Keynote Address
9:00 AM, Zlock Performance Arts Center
Dr. Julita Haber, Fordham University

The Effects of Prescribed Exercise Curriculum on Academic Performance
10:30:00 AM, L310
The purpose of this study is to examine the impact of a prescribed exercise curriculum on the academic performance of students enrolled in developmental education classes at the community college level.

Scott Bradshaw, Bucks County Community College

Converting a lecture into an experiential learning activity
10:30:00 AM, G205
Are your Gen Z students bored of your lectures? Try converting one into an experiential learning activity. In groups, participants will take one of their lecture topics and convert it into an EXL activity including outcomes, procedures, and assessment. Participants will experience the process!

Doug Linde, Delaware Valley University

Getting Started with OER: Fundamentals, Implementations and assessment
10:30:00 AM, G119
This session will cover the fundamentals of Open Educational Resources (OER) and explain its importance in today’s education. We will explain different approaches of how to start an OER course and implement it to create accessible and engaging classrooms. We will demonstrate how to: search for resources that are already available, modify existing content, and create original material for different courses. We will also discuss our personal challenges and successes of implementing OER across different courses at PCCC. We will also discuss assessment that compares a regular course to its concurrent OER section.

khloud kourani, John Paul Rodrigues, James Sanders III, Passaic County Community College
How various academic levels are engaging in assessment dialogue
10:30:00 AM, G211

During this presentation, it is our goal to display how various academic levels are engaging in assessment dialogue, as well as how it can be used to improve instruction and engage more faculty and/or teachers. Throughout the discussion, we intend to highlight how the planning process for assessment plays an integral role in finding meaningful results that can be used to provide important feedback for students and teachers. Ultimately, the conversations around assessment play a critical role in how such results and feedback are used to improve instruction. We look to explain how the assessment conversations are threaded with implementation strategies across academic levels.

Lauren Durkin, Nicole McPhillips, Colleen Mooney, Rider University

Holistic and Integrated Coaching: Give it a Try
10:30:00 AM, G106

In the ever-evolving field of success coaching, the holistic approach has become a best practice. Join us for this interactive session to learn about Mercer County Community College’s success coaching model, how it helps with retention, and how coaching and traditional advising differ. Then, give it a test drive.

Victoria Onori Bowman, Amy Vondrak, Latonya Ashford-Ligon, Mercer County Community College

Show Them the Money! Enhancing Student Success with Financial Education
10:30:00 AM, L220

The University of the District of Columbia Community College, in partnership with the Guardian Life Insurance Company of America®, has implemented a highly successful financial capacity program for students. This program is a unique and effective collaboration between key stakeholders and the Community College to promote academic excellence by requiring financial education as part of the curriculum. This session will highlight how the program was initiated, instructional strategies used, partnership collaborations, successes and challenges, and next steps. The session will share how financial literacy curriculum will lead to academic and personal success.

Albert Pearsall III, Scott A. King, University of the District of Columbia

It’s a Must-Read: Students Read Student Writing for Complex Ideas
10:30:00 AM, L219

Restrictive formats for writing papers (e.g., the five-paragraph theme) preclude students’ ability to move from rudimentary to complex ideas. Since the point of writing is often to create grades, students’ desire
to play it safe undermines learning. The presenters, faculty who teach a linked environmental conservation and composition course, will guide educators through an interactive workshop toward using an alternate approach of assigning writing and of “reading papers” as a way to help students to see beyond their standard understanding of writing and to enhance thinking about difficult, complicated ideas while maintaining the rigor of the natural science course.

Francis Fritz, Deirdre Garrity-Benjamin, Community College of Philadelphia

Art Not Just for Art’s Sake - Enhancing Students’ Learning Experience

10:30:00 AM, G104

Learn how a college art gallery can be the ultimate open-educational resource: visual texts, artists’ and curators’ talks and written statements, gallery receptions and local media coverage—all happening in real-time on campus. This session will give instructors ideas for incorporating a visit to their college art gallery into their composition, world language, ESL, or humanities course. This includes how to scaffold a writing assignment, facilitate a peer-discussion among students, and most importantly, how to engage students at all levels in conversations about current hot topics of today.

Linn Lisher, Paula Raimondo, Bucks County Community College

Using Immersive Technology in Learning

10:30:00 AM, G129

Through Immersive Technology and Applications, we guide the viewers through the anatomy of the Human Body and molecular structures. The technology provides a unique experience offering new opportunities in learning goals.

Matthew Seibert, Karl Carter, Andrew Ippolito, Julie Crowell, Bucks County Community College

Food Insecurity

11:30:00 AM, L310

Samantha Gross, Bucks County Community College

Engaging Your Community with Workshops

11:30:00 AM, G213

Extracurricular programming is an important way to promote lifelong learning though it can be challenging to get students to participate, especially at a commuter campus. This session will share tips that the Library Department at Laguardia Community College used to increase student involvement in our sponsored workshops. It will cover best practices in developing topics that are relevant to students,
planning, marketing and collaborating across campus. By focusing events on topics trending among our students and developing a semester long schedule, the Library was about to increase student-faculty contact from an average of 100 participants a semester to over 600.

Alexandra Rojas, Associate Professor, Chris McHale, LaGuardia Community College, CUNY

Developing “Zero Text Book Cost” Section for “Introduction to College Mathematics” in Hostos Community College

11:30:00 AM, G119

In the fall 2016, I participated in the initiative to develop a “zero textbook cost” section for MAT 100 (introduction to college mathematics). The section is completely developed and approved by the Lumen Learning and is offering in the spring 2017. This is developed using the “MyOpenMath” platform. “MyOpenMath” runs on the open source, providing free hosted use of this platform in support of free, open textbooks. The intent is to provide classroom use of the platform, without any required cost to students and to provide students self-study opportunities.

In this presentation, I will demonstrate the use of “MyOpenMath” software in developing the course and some pros and cons of using the software. After the presentation, the audience will have some basic idea about the platform and will be able to start the process of developing their own course using the software.

Tanvir Prince, Hostos Community College

Drones, Robots & Virtual Reality: Tomorrow's Classroom

11:30:00 AM, G129

What will tomorrow's classrooms look like? How are artificial intelligence, virtual reality, augmented reality, voice technologies, and drones being used in courses outside of STEM like English, History, Psychology, and ESL? This interactive presentation will showcase various tools and projects and participants will leave with a recipe for "easy-bake" virtual reality projects!

Beth Ritter-Guth, Northampton Community College

What to Do: Part Time Students Spending Full Time on Campus

11:30:00 AM, G106

This presentation endeavors to actively work with the audience to identify the concerns of students not having enough to keep them busy on campus when they are taking part-time classes but spending full-time on campus. This will be presented through three different case study reviews, and audience generated concerns with group collaborative problem-solving.
Michelle L. Mitchell, Lehigh Carbon Community College & Jennifer C. Osinski, Bucks County Community College

Writing the Way Out of Common Conflicts Between Students and Professors

11:30:00 AM, G104

The percentage of college students seeking mental-health care nearly doubled in the last decade, and teaching faculty are on the front lines. In this environment, common yet challenging conflicts such as miscommunication and grades quickly can escalate emotions. Born of a collaboration between colleagues in English and Counseling, this presentation offers a sample lesson on handling conflict and an essay assignment in which students discuss a past conflict, analyze how their identity shaped their response to the conflict, and reflect on constructive ways to handle the situation. Participants will leave with materials they can adopt or adapt for their classrooms.

Michael Remshard, Melissa Strong, Community College of Philadelphia

Untapped Leaders: New Faculty Challenges in the 21st century

11:30:00 AM, G211

2019 - a watershed year for community college faculty? In 2018, the League for Innovation in Community Colleges published the results of a national survey of changing faculty roles. At the same time, the Association of American Colleges released a series of articles regarding "educating the whole student." Both sources make it clear that faculty face exciting challenges. The presenters will engage participants in analyzing the challenges using identity, belonging and resilience. The interaction will conclude with an assessment of individual resilience as a tool for change management.

Michael H. Parsons, Ed.D., Mathew McIntosh, Ph.D., Morgan State University, Baltimore, MD

Effective Active Learning Strategies through Learning Management System Tools

11:30:00 AM, G205

How can you keep students engaged by using just the tools within your learning management system (LMS)? Through this interactive workshop, participants will learn how to use and apply LMS tools to facilitate active learning and critical thinking skills in any course format (i.e. face-face, hybrid, and online). Presenters will be using Canvas to demonstrate various strategies through the use and integration of the following tools: Assignments, Discussion Boards, and the Chat function. Non-Canvas users will all benefit from this workshop.

Michelle Pierson, Scott Melideo, Regina Hierholzer, Bucks County Community College

Bringing Energy & Excitement to the Classroom with Case Studies
Case studies are a powerful student-centered teaching strategy that encourages teamwork, critical thinking, communication, and application. Having students work in real-life situations engages them to apply theory concepts rather than analyze them. Join the discussion to learn more about this learning strategy and consider the benefits of introducing it.

Lisa Mayer, Joanna Campbell, Bergen Community College

Every Professor Teaches Writing: Sheltering Writing Assignments Across Disciplines

This session will show professors in disciplines other than English how to effectively shelter essay/research paper format while teaching course content. Strategies for communicating expectations, developing templates and rubrics and making clarity, organization and brevity fun for all disciplines will be both demonstrated and developed in an interactive workshop format.

Andrea Vaccaro, Raritan Valley Community College

Who are your Students?: Culturally Responsive Teaching at Community Colleges

Culturally Responsive Teaching (CRT) creates deep and meaningful connections by relating course content to students’ lives. By structuring assignments so that students choose and develop topics to which they have a personal attachment, the SPISE Model of CRT respects the life experiences of diverse student bodies at community colleges. This presentation explains how the model improves equity, fosters inclusion and empowers students in courses at Kingsborough Community College. Student grades, retention rates, and questionnaires regarding feelings of inclusion, engagement, and connection to the course material, instructor and fellow classmates provide quantitative and qualitative measures of success of the model.

Dawn Levy, Kingsborough Community College

POSTER PRESENTATIONS

Alignment between program learning outcomes and course learning outcomes

The researcher conducted five case studies to examine alignment between concentration learning outcomes and course learning outcomes in Master's Degree Programs with a Giftedness Concentration. The researcher found that, across the five case studies, all course learning outcomes were stated and aligned with the concentration learning outcomes. The researcher found that all five case studies had the most cognitive learning outcomes within the “applying” level under Bloom’s Cognitive Taxonomy.
and three out of the five case studies had the most affective learning outcomes within the “organization” domain of Krathwohl’s Affective Domain (2013).

Dr. Nicole McPhillips, School District of Philadelphia

Supporting Student Success in STEM Courses Using an Adaptive Learning Technology

One of the unique challenges for instructors of STEM courses is the vast differences of the incoming students’ understanding of the fundamental concepts of the course. This presentation will discuss the benefits of supplementing Chemistry and Mathematics STEM courses with ALEKS (Assessment and LEarning in Knowledge Spaces), an adaptive learning system. The ultimate result of this pilot program was a 10% increase in the average grade score for the standardized final course exam in Chemistry and improved results in Mathematics. This pilot project was enabled by the NNJ-B2B grant from NSF and STEM grant from the Department of Education.

Henriette Mozsolits, Kala Mayur, Daniela Kitanska, Passaic County Community College

Beyond Academic Resources

a comprehensive display of both social and human services throughout Bucks County

June Rogers, Marcia Nye, Bucks County Community College

Ways to Address Math Anxiety

For 25 years, I have been teaching developmental math to students. Consistently, over the years, students in my classes have demonstrated a high degree of math anxiety in terms of class participation, willingness to engage with the material and classmates, and performance on assessments. I began reviewing literature on align methods for neurodiverse students, which I could implement in my classroom. There is a lot of information about different ways to improve student learning. The one theme that was very clear throughout my research was that students are individual learners. Not everyone learns in the same way. After reading these journal articles, I knew that using one method for the entire class was a real problem and I had to address it.

In my poster presentation, my goal is to discuss tools that can be applied to give students the knowledge they need which will lead to reduce anxiety with mathematics.

Leslie Weinfeld, Manor College

Using Course Syllabus Design and Technology to Foster Student Success and Retention

Do your students refer to their course syllabi for resources when in need? Do you experience that some students drop out of your introductory gateway course after the first exam without asking for help? Are
you struggling with getting your students to reflect on their study plan, strategies and skills when they fail an exam?

This session is dedicated to designing a powerful course syllabus by setting a positive tone, and incorporating resources in an interactive way. We will also focus on how to design and utilize Microsoft form surveys as exam wrappers in an introductory course to foster student success and retention.

Madhavi Shah, Raritan Valley Community College

Engaging Chemistry Students with Service Learning

Applied learning enhances our understanding. Service learning projects in environmental chemistry offer many opportunities for applying the learning in general chemistry to improving our environment and serving our communities. Typical projects involve outdoor field work with such community partners as the Chesapeake Bay Foundation. Additionally, some students are working with the professor investigating a campus stream affected by parking lot runoff. Attendees will learn about specific applications of service projects to general chemistry and about the logistics of incorporating a service learning option in the course work.

Maureen A. Sherer, Anne Arundel Community College

IPE Innovation- Forensic Simulation collaboration of Chemistry and Nursing students

Healthcare workforce requires caregivers to collaborate with all disciplines to form interprofessional teams in order to deliver highest level of safe patient centered care. Chemistry and Nursing prelicensure students engaged in a forensic simulation integrating knowledge, skills and attitudes.

Rosemary Elliott, Holy Family University School of Nursing Professions

Learning Communities: How to engage faculty?

2:00 PM, L310

Faculty Learning Communities are small groups of faculty who work over a period of time to implement changes to their teaching with the goal of improving learning. Bucks County Community College offered various Faculty Learning Communities Institutes during the 2018-2019 academic year. The goal is to share research-based teaching strategies with small groups of faculty and have those groups collaborate over a period of time to implement changes and assess results. We'll share our successes and challenges with Faculty Learning Communities and other professional development efforts. Attendees are encouraged to share best professional development practices at their institutions so that we may learn from one another as we pursue the goal of making improved connections between teaching practices and student success.

Kate D'Auria, Linda McCann, Bucks County Community College
Transferring Community College Credits and Accommodations to Four-Year Institutions

2:00 PM, G211

As more and more students with accessibility needs are on college campuses, there is a need to include information on how to transfer accommodations in the transfer process. The session would include discussion of the general transfer process, how to transfer accommodations, and how the Advising and Transfer Center and The Office of Accessibility (TAO) are collaborating to disseminate this information in the transfer process.

Debora Bergen, Jennifer C. Osinski, Bucks County Community College

Providing Valuable Feedback on Student Writing

2:00 PM, L219

Providing Valuable Feedback on Student Writing

This presentation will introduce various ways to provide engaging and meaningful feedback on student writing assignments in online and face-to-face courses. We will discuss both written and audio feedback, as well as ways to make peer review and student response to instructor feedback more effective with respect to the writing process.

Meghan MacNamara, Pennsylvania College of Health Sciences

Game On - Using Game Based Learning in the Classroom

2:00 PM, G129

Games are not just for fun; they offer a potentially powerful learning environment. Game based learning integrates gaming into learning experiences that increase engagement and motivation. Discover how gaming can foster different skill acquisition in an active and experimental learning environment.

Joanna Campbell, Dr Amarjit Kaur, Bergen Community College

The OER Institute: An Approach to Faculty Development and Engagement

2:00 PM, G119

Stuck on how to inform and engage faculty about OER adoption? In 2018 Bucks County Community College launched its first Open Educational Resources Faculty Institute. This four-day professional development opportunity, created and led by two faculty members, provides experience in identifying, evaluating and adapting OER, in understanding Creative Commons licensing, and in redesigning courses to accommodate open materials. After successful completion of the Institute, participants may submit a proposal for redesigning a course into a “Z” course, and if accepted they then receive a stipend to

redesign the course. Institute leaders will share successes and challenges of creating and implementing this faculty “OER pipeline.”

Bill Hemmig, Stacey Bennett, Regina Hierholzer, Bucks County Community College

Creating Authentic Engagement and Community in the College Classroom
2:00 PM, G205

We will discuss authentic engagement versus surface-level participation in the college classroom. We define “authentic engagement” as involving students in a classroom community through respectful exchanges, active learning, and critical thinking. This type of engagement has proven to encourage creative thinking, practical applications of material, and trust between faculty members and students. We will offer practical suggestions to foster this type of environment. We will also question the effectiveness of grading as a measurement of meaningful classroom interactions.

Julie Mainka, Denel Bingel, Raritan Valley Community College

Assessments That Are Working
2:00 PM, G106

Our roundtable discussion will focus on the formative and summative assessments that have worked in all subjects. We will discussed teacher made assessments, publisher assessments, and projects. I will take copious notes during our discussion and forward them to each group member as well as post them on BCCC.

Terri Stiles, Montgomery County Community College, Penn State Abington

Student and Faculty Support for Online Courses: After Hours Strategies
2:00 PM, G104

New standards for online courses often require support for students (and instructors) in online courses after regular business hours. This is a challenge in terms of staffing and budget. This session will discuss strategies for building self-service knowledge bases where faculty and students can go for technical support after regular business hours. These strategies need not require expensive solutions or complex software. Instead, straight forward, cost effective solutions can be employed to provide the support faculty and students need.

Ron Costello, Immaculata University

"Trial Run: What We Learned From Organizing a Mock Trial Competition"
In 2019, Bucks County Community College held its inaugural student mock trial competition. In this presentation, we will address the learning outcomes that come from participation in mock trial programs, and how they can benefit students from various majors. We will also discuss our efforts to incorporate students/faculty/staff and administrators from other disciplines, making it a cross-campus effort. Finally, we will address some of the challenges that we encountered. Time will be reserved at the end of the presentation to address any questions participants have about how they can incorporate this kind of innovative programming at their institution.

Brenda Seibert, Heather Costello, Chris Simcox, Bucks County Community College

Addressing the stigma surrounding substance use disorder through connections

The stigma surrounding Substances Use Disorder (SUD) is not new, nor is the impact of the stigma diminishing. As we enter a time in health care where the opioid crisis is reaching epidemic proportions, faculty are in an optimal position to prepare a workforce to enact change. For example, students studying nursing may be holistically focused on the physical and emotional parts of addiction, the social work student may be looking at the social determinants of SUD and the substance use-counseling student may be looking at the cycle of addiction; however, the initial approach of study needs to be around the stigma. The language used to discuss those afflicted with SUD is often negative, and intertwined with judgment, which can result in less effective care.

Laureen Tavolaro-Ryley, Community College of Philadelphia

Make a video your lesson using EdPuzzle

What is EDpuzzle? EDpuzzle is an incredible-easy-to-use video platform that helps teachers save time, boost classroom engagement and improve student learning through video lessons. EDpuzzle also collects data as students watch and interact with the video. Best of all, it’s completely free!

June Lane, Bucks County Community College

Conspiracy Theories as a Teaching Tool

Some theories are so well crafted that they are enticing, and this enticement clouds our ability to assess them clearly. But it is just as dangerous to accept every conspiracy theory as it is to dismiss them categorically. How can we take something seriously without getting sucked into it? This roundtable will
examine the tension between cognitive biases and emotional commitments and how we can help students, and ourselves, navigate this tension.

Mehul "Stretch" Shah, Bucks County Community College

Strategies for Teaching Dual Enrollment Students
3:00 PM, G104

As college instructors, we may be teaching dual enrolled high school students in our classes, or perhaps entire classes in high schools. Yet have we learned how best to teach this group? What challenges do these students face in higher education? What do we need to know about adolescent development, learning, and the effects of society on this age group? Participants will learn about the research about benefits and challenges that students face in dual enrollment programs. This session will provide instructional strategies to facilitate student success.

Melissa Altman-Traub, Community College of Philadelphia

NCC’s Professional Development Remix: Games, Podcasts, and Sitcoms. Oh, My!
3:00 PM, G129

In 2018, Northampton Community College rebooted its former Center for Teaching and Learning by opening two new Centers for Teaching, Learning, and Technology. However, the physical spaces weren’t the only things that underwent dramatic changes. The CTLT’s whole approach to faculty professional development underwent a paradigmatic overhaul, as its leadership shifted from an administrative supervisor to two faculty fellows. What happened when the inmates took over the asylum? Gamification of professional development. Podcasts. A technology sitcom series. Synergy with the college’s Center for Innovation and Entrepreneurship and Fab Labs. Faculty wellness initiatives. Game nights. And a whole lot more.

Randy Boone, Jeffrey Armstrong, Dr. Karen H. Bearce, Northampton Community College

Zooming In on Snow Days
3:00 PM, G106

I would be presenting information on Zoom, a video communication tool that can be used to meet with students on snow days or for live virtual office hours. Using Zoom, a professor can accomplish the same goals that they had planned for that day. Zoom allows you to interact with your students, screen share your power points, use Zoom’s whiteboard and use break out rooms to have students work in small groups.

Mary Catherine Bolton, Bucks County Community College
“Make the Science Connection”: An Exercise in Interdisciplinary Teaching

3:00 PM, G203

College students in life sciences often lament that they must take courses in mathematics, physics and chemistry before they get “to the subjects of their interest” as they do not see any underlying connection or need. We developed an interdisciplinary course that aimed to use basic mathematics and physics in biological questions thus highlighting the interconnectedness of those fields of study. We taught it as a one-credit elective entitled “Make the Science Connection”. We will share our experience in developing and implementing the course as well as our challenges for future reiterations.

Elizabeth M. Skendzic, Svetlana Shkitko, Delaware Valley University

Creating a communicative oasis in the world language classroom

3:00 PM, G205

Like an oasis in the desert our classrooms can become a flourishing meaningful and engaging place in which to learn another language. Our classrooms should be a student-centered and teacher directed. The language our students hear and read should be personalized, interesting, rich and varied. When the context of communication centers around their lives and stories the teacher can make this happen. The presenter will give a rationale for this innovative approach, cite second language acquisition research, show videos of his students from the Community college of Philadelphia and give a real-time demonstration.

Marc Oleynick, Community college of Philadelphia

Level 4 Lessons (Danielson Framework)

3:00 PM, G211

Level 4 lessons engage students and force them to be learners. Students cannot remain passive during a Level 4 lesson. These types of discovery lessons are not just lessons where students work together to learn the course content. They are lessons where students learn the course content while learning about themselves including how to use their minds more effectively and becoming more frustration tolerant. Various lesson styles will be demonstrated including: competition based lessons, using checksums to create self-grading assignments, combining ice breakers with lessons, changing the context, flip the tongue depressor and more as time allows. While the demonstrated lessons will be science based they are adaptable to any subject area.

Pete Barra, Raritan Valley Community College