonville Community College	Tuesday, 1:30 – 2:30 p.m.	Room 16A, Level 4
Natalia	Verjat	Tarrant County College District	Tuesday, 9:00 – 10:00 a.m.	Roundtable Area, Level 4
Kristen	Vickery	Anne Arundel Community College	Tuesday, 1:30 – 2:30 p.m.	Room 18C, Level 4
Cecilia	Vigil	Arizona Western College	Monday, 9:30 – 10:30 a.m.	Roundtable Area, Level 4
Patrick	Villa	College of Southern Nevada	Monday, 10:45 – 11:45 a.m.	Room 19A, Level 4
Patrick	Villa	College of Southern Nevada	Tuesday, 10:15 – 11:15 a.m.	Poster Area, Level 4
Diana Angelica	Villegas	El Paso Community College	Sunday, 3:30 – 4:30 p.m.	Room 17A, Level 4
Linda F.	Vinson	Mountwest Community and Technical College	Monday, 9:30 – 10:30 a.m.	Room 18C, Level 4
Nikka	Vrieze	Rochester Community and Technical College	Tuesday, 2:45 – 3:45 p.m.	Roundtable Area, Level 4

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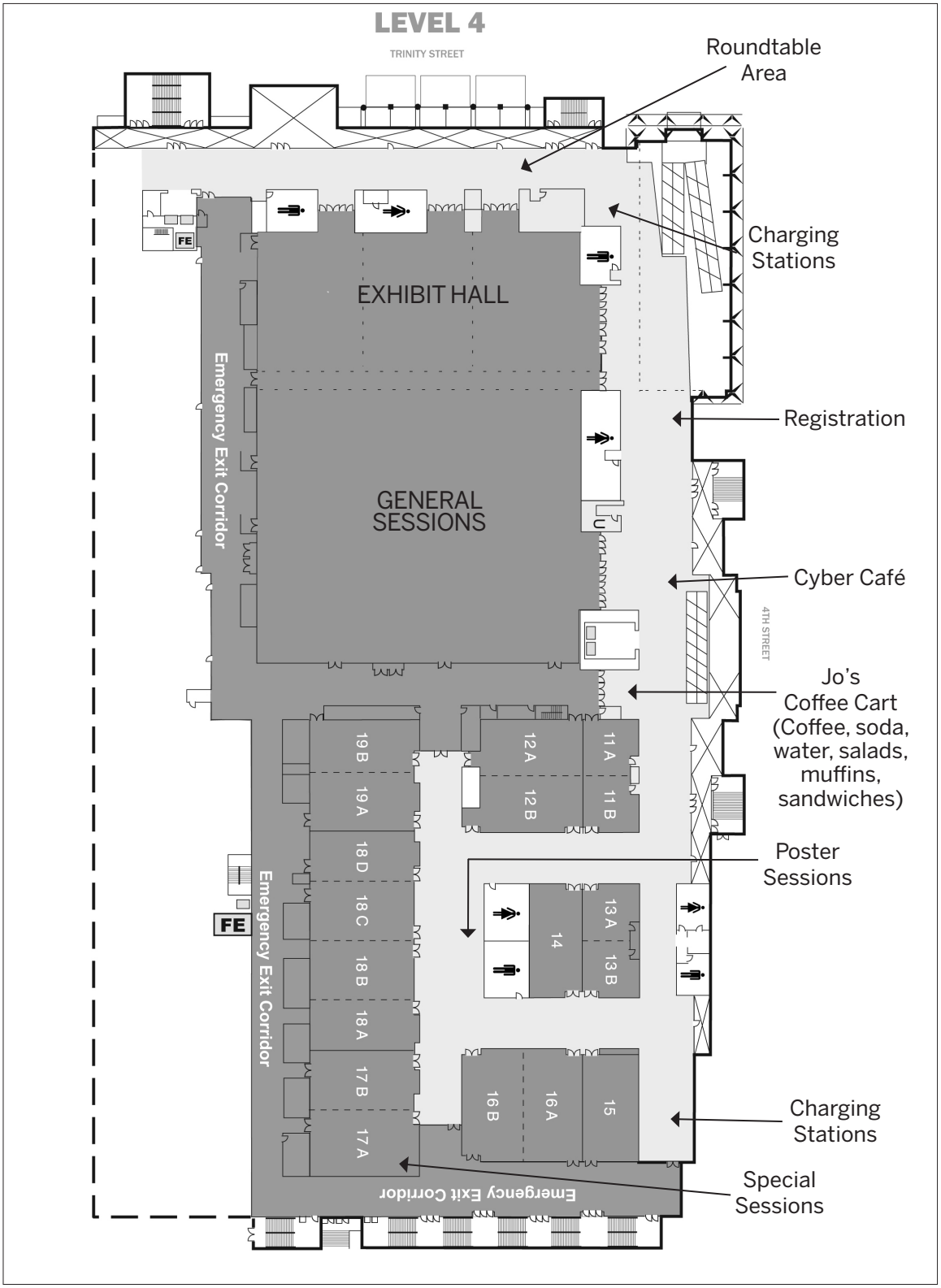
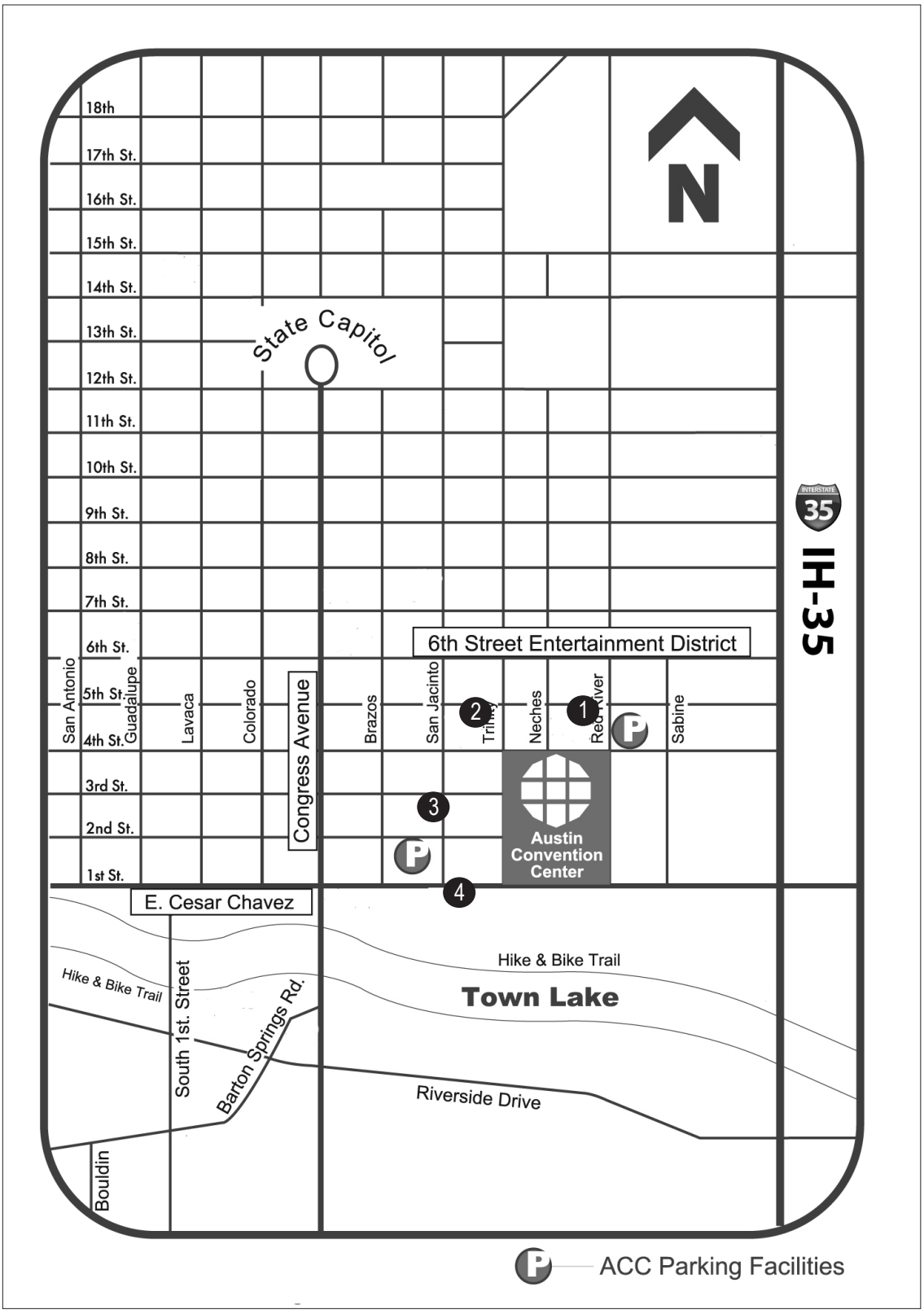
First Name	Last Name	College	Presentation Time	Presentation Room
Evelyn N.	Waiwaiole	The University of Texas at Austin	Tuesday, 9:00 – 10:00 a.m.	Room 17A, Level 4
Anthony	Walker	Tarrant County College District	Tuesday, 2:45 – 3:45 p.m.	Room 12A, Level 4
Shaylene	Wall	Lethbridge College	Tuesday, 10:15 – 11:15 a.m.	Poster Area, Level 4
Jason B.	Waller	Tyler Junior College	Tuesday, 9:00 – 10:00 a.m.	Room 18C, Level 4
Reginah M.	Walton	Malcolm X College	Tuesday, 9:00 – 10:00 a.m.	Room 12A, Level 4
Diane	Ward	Roane State Community College	Tuesday, 2:45 – 3:45 p.m.	Room 18D, Level 4
Katherine A.	Watson	Coastline Community College	Monday, 2:30 – 3:30 p.m.	Roundtable Area, Level 4
Katherine A.	Watson	Coastline Community College	Tuesday, 2:45 – 3:45 p.m.	Room 13A, Level 4
Khalilah	Watson	Olive-Harvey College	Monday, 10:45 – 11:45 a.m.	Room 18C, Level 4
Joycie	Wawiye	New River Community and Technical College	Monday, 3:45 – 4:45 p.m.	Roundtable Area, Level 4
Eric	Weber	Salt Lake Community College	Tuesday, 1:30 – 2:30 p.m.	Room 15, Level 4
Jennifer	Welch	Madisonville Community College	Sunday, 2:15 – 3:15 p.m.	Room 18D, Level 4
Mary	Werner	Madisonville Community College	Tuesday, 10:15 – 11:15 a.m.	Room 12A, Level 4
Cynthia	Whaley	Roane State Community College	Tuesday, 2:45 – 3:45 p.m.	Room 18D, Level 4
Patricia	Widman	Florida Gateway College	Tuesday, 10:15 – 11:15 a.m.	Poster Area, Level 4
Nathanial	Wiggins	San Jacinto College North	Sunday, 3:30 – 4:30 p.m.	Room 15, Level 4
Linda S.	Williams	Tidewater Community College	Monday, 9:30 – 10:30 a.m.	Room 16B, Level 4
Linda S.	Williams	Tidewater Community College	Tuesday, 9:00 – 10:00 a.m.	Room 19B, Level 4
Tamaria	Williams	Florida College System	Sunday, 1:00 – 2:00 p.m.	Room 18D, Level 4
Sylvia	Withers	Columbia Basin College	Monday, 10:45 – 11:45 a.m.	Poster Area, Level 4
Ann	Wolf	Cengage Learning	Monday, 9:30 – 10:30 a.m.	Room 19B, Level 4
Brian G.	Wolff	Normandale Community College	Monday, 2:30 – 3:30 p.m.	Roundtable Area, Level 4
Brian G.	Wolff	Normandale Community College	Tuesday, 1:30 – 2:30 p.m.	Room 12A, Level 4
Frankie	Wood-Black	Northern Oklahoma College	Monday, 9:30 – 10:30 a.m.	Roundtable Area, Level 4
Michelle	Wood-Kustanowitz	University of Minnesota	Monday, 2:30 – 3:30 p.m.	Roundtable Area, Level 4
Michelle	Wood-Kustanowitz	University of Minnesota	Tuesday, 1:30 – 2:30 p.m.	Room 12A, Level 4
Jessica	Wrenfrow	Arkansas State University-Newport	Monday, 3:45 – 4:45 p.m.	Roundtable Area, Level 4
Woody	Wu	Tarrant County College District	Monday, 1:15 – 2:15 p.m.	Room 12B, Level 4
Corrina M.	Wycoff	Pierce College District	Sunday, 1:00 – 2:00 p.m.	Roundtable Area, Level 4
Samer	Yahyawi	Rio Salado College	Monday, 9:30 – 10:30 a.m.	Room 19A, Level 4
Yoshi	Yamato	Pasadena City College	Monday, 2:30 – 3:30 p.m.	Room 16B, Level 4
Mariah K.	Young	Pima Community College	Monday, 3:45 – 4:45 p.m.	Room 12A, Level 4
Todd	Zakrajsek	University of North Carolina at Chapel Hill	Tuesday, 10:15 – 11:15 a.m.	Room 12B, Level 4
Kim K.	Zant	Seward County Community College/Area Technical School	Tuesday, 1:30 – 2:30 p.m.	Room 19A, Level 4
Melissa	Zantello	Cengage Learning	Monday, 9:30 – 10:30 a.m.	Room 19B, Level 4

CONVENTION CENTER FLOORPLAN



CONFERENCE HOTELS AND DOWNTOWN MAP



1. Hilton Austin
2. Courtyard and Residence Inn by Marriott
3. Hampton Inn and Suites
4. Four Seasons Hotel Austin

WAYS TO ENGAGE WITH NISOD

NISOD's mission is to improve teaching and learning by providing extraordinary professional development for faculty, administrators, and staff, with the ultimate goal of increasing student success. Below are ways you can get more involved with NISOD.

Read *Innovation Abstracts*. Each week, a new issue of *Innovation Abstracts*, NISOD's flagship teaching and learning publication, written by and for community and technical college practitioners, is posted in the members-only section of the our website. *Innovation Abstracts* authors share their best ideas about programs, projects, and strategies that improve students' higher education experiences. A full academic year's collection of *Innovation Abstracts* features a wide array of topics, with each issue having something for everyone.

Write an *Innovation Abstracts*. *Innovation Abstracts* provide an excellent opportunity for community and technical college educators to share their best ideas about programs, projects, and strategies that improve students' higher education experiences. In addition, although they are not peer-reviewed, some faculty members may find including their *Innovation Abstracts* articles useful during the promotion and tenure processes. Don't miss out on the outstanding opportunity to share thoughtful and inspirational insights with your colleagues about the excellent programs, projects, and strategies taking place on your campus! Please review the author guidelines if you are interested in authoring an *Innovation Abstracts*.

Participate in monthly webinars. Led by community and technical college leaders and other experts in the field, NISOD's monthly Webinar Series enables faculty members to conveniently learn about best practices and cutting-edge research related to effective teaching. Each webinar includes action-oriented, measurable, and learning-focused objectives that will help faculty members improve their teaching techniques for online, hybrid, blended, and face-to-face courses.

Present your ideas. Submit an idea for a breakout session, roundtable discussion, or poster session at the annual NISOD conference. NISOD's call for presentations invites proposals that address important issues facing today's community and technical colleges.

Connect through social media. Engage with NISOD on Twitter, LinkedIn, Facebook, and to participate in peer-to-peer discussions, receive useful content, and stay abreast of what's happening with NISOD and community and technical organizations around the world.

Member-only benefits. The "members-only" section of our website is an exclusive benefit that provides an array of information, communications, and other features available only to NISOD members.

- Publications: Looking for articles on a specific topic? NISOD members can search 30+ years' worth of archives of *Innovation Abstracts*, *Celebrations*, and *Partner Voice*.
- NISOD Conference Highlights: Watch videos of past keynote presentations and selected special sessions from NISOD's annual International Conference on Teaching and Leadership Excellence.
- NISOD Excellence Awards Videos: Looking for ways to liven up faculty orientation sessions, welcome-back-to-school events, or special recognition ceremonies? Look no further. NISOD Excellence Awards videos are archived for use by member colleges.
- NISOD Webinar Archives: Not able to attend a live webinar event? No worries. Our webinars are archived for our members to view anytime from any internet-ready computer, tablet, or smartphone.
- Repository of NISODcasts: NISODcasts are short conversations that provide a great way to explore expert opinions on diverse topics from the comfort of any internet-ready computer, tablet, or smartphone.

The more actively involved you and your campus are in NISOD, the more benefits you and your colleagues will receive from your membership. We hope you will visit this website often to take advantage of the many outstanding campuswide benefits included in your NISOD membership!

PERSONAL PLANNER

SUNDAY, MAY 24		
TIME	**EVENT**	**LOCATION**
1:00 – 2:00 p.m.	Breakout Sessions and Roundtable Discussions	
2:15 – 3:15 p.m.	Special Session, Breakout Sessions, and Roundtable Discussions	
3:30 – 4:30 p.m.	Breakout Sessions and Roundtable Discussions	
4:30 – 6:00 p.m.	Reception in the Exhibit Hall	Ballroom EFG, Level 4
6:15 – 9:00 p.m.	Excellence Awards Dinner and Celebration	Austin Grand Ballroom, Hilton Austin, Level 6

MONDAY, MAY 25		
TIME	**EVENT**	**LOCATION**
8:00 – 9:30 a.m.	Breakfast in the Exhibit Hall	Ballroom EFG, Level 4
9:30 – 10:30 a.m.	Special Session, Breakout Sessions, Roundtable Discussions, Administrator Series	
10:45 – 11:45 a.m.	Breakout Sessions, Poster Sessions, Administrator Series	
12:00 – 1:00 p.m.	General Session Luncheon Keynote Speaker: James W. Stigler	Ballroom D, Level 4
1:15 – 2:15 p.m.	Special Session, Breakout Sessions, Roundtable Discussions, Administrator Series	
2:00 – 6:00 p.m.	Exhibit Hall Open	Ballroom EFG, Level 4
2:30 – 3:30 p.m.	Breakout Sessions, Roundtable Discussions, Administrator Series	
3:45 – 4:45 p.m.	Special Session, Breakout Sessions, Roundtable Discussions, Administrator Series	
4:45 – 6:00 p.m.	Reception in the Exhibit Hall	Ballroom EFG, Level 4
7:30 p.m.	Bat Flight Observation	Meet in Hilton Austin Lobby

PERSONAL PLANNER

TUESDAY, MAY 26		
TIME	**EVENT**	**LOCATION**
8:00 – 9:00 a.m.	Breakfast in the Exhibit Hall	Ballroom EFG, Level 4
8:00 a.m. – 12:00 p.m.	Exhibit Hall Open	Ballroom EFG, Level 4
9:00 – 10:00 a.m.	Special Session, Breakout Sessions, and Roundtable Discussions	
10:15 – 11:15 a.m.	Breakout Sessions and Poster Sessions	
11:45 a.m. - 12:00 p.m.	Grand Prize Drawings in the Exhibit Hall (Must be present to win.)	Ballroom EFG, Level 4
12:00 – 1:30 p.m.	Lunch Break (On Your Own)	
1:30 – 2:30 p.m.	Special Session, Breakout Sessions, and Roundtable Discussions	
2:45 – 3:45 p.m.	Breakout Sessions and Roundtable Discussions	
4:00 – 5:00 p.m.	Closing General Session Keynote Speaker: Steve Perry	Ballroom D, Level 4
7:15 p.m.	Evening Events	Meet in Hilton Austin Lobby

NOTES

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SAVE THE DATE!

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May 28 – 31, 2016 • Austin, Texas

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