



Revised 9/1/2020

Check back for regular updates

# Faculty Day - October 8, 2020

## Breakout Sessions

8:35 – 9:25am

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### **Build an Open Campus Online for Career & Technical Education Dual Enrollment**

When COVID-19 forced our college to transition all coursework online in March 2020, our leadership team developed an Open Campus through the college website to deliver career and technical education to dual enrollment students across the Northshore region. We utilized open education resources and webpages to create online access while leveraging our dual enrollment partnerships. Join us to find out how you can launch an Open Campus for your career and technical dual enrollment students.

**Presenter(s)** Daniel Roberts

**Intended Audience** Faculty, Dual Enrollment Partners, Education Technology, Career & Technical Education, and Workforce

**Track** Teaching and Learning

### **Create Engaging Interactive Video-Based Lessons, Projects And Activities**

This interactive session showcases multiple ways to engage learners in video-based activities and actually leverages PlayPosit's software to create a class-response experience for attendees. Learn how PlayPosit supports asynchronous self-paced activities, synchronous class-response style environment and more. Join PlayPosit's Instructional Design Team as they showcase several use cases from community college instructors for leveraging video in a variety of courses. PlayPosit's robust platform will save instructors time. Regardless of the teaching environment (remote, hybrid, or face to face), PlayPosit's platform provides a deployment option to enhance instruction.

**Presenter(s)** Emily Bleibel  
Brady Venables

**Intended Audience** Faculty, tech directors

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **Creating an Industry Based Program**

This presentation describes the steps our team used at TSTC to create a program that was based 100% on industry skills. As we worked through the project, we were able to bring our industry and faculty into agreement as to what was best for the student to find good paying jobs statewide no matter where they lived.

**Presenter(s)** Randy Haley

**Intended Audience** Faculty, directors, department chairs, and deans.

**Track** Teaching and Learning

### **Creating Open Education Resource Activities for a Biology Laboratory**

Discuss the designing, developing, managing, and delivery of OER materials for a biology laboratory. Review the data from student surveys and how the evaluations can help revise course content and delivery.

**Presenter(s)** Amanda Rosenzweig  
Sarah Hunter  
Beverly Wiltz

**Intended Audience** Faculty

**Track** Teaching and Learning

### **How do we find time? Scheduling can be such a pain.**

This past year I discovered a tool that has made scheduling for me so much easier. In this session we will take some time to explore this tool and how it has made life so much easier from coordinating times to scheduling advising appointments with students. This resource has both a free and pay version. The free version is great and works well for anyone to use. The pay version is worth the money if you have a full team that wants to embrace.

**Presenter(s)** Christopher Rondeau

**Intended Audience** This tool would be great for any member Faculty or Staff.

**Track** Institutional Support & Advancement, Evidence & Inquiry, Predictive Analytics, and Other Data Considerations

### **How Emotional Intelligence Can Assist with Promoting Mindful Practices in the Workplace**

Emotional Intelligence (EI) refers to the ability to identify and manage one's own emotions, as well as the emotions of others. For the purpose of this presentation, I will not focus primarily on "emotions". EI teaches one to be mindful on how to effectively and/or efficiently interact with others in the workplace. I will attempt to discuss how having healthy EI can assist with; effective communication (verbal and/or nonverbal), problem solving/conflict resolution, and lessening the gap between leaders and team members through "team building". When there is a healthy display of EI, an increase in productivity and efficiency is evident possibly producing a more favorable environment for all.

**Presenter(s)** Tremika Cleary

**Intended Audience** This workshop is intended for all audiences; as it targets effective employee engagement.

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

### **How to Provide a Customer Focused Experience in a Virtual World**

It's everyone's job to provide customer service at your college. Are you doing your part? This session will help you to develop the skills that are important to your college.

**Presenter(s)** Michelle Greco  
Ana Nanney

**Intended Audience** All

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

**Leadership Lessons Learned from Natural Disasters, Industrial Accidents, and COVID-19**

Louisiana has shown tremendous resiliency in the face of Natural Disasters such as Hurricanes Katrina and Rita, Industrial Accidents such as the Gulf Oil Spill, and the global pandemic, COVID-19. Louisiana's Community and Technical College has served as an essential solution provider throughout these setbacks. The ability for our colleges to serve communities in challenging seasons has been a result of focused leadership and the coordinated partnerships of our colleges. This presentation will explore and promote critical thinking in the phases of adversity ranging from preparation, response, relief, and recovery. We will also discuss new practices and cultures that were developed through adversity to strengthen our colleges and shape our services in the 'new normal.'

**Presenter(s)** Jimmy Sawtelle  
Kristine Strickland

**Intended Audience** All LCTCS employees including Staff, Faculty, and Administrators.

**Track** Trends and Emerging Issues at Community and Technical Colleges

**Online versus Face-to-Face Setting: A Comparative Analysis of Student Performance in Human Anatomy a**

The accessibility and flexibility of online courses attract busy professionals to web learning and the increasing number of students are seeking online education. However, it seems lacking personal face to face interaction leads many students to the traditional settings to secure a degree. In this study, I wanted to compare the effectiveness of online versus traditional instructions in Human Anatomy and Physiology 1 courses. This study designed to compare online and face to face course statistics on three levels: Outcomes, before and after knowledge check and demographics

**Presenter(s)** Ayda Basgul Martin

**Intended Audience** Faculty

**Track** Teaching and Learning

**Participation versus Interaction; It's More than just a Discussion Board**

We will define participation and interaction. We will look at how interaction impacts student performance in the virtual classroom. We will discuss how writing discussion questions can determine a student's attraction to engage with others. We will examine how rubric design can assist students in understanding instructor expectations. Lastly, we will look at how students responded to structured, well engaged discussion boards.

**Presenter(s)** Christian Garrett

**Intended Audience** faculty, Deans, Administration

**Track** Teaching and Learning

**Race Conversations: Incorporating Diversity in Higher Education**

“Sometimes the assumptions we make about others come not from what we have been told or what we have seen on television or in books, but rather from what we have not been told” (Tatum, 1997, p. 4). The tough discussions of race are necessary in understanding the success, or lack thereof, of students of color on college campuses. According to research by Boston and Warren (2017, p. 26), “A growing body of literature suggests students’ feelings of belongingness influence academic achievement.” Indirectly, students tend to gravitate towards those who resemble themselves, their family, or other prominent figures in their lives. Overall, these students yearn for the sense of inclusion. Institutions glorify diversity, but they also have the responsibility to illustrate diversity. Tatum’s book *Why Are All the Black Kids Sitting Together at the Table* further acknowledges the desire for a sense of belonging amongst students, and how race relations plays a role in those sentiments. Those same students may also require more efforts to ensure success. The purpose of this facilitated discussion is to not only present practices to encourage diversity amongst the students who are served, but an opportunity for attendees to evaluate their university’s inclusion retention practices.

**Presenter(s)** Marquia Whitehead

**Intended Audience** All

**Track** Improving Diversity, Equity, and Inclusion

## Breakout Sessions

9:35 – 10:25am

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### **Creating Workforce Partnerships that Lead to Student Success**

This session will focus on how the Science Laboratory Program has created and implemented a sustainability plan focused on curriculum and partnerships. The discussion will focus on curriculum evaluation with the help of employers to ensure relevant workforce skills and establishment of public-private partnerships with industry and educational partners that commit to working with program students (internships and hire).

**Presenter(s)** Amanda Rosenzweig  
Richard Kleinschmidt  
Charlene Shunick  
Raymond Duplessis  
Ashley Decoux

**Intended Audience** faculty, CTE, workforce

**Track** Integrated Education & Training

### **Increased Cyber Concerns Pre and Post COVID-19**

What do Spear Phishing, COVID-19, KnowBe4®, CAG20, Video Conferencing, Cyber mitigation, Banner and WiFi have in common? They have all been significant impactors to the growing list of strengths and potential liabilities that YOUR LCTCS Information Technology Teams are working on at any given time. Join us for this informative and eye-opening session that demystifies the jargon and shares how LCTCS's IT Teams are working for you - and - what simple steps you can adopt to be the "strong link" in the statewide chain of technology networks.

**Presenter(s)** Jimmy Sawtelle  
Eric Setz  
Brad Masters  
Jo Schexneider

**Intended Audience** All LCTCS employees including Staff, Faculty, and College Administrators.

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **Increasing Equity in STEM and CTE with OER**

College is an expensive endeavor for most students, and with the costs of textbooks steadily increasing, many students, especially the economically challenged, find college out of reach. River Parishes Community College faculty Dr. Esperanza Zenon is tackling this issue by utilizing and promoting the use of Open Education Resources (OER). This presentation will focus on using Open Education Resources (OER) in STEM and CTE courses as a way of promoting equity by reducing costs for learning materials. Resources, tools, and processes utilized to evaluate, adopt, and adapt the OER materials utilized in STEM and CTE courses will be discussed.

**Presenter(s)** Auriel McGalliard  
Esperanza Zenon

**Intended Audience** Faculty, CTE

**Track** Improving Diversity, Equity, and Inclusion

**Making Integrated Education Work in a rural community: YouthBuild Bogalusa is making a huge impact** This presentation is intended for All. Especially those that work with high risk students who have chosen an alternative education verses the traditional educational route.

**Presenter(s)** Rene Ridgley  
Danielle Keys

**Intended Audience** This presentation is intended for All. Especially those that work with high risk students who have chosen an alternative education verses the traditional educational route.

**Track** Integrated Education & Training

### **Multimodal Approaches to Literature**

Educational assignments haven't changed as rapidly as technology, but technology has profoundly shaped our way of interacting with words and the world. We live in a multimodal society so students should also learn in such a classroom. As Cynthia Selfe reminds us, "Students need to be experienced and skilled not only in reading (consuming) texts employing multiple modalities, but also in composing in multiple modalities." In this presentation, we will share innovative approaches to teaching literature with multimodal activities and assignments. Presenter 1 regularly teaches Film as Literature and Comic Books. She will focus on working with visuals and visual assignments, some of which would also work in composition. Hopefully, it will inspire participants to include visual texts in their composition or literature courses. Presenter 2 regularly teaches Early British Literature and Women's Literature. She will focus on multimodal assignments in the literature classroom. She hopes to inspire participants to think beyond the traditional essay in both literature and composition courses. According to Branscum & Toscano, "Creative and rhetorically thoughtful approaches to multimodal composing take time to explore and develop." This presentation may serve as a springboard into further exploration.

**Presenter(s)** Erin Breaux  
Kristen Geoffroy

**Intended Audience** Our intended audience is new and veteran faculty who would like to incorporate non-essay components in their composition or literature classrooms.

**Track** Teaching and Learning

### **Online Training: No Wi-Fi No Problem**

Our way of life has been altered due to the COVID-19 pandemic, as such we as members of the Louisiana Community and Technical College System have made adjustments in how we serve our communities and surrounding areas. The use of technology has allowed our organization to provide the means for current and future students to complete their education, to maintain contact with peers while remote working, and to stay connected with industry partners. With the trend for Online Learning being requested now more than ever, we have leveraged resources to expand our course offerings online. The increase in online courses has placed a greater emphasis on our dependency of technology to maintain distance learning. However as with any form of rapid growth we have experienced growing pains with students having difficulty in the course due to Wi-Fi inadequacies. In order to service our communities we here at South Louisiana Community College have teamed up with

GNOWBE to provide online courses with optional Wi-Fi usage. Through innovative methods SLCC has developed a course where students can work from anywhere without Wi-Fi, thus ensuring the safety and wellbeing of our students, instructors, and providing educational service to ensure growth for our communities. No Wi-Fi No Problem, SLCC has the Solution!

**Presenter(s)** Cassie Adams  
Helen McGrath  
Carl Moore

**Intended Audience** This presentation is for faculty who are searching for a way to connect with non-traditional students that are hampered with time, resources, and the ability to learn online without wifi.

**Track** Trends and Emerging Issues at Community and Technical Colleges

**Simulation: An Instructional Strategy**

This presentation serves as an informational on how the Department of Business at Baton Rouge Community College incorporates simulations into its courses.

**Presenter(s)** Jessica Spruel-Smith  
Tim LaPlante

**Intended Audience** Faculty

**Track** Teaching and Learning

**Tips and Sticks- Creating a Complete Welding Program for Today's Learners**

Engagement and Competency are important objectives for any welding class. Learn how to incorporate best practice welding methodology with hands on learning tools to give your students a comprehensive welding education. From learning basic welding technique to visual and quality inspection, give students the best foot forward on best welding practices. See how to incorporate innovative learning tools for skill training into your classroom. Presentation attendees will learn:

- Methods for engaging students with 21st Century technology
- Ideas for incorporating career exploration into the classroom
- Techniques for providing hands-on job skill development opportunities
- Ways to reduce classroom management and safety concerns while saving money on costly consumables

Through PowerPoint, discussion with educators and hands-on work, attendees will have information to take back to the classroom to incorporate immediately.

**Presenter(s)** Jamey McIntosh

**Intended Audience** Faculty, CTE, Welding & Trade Skills Instructors, Agriculture Instructors, Administration

**Track** Integrated Education & Training

## Plenary Session

10:30 – 11:30am

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### State of the System Address

Hear LCTCS System President discuss views on the current state of the System and how we can shape the future of two-year education in Louisiana.

## Breakout Sessions

11:40 – 12:30pm

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### Delivering Lessons having immediate Student Impact

My presentation is based on connecting students to employment by highlighting the many gray areas of college assessment documents that is completed by teacher's for students every year. It explains why student learning outcomes, program learning outcomes, the syllabus, curriculum mapping, and gainful employment is the student's absolute goal and why revisions are necessary and should be made in order to improve students success not only while in college but also during their employment.

**Presenter(s)** Kenneth Williams

**Intended Audience** My audience includes: Administrators, faculty, staff, workforce development. This presentation focusses on members of Universities and Technical Colleges, in preparing students for employment.

**Track** Integrated Education & Training

### Diversity and Inclusion: Mr. Rogers Style

Over the past year, Tom Hanks' rendition of Mr. Rogers in It's a Beautiful Day in the Neighborhood has brought forth one of history's most distinguished icons for diversity and inclusion. Fred Rogers was not only a champion for the inclusion of all, but was able to build a sustainable company culture with this in mind. This session will explore how to transition lessons learned from Mr. Rogers in the business world into the modern classroom, helping instructors to create a safe and welcoming learning environment for all. By using quotes and content from "It's a Beautiful Day in the Neighborhood" and historical photos of Fred Rogers and combining them with Bruce Anderson's December 16, 2019 article of "I Like You Just the Way You are: the 4 Lessons from Mr. Rogers About Building a Strong Company Culture," attendees will learn: 1. Ways to Celebrate Students' Differences 2. Promote and foster the desire to learn about the experiences of others 3. Create a class environment that promotes life-long learning about others 4. Teach that life-long learning can include making mistakes To conclude the session, attendees are encouraged to share their tips and tricks within any of the afore mentioned categories.

**Presenter(s)** Erin Schrepfer

**Intended Audience** All

**Track** Improving Diversity, Equity, and Inclusion

### **Getting to Graduation: Exploring Equity in General Education**

Using evidence-based practices and strategies, and engaging educational equity theory applicable to two-year institutions, Baton Rouge Community College has developed a professional learning community among its general education faculty. Based on the assumption that if a student does not successfully complete general education coursework, that student will not complete a program, BRCC identified discrepancies in grade performance and course withdrawals among its African American students. As a federally designated Predominantly Black Institute, this work goes toward remedying equity gaps in general education by employing pedagogical and retention interventions. These interventions consider culturally relevant and culturally sustaining approaches. This work has produced desirable outcomes in its first year; this session will identify a list of best practices all LCTCS schools can employ to close equity gaps.

**Presenter(s)** Nina McCune

**Intended Audience** Faculty, Administrators, Academic Affairs, Student Affairs

**Track** Improving Diversity, Equity, and Inclusion

### **Review For Success**

I intend to present how the developed and practiced habit, and skill, of: Review is the simplest and most direct tactic to: 1. Improve Retention of Content 2. Improve Quality of Work(Refinement) 3. Improve Test Scores I will briefly refer to research/studies that cite the benefits of review of work. I will then share: 1. The difference between 'The Habit' and 'The Skill' 2. Real World Relevance of Review 3. Supporting Stories, Anecdotes, Data

**Presenter(s)** Michael Weinberg

**Intended Audience** Every. Single. Educator. From Literature to Welding. I am confident the relevance for all.

**Track** Teaching and Learning

### **Student-directed Learning: The Missing Piece for Student Success**

Changing from instructor-centric classrooms to learner-centric has not fostered the student success anticipated. The missing piece may be that students do not know how to direct their own learning experiences in this new environment. They need to learn how to learn. With funding from the LCTCS eLearning Innovation Fund, several institutions created the Metacognition (Learning How to Learn) partner and pathways project. This course is an Open Education Resource available to all LCTCS institutions. For the project, a diverse team of stakeholders from across the LCTCS and across education spaces created a student success course focusing on metacognition.

The course initially delivered as an online course, will continue to be re-assembled for delivery in multiple modes and education spaces. The completed course may be offered for credit, through workforce development units, by adult education units, or in part, as orientation workshops. Whatever path the student is coming from or going to, the course should offer academic support. Metacognition is a component of Delgado's CCSS curriculum. Rarely do we design across education spaces to create a product supporting student learning, retention, and completion. Delgado Community College, Bossier Parish Community College, and Northshore Technical Community College instructional designers and faculty (for credit and Adult Education) worked together to create the videos, lectures, activities, and assessments. In addition, a reading specialist, quality matters expert, and ADA-compliance specialist reviewed the course. Come hear about the course content and how you might be able to deploy all or part of the course at your institution. We are excited to share the evolution of the course and hear your ideas where it might fit into your student success initiatives.

**Presenter(s)** Jeanne Samuel  
Allison Martin  
Shaye Hope

**Intended Audience** All

**Track** Teaching and Learning

### **Successfully Utilizing ATE: Mentor-Connect to Navigating the NSF Grant Process**

This presentation will focus on the Advanced Industrial Instrumentation Control Technician Education grant proposal that River Parishes Community College faculty and staff developed with the support of the Mentor Connect Technical Assistance Program and grant writing workshops in order to secure a National Science Foundation Advanced Technological Education grant. This presentation will also explain the new curriculum that will be developed for the Industrial Instrumentation degree program, which emphasizes the use of the Industrial Internet of Things operational model, Industry 4.0 troubleshooting methods, and integrating STEM academic modules for technical programs. In addition, the presenters will discuss the collaboration with industry partners such as BASF, Emerson, Shell, and others within the river region who have identified a need for advanced instrumentation control troubleshooting skills.

**Presenter(s)** John Sluder  
Esperanza Zenon

**Intended Audience** STEM and CTE faculty, Workforce, and Administration

**Track** Integrated Education & Training

### **Teachers' Retirement**

To provide an overview of current changes in TRSL rules due to recent legislation. Provides information about TRSL contributions, pensions, etc.

**Presenter(s)** Rhonda Madere  
Heather Landry

**Intended Audience** All

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

### **The Academic Literacy OER Project**

This presentation will give an overview of the Academic Literacy OER Project, a collection of faculty resources funded by the e-Learning Innovation Fund Open Educational Resource Initiative. The Academic Literacy OER Project is designed to provide instructors with a semester long unit plan for the course Academic Literacy (ALIT 099), an accelerated integrated-reading and writing course that replaces the traditional developmental reading and writing sequence at Delgado Community College, which took upwards of 12 college credit hours and two or more semesters to complete. The resources shared will provide instructors with detailed thematic unit plans, seminal course documents, including the syllabus and the Guiding Principles, and an overview of the pedagogy and curriculum driving the reform. The presentation will provide developmental reading and writing instructors a blueprint for adopting this or a similar curriculum that reduces the number of credit hours a student must take in developmental courses, the number of semesters a developmental student spends in developmental

courses, the cost of course materials and ultimately, increases students' success in the gateway course, English Composition I

**Presenter(s)** Emily Cosper

**Intended Audience** Faculty, Academic Affairs Staff

**Track** Teaching and Learning

### **The Fresh, Innovative Practice of Adult Education**

In 2018 the Louisiana Legislature approved legislation requiring all Louisiana POST Academy courses be taught in accordance with the adult learning model as developed, in 1968, by Malcolm Shephard Knowles. What is Knowles's adult learning model? What are its assumptions? What are its principles? Knowles refers to his model as a study of andragogy. What is andragogy? How does it benefit the adult CTE learner? These questions are addressed in this presentation. The larger questions are simply: Is Knowles's adult learning model being implemented within the POST training? If so, how is it being implemented? Is it being implemented effectively? If so, how does this success apply to the larger field of CTE? During the search for these answers, Karolyn Harrell approached the St. Charles Parish Sheriff's Office, initially, when interviewing their POST academy director in the fulfillment of the requirements for the initial research. In follow-up to that initial work, Harrell was invited to further research this topic by attending and observing a two-week POST Basic train-the-trainer session, in St. Tammany parish, designed to teach seasoned law enforcement officers, identified as potential POST instructors, the strategies needed to use the Knowles adult learning model. The answers to these questions, the results of these observations, and how any CTE instructor can leverage this success to achieve results in their classroom are the subjects of this presentation.

**Presenter(s)** Karolyn Harrell

**Intended Audience** CTE, Faculty, Workforce

**Track** Integrated Education & Training

### **The Power of Uniformity**

What is the purpose of a course template? The template is designed to bring consistency to our online courses, standardize processes so that student orientations can be more specific, be smart pad and mobile friendly, ensure standards and best practices of our accrediting bodies are being met, and extend branding into the online arena.

**Presenter(s)** Christian Garrett

**Intended Audience** Faculty, Deans, Administration

**Track** Integrated Education & Training

## Breakout Sessions

12:35 – 1:25pm

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### **Enacting Social Justice in Your Classroom with OER**

Intimidated by OER? Want to bring social justice into your assignments? You can do both! Now more than ever, it matters that we enact representational and cognitive justice in our classrooms. The resulting open educational resource can help students around the world benefit from your and your students' work. Learn more about how social justice intersects with open education and OER in this fun and enlightening talk on social justice, OER, and assignment creation from Baton Rouge Community College librarian, Johannah White. We will have an assignment creation activity brainstorming session along with sharing ideas and experiences.

**Presenter(s)** Johannah White

**Intended Audience** Teaching faculty

**Track** Teaching and Learning

### **Equity, Inclusion, and CTE: A Methods of Administration Simulation**

The guided and interactive session will expose participants to the daily challenges and barriers of special populations. The participants will navigate the complex and evolving world of higher education. Upon entry, participants will be designated as an applicant, general studies student, CTE student, faculty, or staff. The activity will also highlight the importance and role of the Office of Civil Rights, Method of Administration Program. Further, participants will be able to actively define and connect the following: The Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap; Title VI of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990. The presentation will be limited to the first fifteen registered participants.

**Presenter(s)** Lacey Hardy Brown

**Intended Audience** All

**Track** Improving Diversity, Equity, and Inclusion

### **Got Soft Skills? Building Career-Driven Scholars**

While teaching, mentoring, and assisting students in higher education, many share the common goal that higher education has not taught them: soft skills. A higher education is more than just attending college. It is also about training students for their new life in the designated career. Robles defines soft skills as "interpersonal qualities, also known as people skills, and personal attributes that one possesses" (2012, p.1). Scholars leave the higher education setting with the education in the field of study, but lack those soft skills to thrive in the workplace setting. According to the same article by Robles (2012), those soft skills include: communication, courtesy, flexibility, integrity, interpersonal skills, positive attitude, professionalism, responsibility, teamwork, and work ethic. These skills are viewed as the things that the workplace does not see on the resume. They cannot grow overnight. It must be taught within the classroom and throughout the college career. The purpose of this presentation is to assist higher education professionals in helping scholars not only find their niche and passion, but also learn the skills to advance. If an institution has not supplied the student with the means to thrive in the workplace, have they actually been a disservice to their success? How can

these professionals incorporate soft skill learning in their everyday interaction with students? This presentation will answer those questions, while also ensuring the professionals also possess the soft skills, as they lead by example.

**Presenter(s)** Marquia Whitehead  
Michelby Whitehead

**Intended Audience** All

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

### **I Will Get to That Tomorrow: Conquering Procrastination**

Procrastination is a behavior that we all deal with on occasion. For some, it is a constant that has affected productivity at work or in the classroom. This presentation will give attendees techniques to manage procrastination and insight into the reason for procrastination.

**Presenter(s)** Alena Harris

**Intended Audience** All

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

### **Keeping the FYE promise during a pandemic**

COVID-19 has brought major disruption to postsecondary education. How can your institution increase student retention during the chaos of a pandemic? And can it be done in a cost-efficient way? The answer is yes! In this presentation you will discover how South Louisiana Community College (SLCC) has increased first-year student persistence with an accredited 15-week, Freshman 1000 level course. SLCC wanted a book that was user friendly for both students and faculty – they chose CollegeScope; an interactive, online textbook. Students easily access the course through their Canvas login, while faculty save time reviewing assignments and grading, freeing up time to comment and communicate on student progress. The CollegeScope curriculum covers college readiness, career exploration and planning, goal setting and more, and is based on recognized pedagogy that aligns with Guided Pathways, CAS, and CASEL's Core Social Emotional Learning Competencies. Popular personality, learning, skill, and intelligences assessments are included with the traditional reading, educational videos, interactive activities, journal entries, and auto-scored quizzes that are part of the text. Using this online textbook allows for maximum flexibility in delivery – in person classes can focus on topical group activities or discussion, while online classes require no physical space and allow for completely remote learning, or the two methods can be used in combination with one another for hybrid delivery. Learn how you can improve student retention, support online learning AND save money with this freshman course during this session.

**Presenter(s)** Carla Lundman  
Rick Hanson

**Intended Audience** First Year Experience staff, career counselors, student success coordinators, administration.

**Track** Teaching and Learning

### **Leadership Development in Higher Education**

Effective academic leaders are currently in high demand. Traditional faculty development has focused

almost exclusively on improving teaching skills and on individual accountability and individual success (McCurdy et al 2004). What is needed are academic leaders who can lead teams, effectively negotiate with other faculty members as well as other professionals within the larger academic community, and build consensus (McCurdy et al, 2004). A recent review of this problem revealed the benefits of establishing collaborative partnerships to develop leadership training programs within organizations.

**Presenter(s)** Sharonda Mikle  
Bryan McCoy

**Intended Audience** All

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

### **Multimodal Course Design and HyFlex Delivery: A Strategy for Future-Proofing Education**

Multimodal Course Design and HyFlex Delivery: A Strategy for Future-Proofing Education

**Presenter(s)** Amanda Rosenzweig  
Jeanne Samuel

**Intended Audience** Instructional Designer, Faculty

**Track** Teaching and Learning

### **Student Engagement: Moving Quality Online**

This past spring, higher education experienced a massive, unplanned move to remote learning. In assessing this transition, a recent survey\* of over 4,000 faculty found that of the 90% that had transitioned classes, fewer than half had any prior experience teaching online. It comes as no surprise that new online instructors were challenged by adapting to new technology; but the top challenge, reported by new and veteran online instructors, was NOT technology, but the issue of student engagement. Course management systems, such as Canvas, offer many technological tools to facilitate student engagement. But in order to use these tools requires curriculum planning along with thoughtful course design and delivery. Delgado Community College Honors Director Steven Edwards will share insights from his training and experience with Fielding Graduate University, the Online Learning Consortium, MERLOT, and Quality Matters to address Student Engagement Strategies for the virtual classroom. If you are teaching online, you will leave this workshop with practical suggestions for improving your course by engaging and motivating your learners. \*Tyton Partners (May 11-20, 2020)

**Presenter(s)** Steven Edwards

**Intended Audience** Faculty, Academic Administrators, Student Life Professionals

**Track** Teaching and Learning

### **Vampires and Zombies: Who Sucks the Life Out Of You at Work?**

Understanding the workplace means understanding people. Staff bring more than just their skills and knowledge to work. They bring their personalities and work styles, their hopes and dreams. They also bring a lifetime's worth of "stuff" which can affect their job performance and their ability to work with others. In this world of restructuring, shrinking budgets and personnel, and more demanding jobs, how do we as Higher Education professionals stay challenged and healthy in stressful work settings filled with emotional vampires? This is the question we will engage. In this program, participants will assess their organization and share insights and strategies about staying healthy and professionally

challenged in work settings filled with narcissists, histrionics, bullies and passive aggressives. Participants will create strategies to impact, lead and role model resilient self-care skills in their work and home life.

**Presenter(s)** Pam Boersig

**Intended Audience** All

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

## **Afternoon Sessions**

**1:25 – 1:45pm**

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### **Virtual Awards Ceremony**

Each year we recognize the college faculty and staff awardees at the Annual Conference. Tune in as we honor the incredible work of this year's awardees, and as we announce the recipient of the President's Award for Teaching Excellence and recognize the 2020 President's Faculty Fellowship Award recipient.

**1:45 – 2:30pm**

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**Vendor Exploration**

## Breakout Sessions

2:35-3:25pm

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### **Ageism and Attitudes Toward Older Students Attending Community College at Midlife**

Adult students are often classified as a single group for study, yet developmental psychologists recognize separate developmental periods during adulthood. Students at midlife may experience higher education differently than younger adult students and they may be exposed to ageism at individual, institutional and internalized levels. This research project applied the concept of lifespan developmental periods to distinguish students at midlife as a specific focus of inquiry. Twenty-nine faculty and 205 students responded to the Relating to Older People Evaluation (ROPE; Cherry & Palmore, 2008) to assess self-reports of both positive and negative ageist behaviors within a community college context. Both students and faculty reported more positive than negative ageist behaviors. With a few exceptions, written comments by the faculty and students document mostly positive expectations of older students who are actively engaged in their own learning and experiencing nurturing relationships with each other, with younger peers and with faculty both in and outside of the classroom. This session will present the results of dissertation research focused on age as a diversity factor in a community college context and ask attendees to discuss their own experiences with older students in the community college classroom.

**Presenter(s)** Marla Erwin

**Intended Audience** This presentation could be of interest to anyone in the community college environment but may be of particular interest to faculty and to older adult students and their advisors.

**Track** Improving Diversity, Equity, and Inclusion

### **Best practices in the use of Webex, Microsoft Teams, Blue Button, and Zoom**

We would like to give a preview on the cool features of the different platforms to better engage the participants. These platforms can be utilized in meetings, tutorials, office hours, and synchronous classes. We would like to share the best practices in the functionality of these platforms for synchronous classes. We will also discuss the differences of synchronous versus asynchronous (pure online or hybrid) courses versus video-conferenced courses.

**Presenter(s)** Ayda Basgul Martin  
Celeste Regino

**Intended Audience** faculty, staff

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **From Katrina to COVID-19: Still Rebuilding New Orleans, One Nurse at a Time**

Several faculty members of the fourth level of the nursing program found many similarities of quick adaptation and collaboration between the aftermath of Hurricane Katrina and the COVID-19 pandemic. See how we came together to take our face-to-face program online, on the turn of a dime. This group wrote an article for a nursing journal after Katrina and wrote another one after surviving the Spring 2020 pandemic semester, getting the nursing students graduated on time. Wendy Garretson served as the leading author on both articles. After Katrina, the article entitled, "Rebuilding New Orleans: One Nurse at a Time" was published October 2007 in Teaching and Learning in Nursing. Some of the same faculty contributors from the first article collaborated again to share our success story amidst the COVID-19 pandemic. The newly submitted article depicts the creative and collaborative effort of how

we were able to educate our nursing students from home. Faculty rallied to bring both the classroom and clinical to their students virtually. Reflecting on our experiences post-Katrina, we entitled our new article "From Katrina to COVID-19: Still Rebuilding New Orleans, One Nurse at a Time". Join us to see how we adapted and how we reported our efforts to the world.

**Presenter(s)** Kimberly Uddo  
Wendy Garretson  
Ann Nealy  
Veronica Wilson-Jean

**Intended Audience** Faculty, HR staff, All

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **Integrated Education and Work**

We will discuss the launching of our new video series, "The MathMagicians." This is a platform to give students the benefit of an apprenticeship/internship while completing college coursework. We will also cover the obstacles we faced to date, and how we are navigating these hurdles, how other programs can work together to create their own, unique or similar shows. The benefits are engaging students in a practical learning effort, giving them "actual" work experience while in school. This brings to the students the opportunity to be an intern in the classroom. Other departments, like biology and other sciences, or auto mechanics, can work with the digital media program to create engaging material for use in the classroom or the internet.

**Presenter(s)** Taylor Overbey

**Intended Audience** Program coordinators, Art instructors, workforce

**Track** Integrated Education & Training

### **Meeting Students with What They Have to Promote Engagement and Success**

The COVID-19 pandemic that caused institutions to quickly adapt their on-campus courses to online and alternate remote delivery forms exposed gaps in equitable delivery assumptions and created the motivation to quickly adopt emerging trends in course design and delivery. Courses designed with content such as high-resolution videos and images are not accessible for learners with limited or low-speed access to the Internet. Learners without Internet access often also have limited access to a late model computer, if at all. Many families share the same device for work, study and entertainment. In this context, to provide an equitable learning experience, instructional design and delivery should focus on mobile, flexible, micro and personal. Community College students are disproportionately affected by Covid-19. Access to College, already a challenge, became more difficult when the majority of the courses moved from physical places to online. Covid-19 was the catalyst for change. It provided an opportunity to expand the list of best course design and delivery practices. There is an emerging education philosophy that advocates creating student-ready colleges rather than college-ready students. Similarly, rather than meeting students where they are regarding technology, we need to meet them with what they have. What many learners had this March were smartphones first, tablets second, then computers. In this session, you will learn how to modify a topic for mobile delivery. You will learn the benefits of mobile, micro, flexible, and personalized learning. The strategies shared in this session support and overlap one another. Personalized learning supports flexible learning options, mobile learning is an ideal platform for delivering microlearning. Together, micro- and mobile- offer learning opportunities throughout the day - anytime and anyplace. Importantly, this approach to course design is supported by brain science. Mobile and microlearning facilitate frequent, small bursts of learner-content engagement. Learners may view and practice with the content in a variety of ways.

Timed-repetition is one strategy that builds long-term memory. Learner choice promotes student attention and motivation. One aspect of flexibility lowers student progression barriers for when life happens. The presentation will include polling and present examples of microlearning lectures, mobile design, and personal and flexible learning strategies. You will

**Presenter(s)** Amanda Rosenzweig  
Jeanne Samuel

**Intended Audience** Faculty, Instructional Designers

**Track** Teaching and Learning

### **Online Asynchronous Course Design Using LEML and Canvas**

Modern education, whether it is done online or in classrooms, as opposed to traditional education, requires creating an environment that facilitates learning, differentiates various learning styles, helps students to build prior knowledge and makes connections from prior knowledge, teaches for long-term memorization, builds and fosters collaborative learning, alleviates the gap between students, evaluates students learning using novel assessments, uses real-world applications or examples to encourage in-depth understanding, and seamlessly integrating technology into instruction. Teaching online as opposed to teaching in the classroom presents a series of challenges: technological access for instructors and students (both are required to have their own set of reliable technologies – Computers, Mic, Web Cams, and Internet Access) and the platform to deliver the course, lack of face-to-face social interactions (which positively impacts the learning as a result of a direct peer-to-peer and student-to-instructor interactions). Teaching and learning online is simply not easy and fun, especially for beginner learners. In addition, teaching online requires a more structuring of the course and involves using interactive teaching tools and software to engage your students as needed. In a classroom teaching, the instructor is not required to create videos for his/her PowerPoint presentations or video record his/her meetings with the students. The event of the COVID-19 pandemic has demonstrated or proven these technological challenges such that instructors, students, staff, and administrators have to undergo technological trainings and school across the United States to receive federal supports to help them remedy the online course delivery challenges. Although delivering courses online provides cost savings (for example using technological virtualization, resource sharing, dormitory, travel cost, etc.) for the learners compared to onsite course delivering, the design and deli

**Presenter(s)** Raven Dora  
Mathieu Kourouma

**Intended Audience** All Faculty including CTE faculty

**Track** Teaching and Learning

### **The Transformation Project: Reimagining Developmental Reading and Writing at Delgado Community College**

This presentation will provide faculty and administrators an overview of The Transformation Project, an ongoing and extensive developmental reading and writing curriculum and pedagogy reform taking place at Delgado Community College. It will include a discussion of accelerated developmental education, research-based curriculum design, using data to make informed curricular decisions, academic and digital literacies for the 21st century student, embedded writing coaches, and collaboration in and out of the classroom. This presentation will provide an overview of the project from its inception, providing faculty and administrators a blueprint for implementation. We will share seminal documents, including The Guiding Principles, the Academic Literacy 099 and Intensive English Composition I Syllabi, and semester unit plans for implementation.

**Presenter(s)** Shaye Hope  
Emily Cospers

**Intended Audience** faculty, academic affairs administrators, student affairs administrators

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **UndocuAlly 101: Supporting Undocumented Students in Higher Education**

This presentation introduces the main issues and best practices pertaining to undocumented students in higher education. Participants will learn about key terminology, policies, challenges and limitations, and examples of successful initiatives and available resources. This training is relevant to higher ed employees at all levels and in all divisions, as issues affecting immigrant students are present at both structural and interpersonal levels, and across all areas of an institution. If you're ready to be an ally to undocumented students, this is for you!

**Presenter(s)** Linett Luna

**Intended Audience** General/All

**Track** Improving Diversity, Equity, and Inclusion

### **Using Popular Music as a Tool to Address and Discuss Change in Higher Education**

What do Bob Marley, Marvin Gaye, U2, Duran Duran, Twisted Sister, Akon, Paul McCartney, and Aerosmith have in common? The ability to help address the concerns and uncertainty of change in an ever-changing world. This presentation uses the musical concept of harmonic chordal progression to demonstrate how core principles, ideas, and values can survive the change process, while being transformed into something completely new, and provides a platform to discuss ways of managing the change process.

The moderator will take the participant on a musical journey by playing a wide selection of popular songs. Initially, these songs will not seem to have any relationship to each other. As the presentation continues, the listener will notice similarities between the songs, ending with a surprise reveal: All examples are based upon a famous song written in the 1600's. This provides the participants with the foundation to start discussing the process of change, how to manage change, and how to ensure that ideas, values, and principles are not abandoned during the change process. Participants should walk away from this presentation with skills to better manage change within their organization, and a musical tool to help them approach their team when needing to adapt to change.

**Presenter(s)** Peter Cho

**Intended Audience** All

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **Voices From the Bayou: How I teach Racism, police brutality and equality in the Classroom**

When the fall semester of 2016 started at a community college in Baton Rouge where I have lived and taught for over fifteen years, I knew it wasn't going to be a normal semester. Alton Sterling had been killed by a white police officer. A black man had killed several police officers in retaliation. Baton Rouge saw a historic flood that left many homeless. And the Alt Right protest in Virginia had left an innocent white woman dead, intensifying race relations in the country. Many of my students were impacted by these events—white, black, Muslim, young and old. As a result, I had students in my class write narratives on their experience with racism, the police and the flood. The student's narratives became a

book of essays that I compiled and helped to publish and called “Voices From the Bayou: Baton Rouge Students Confront Racism, Police Brutality and a Historic Flood.” After publication, the students and I traveled together to address the social issues that were addressed in the book. Our intention was to elevate voices from all communities, cultures, and ethnic groups in order that we can begin the process of healing. As a country, we needed to heal from all the brutality, hate and natural disasters. Sadly, sometimes it takes a tragedy to bring us together; the flood of Baton Rouge had that affect. Last year, in conjunction with LSU, I wrote and co-directed the stage play version of “Voices.” The stage play is indeed the real voices from the students in the original book. We took their voices and combined music, modern dance, and ballet. My presentation will consist of discussing how I use the narratives in the voices book and the stage play (recorded) to teach narrative writing in my English classes while addressing racism and police brutality. Many teachers find these subject matters difficult to discuss and I show how the topics can be used to create an inclusive classroom where students feel comfortable expressing themselves in a positive manner.

**Presenter(s)** Clarence Nero

**Intended Audience** Faculty teaching English classes as well as race and ethnicity, social justice, and African American literature classes

**Track** Improving Diversity, Equity, and Inclusion

**Worlds Collide: How the Tradition of Tea Can Foster Higher Completion and Transfer Numbers**

Throughout the world, tea consumption is increasing – and so is the hearkening of years gone past with the formal tea service. But who knew that nestled within the ritual of formal tea service lies the formula for higher completion rates and transfer numbers??? It’s true! This presentation walks attendees through the ritual of tea and links the centuries-old experience with steps that should occur in the student experience, culminating with the sweets of increased completion and transfer numbers.

Attendees in the session will learn: 1. That the selection of the tea is the selection of the program, or the mainstay of the service. 2. The tea tiers represent what a student should experience: the savory tea sandwiches on the bottom tier are the general education courses; the middle tier that houses the scones are the program-specific required courses; and the sweets at the top of the tea tier are the fun courses – and the courses that prepare students for graduation or to transfer. All of these should work in harmony to create a memorable experience – just like a formal tea experience. 3. Don’t forget that at the beginning of tea service there is sometimes an accompaniment of a celebratory drink, which serves to kick off the experience in a positive manner. Often, colleges and universities with lots of students forget celebrate the start of the journey.

The session concludes with ways to present this concept to general education course instructors, program-specific required course instructors, and capstone course instructors – as well as the admissions team – so that all can relate the student experience to the teatime experience, resulting in increased retention, completion and transfer numbers.

**Presenter(s)** Erin Schrepfer

**Intended Audience** Recruiters, Admission, Faculty, Program Managers

**Track** Teaching and Learning

## Breakout Sessions

3:35 – 4:25pm

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### **A Sense of Belonging Among Minority Students at a Southeastern State Flagship University**

My presentation focuses on how a sense of belonging among minority students, or lack thereof, can positively or negatively affect their college experience at predominantly White Institutions (PWIs). More minority students are enrolling in college, however, there is still a graduation gap between them and their White peers. My presentation will share the experiences of minority students at a large flagship university in the Southeast United States.

Furthermore, it includes ways that school leadership at PWIs can help minority students persist to graduation, achieve academic success, and their sense of self worth.

**Presenter(s)** Kia Davis

**Intended Audience** Faculty and Staff at institutions of higher education.

**Track** Improving Diversity, Equity, and Inclusion

### **Aha!, Covid-19, and Paradigm Shifts**

In this session, I will walk attendees through the paradigm shifts, including training in the AHA! methodology, that allowed me to design and redesign Environmental Science and General Biology II to make them more equitable for students coming from various socioeconomic statuses, and make my classes accessible to those with limited resources, including the switch to remote learning during the Covid-19 outbreak. These changes allowed me to better facilitate learning in the classroom, which led to higher student success and retention in these courses.

**Presenter(s)** Jennifer Rasch

**Intended Audience** Faculty

**Track** Teaching and Learning

### **Commercial Driving Basics**

This presentation will cover all the Department of Transportation basics need to run a successful Truck Driver Training Program. We will cover the essential basic information and the defining differences of each level of commercial driving.

**Presenter(s)** Charlotte LeLeux  
Joseph House

**Intended Audience** All

**Track** Strategic Alliances & Collaborations, Workforce, Business & Industry

### **I've Got A Confession: Covid-19 Exposed Chinks in My Teaching Armor**

Fellow teachers: I have a confession to make to you. I thought I had it all covered: comprehensive syllabi, immaculately laid out expectations, and touchpoint ideas for the different generations within the classroom. That's until Covid-19 came out of left field, and I learned that there were chinks in my teaching armor. This confessional-themed session reveals not only the cracks in my taxonomy,

but how I pivoted – and the amazing resilience (and results) of my students. Attendees in the session will learn: 1. They shall use Covid-19 parameters to set up their classes for future disasters; 2. Let us not forget the forethought for any instructor that comes behind you to teach the class; 3. Continue their classes – just as they are set up, no matter the platform; 4. Alleviate their Students' Fears – the students ARE in control. 5. Review the Spring 2020 outcome (more students completed and passed the classes than during a normal semester) The session ends with asking how other instructors pivoted and their results. Attendees will feel refreshed and invigorated with ideas they can continue to incorporate into their teaching, further strengthening their teaching repertoire.

**Presenter(s)** Erin Schrepfer

**Intended Audience** Faculty, CTE, Workforce

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **Impacts of Education Disruption in Crisis on Disadvantaged Adult Learners**

In spring 2020, colleges and universities across the nation faced unprecedented disruptions in delivery of education and training. These disruptions exposed vulnerabilities among disadvantaged learners exposing gaps that left colleges scrambling to find the resources support students. Presenters will share information on disadvantaged adult learners and strategies prior to the pandemic and utilize research to illuminate gaps in services which were exacerbated in times of crisis. Presenters will demonstrate successful strategies blending research and practice in serving the needs of disadvantaged adult learners in times of education disruption.

**Presenter(s)** William Wainwright  
Christy Montgomery

**Intended Audience** Faculty, Student Support Professionals, Advisors, Workforce Development Leaders, Admissions, Human Resources, and Financial Aid Counselors

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **MasteryPaths: Variety of Uses for Student Learning**

Understand how MasteryPaths allow instructor to identify activities for each student's learning path and differentiate assignments for required learning and optional learning.

**Presenter(s)** Amanda Rosenzweig

**Intended Audience** Faculty of all levels, Instructional Designers

**Track** Teaching and Learning

### **New Faculty/ Advisor Features in Banner Self Service**

Demonstration of new features in Banner Self Service. Presentation will focus on Instructor access and include a Q & A Session.

**Presenter(s)** Katherine Falgout

**Intended Audience** Faculty and Advisors

## **Track** Trends and Emerging Issues at Community and Technical Colleges

### **Partnering with NCCERconnect to create MOOCs for our Technical Programs**

When COVID-19 forced our college to transition all coursework online in March 2020, our leadership team developed massive open online courses (MOOCs) to continue offering content to our technical program students. We utilized our Canvas LMS and partnership with NCCERconnect to provide content-specific material to meet our students' needs. Come join us as we take you through how we made it happen, what we learned, and how we are moving forward.

**Presenter(s)** Kimberly Roberts  
Mark Corkern

**Intended Audience** Faculty, Career & Technical Education, Deans, Academic Affairs Staff

## **Track** Teaching and Learning

### **Supporting Novice Teachers in Struggling Schools: Exploring a Mentoring Program's**

**Components** This study addressed the problem of retention for novice teachers in struggling schools. The purpose of the qualitative case study was to explore a mentoring program in a large school district in Louisiana. Data were collected using questionnaires derived from the teacher questionnaire of the National Teacher and Principal Survey 2015–2016 School Year, in-depth mentor and novice teacher interviews, and mentoring artifacts. Findings indicated that friendships, relationships, common planning times, modeling, feedback, reflection, and training were critical to the success of novice teachers. Additional findings revealed that the end-of-year reflection, cohesiveness, communication, and reciprocity were the most effective components of the mentoring program for the mentor teachers. For novice teachers, cohesiveness, communication, and reciprocity were the most effective components. It was concluded that this study's district should consider having mentors meet their novice teacher at the beginning of the school year and provide additional training on the curriculum, classroom management, and relationships. In addition, novice teachers need training on teaching special needs and English Language Learners and school processes such as providing remediation for struggling students and tracking students' progress. Mentors and novice teachers would benefit from having a schedule that allows for common planning times and availability to improve the components of classroom observations, observation feedback, and end-of-year reflection. It was recommended to increase the number of days for the induction program to reduce stress for the novice teachers. Keywords: attrition, retention, formal mentoring program, mentor teacher, novice teacher, struggling schools, induction program, urban school Presentation will be broken down into five parts: Part One: Background and Context Part Two: Previous Research Part Three: Research Method Part Four: Findings Part Five: Interpretation of Findings, Implications, and Future Research

**Presenter(s)** Geneva Feaster

**Intended Audience** Intended Audience: District Personnel, Principals, Experienced Teachers, Novice Teachers, Mentors, University Education Department Heads

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

**TRIO Works: Improving retention, completion, and transfer rates for first-gen and low-income students** Community colleges are a critical pathway to higher education and a brighter future for both traditional and nontraditional students who are from underrepresented populations. Low-income, first-

generation college students were nearly four times more likely to leave higher education after the first year than students who had neither of these risk factors (Sanchez, 2011). While college enrollment has increased for low-income and first-generation students, degree attainment and transfer rates continue to lag for these students compared to students who are not low-income or first-generation. Only 48% of first-gen students are on track to graduate three years after enrollment. This statistic is compared to about 66% of non-first-gen students according to the NCES. Retention and completion rates are thus an urgent problem for millions of Americans seeking a pathway into the middle class and employers reliant on a skilled and educated workforce. TRIO programs are federal outreach and student services programs that enable students from low-income backgrounds to become the first members of their families to earn college degrees. Currently serving more than 800,000 students from middle school through adult education, TRIO provides academic tutoring, personal counseling, mentoring, financial guidance, and other supports necessary to promote college access, retention, and graduation. TRIO programs afford colleges the opportunity to address the college completion problem of first-generation, low-income students by fostering relations with community and k-12 sectors and by mitigating the structural inequalities that exist for these students. These programs collectively assist students who are from low-income families and potential first-generation college students as they progress from middle school, high school, college, and beyond. TRIO's Student Support Services participants at two-year institutions attain degrees/certificates or transfer at a rate of 41% after three years as compared with just 21% of similarly-situated first-time freshmen. Moreover, 86% of college-ready seniors who participated in TRIO's Upward Bound and Upward Bound Math/Science pre-college programs enrolled in college as compared with just 46% of students from families in the lowest income quartile.

The purpose of this workshop is to explain how TRIO programs can assist community colleges in improving retention, graduation, and transfer rates of low-income and first-generation students.  
Particip

**Presenter(s)** Darica Simon  
George Magola

**Intended Audience** Faculty, Staff, Admissions, CTE, Institutional Advancement/Grants

**Track** Improving Diversity, Equity, and Inclusion

# Staff Day - October 15, 2020

## Breakout Sessions

8:35 – 9:25pm

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### **A Goal Without a Plan is Just a Wish... What's Your Plan for 7.1?**

Facilitating institutional planning, regular review of outcomes, and providing evidence demonstrating compliance with the Principles of Accreditation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) are among the responsibilities of Institutional Effectiveness. Members of the Institutional Effectiveness at Baton Rouge Community College and South Louisiana Community College will share the experience of updating and streamlining the planning and evaluation process of the College in service to addressing SACSCOC Core Requirement 7.1, Institutional Planning. This presentation will share specific tools including the use of a standardized institutional effectiveness form, the importance of formulating SMART Objectives, incorporation of an end-of-year scorecard, the process of promoting buy-in of leaders and staff, and aligning the planning and evaluation process to the College's Strategic Plan.

**Presenter(s)** Erica Hughes  
Margaret McMichael  
Shawn Loht

**Intended Audience** Accreditation Liaisons, Institutional Effectiveness Directors and Staff, Institutional Research Directors and Staff

**Track** Institutional Support & Advancement, Evidence & Inquiry, Predictive Analytics, and Other Data Considerations

### **Can We Talk? Recruitment, Retention, Completion and an Active Outreach Plan**

The higher education industry is becoming increasingly saturated which has led to more and more institutions utilizing standard business practices to market education in a way that was not required before. This presentation shares an overview of one department's journey to improved community and student outreach and the lessons learned along the way. Attendees will leave with intentional hiring, marketing, and communication strategies that address the recruitment, retention, and completion challenges academic units face.

**Presenter(s)** Tracie King

**Intended Audience** All

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **How to Establish and Run a Student Information Center on Campus and Remotely**

How to Establish and Run a Student Information Center on Campus and Remotely- As competition in higher education intensifies, so does the prospective that potential and current students' appetites to shop for institutions that provide the best education, experience, and amenities for their tuition dollars. Embedding a culture of service excellence at all levels of an institution can directly enhance enrollment and improve student retention. More and more institutions are responding to the implicit connection

between the amount and quality of assistance they can offer and the success of the larger institutional mission. This is even more important now, due to the recent pandemic. By having the ability and correct tools to successfully assist our potential and current students when they need us the most, is what drives our mission. In this presentation we will be discussing and touching on things such as: • Vision for an Information Center - an information center vs. a call or answer center • Maintaining consistency across service channels • The conversation cycle and scripting • Choosing a platform/CRM - things to consider, products on the market • Hiring staff - job descriptions, what are the key traits of an effective information center employee • Measuring and assessing your customer service culture with informed data and key metrics • Developing a quality assurance system - rubrics and frequency • Continuous improvement - how to develop a continuous improvement mindset and culture.

**Presenter(s)** Melissa Thomson  
Emily Campbell  
Tanekeia Diamond

**Intended Audience** All

**Track** Integrated Education & Training

### **Implementing Banner's Faculty Load & Compensation Module - An experience at Delgado**

Schools using the Banner system may find themselves entering faculty contract data in the student forms, only to turn around and give that information to the HR department in the form of a spreadsheet, where then the HR team ALSO enters the data into the system. Unfortunately, this routine is quite common. Schools invest hundreds of hours in labor to perform double-entry functions each and every term. They also increase the risk of user error as a result of data entry fatigue. What would it be like if there existed a module in Banner where HR and academics could work together to ensure data is not only entered more efficiently in the system, but that everyone is on the same page throughout the process? What would it be like if you could look at your adjunct and overload records in Banner and have a heightened level of confidence that the records are an accurate portrayal of the instructor's workload? During the Spring of 2020, a team comprising of personnel from both Delgado and LCTCS IT wrestled through the grit and grime of optimizing a solution where instructor assignments can be uploaded into Banner's Self-Service module to where they can be viewed, modified, and approved by administrators, and then forwarded on to instructors for acknowledgment before being uploaded in the HR system. How cool is that? It's a system where everyone is in sync, where the data is far more reliable, and in the end, the number of hours performing redundant data entry each term are greatly reduced. We invite you to join us as we share our experience navigating through this module. Our hope is that we made several mistakes and understood both the Banner system as well as the school's system in hopes that you won't have to make the same mistakes we did as you drive to implement this module at your school.

**Presenter(s)** Brett Reich

**Intended Audience** HR directors, HR functional, campus IT, deans, anyone who performs data entry in the Banner Student module

**Track** Integrated Education & Training

### **Keeping it 100%: Five Strategies to Implementing a Successful Internal Giving Campaign**

In 2005, Northshore Technical Community College launch its first internal giving campaign. Fast forward six years and NTCC has reached 100% giving as a college for the fourth year in a row. This presentation will discuss Five Strategies to Implementing a Successful Internal Giving Campaign: 1. Start at the Top 2. Develop Your Plan 3. Recruit Your Team Leaders 4. Make it Fun 5. Celebrate your Success

**Presenter(s)** Jim Carlson

**Intended Audience** All, Administration, Advancement

**Track** Institutional Support & Advancement, Evidence & Inquiry, Predictive Analytics, and Other Data Considerations

**Perkins V: Adding Value to Student Success**

Delgado Community College is currently the largest recipient of Perkins funding in the system and has developed practices that supplement many programs of study. The aims of the grant are to provide support for students in Career and Technical Education (CTE) programs, increase student employability, strengthen instructional integrity and continue building relationships with regional business stakeholders just to name a few. The Strengthening Career and Technical Education for the 21st Century Act, known as Perkins V, runs very parallel with support services available at the institution. This presentation will highlight how Perkins funding is being used to add value to programs of study through such conduits as Career Navigators, who also assist students through support services at the institution.

**Presenter(s)** Warren J Atkins Jr

**Intended Audience** CTE - presentation not ready at this time.

**Track** Integrated Education & Training

**The Three Stages Of Smart Higher Education Outreach Automation: Strategy, Personalization, Segmentat** Automation - or the ability to pre-schedule long-term outreach campaigns - is both the 'now' and the future of all email, text message and in-app messaging to students, applicants and prospects. But the next question quickly becomes "how do we keep automated messaging human, relevant and timely?" This presentation answers that question by going through the three key stages of automation (strategy, personalization and segmentation). Using Delgado Community College as a case study, I will show the importance of each stage in improving audience engagement, event attendance and overall enrollment.

**Presenter(s)** Tober Corrigan

**Intended Audience** All Communications and Marketing departments of Higher Education

**Track** Trends and Emerging Issues at Community and Technical Colleges

**Using Plan Ahead with Degree Works Student Educational Planner**

Demonstrate Banner 9 Plan Ahead and Degree Works Student Educational Planner options for Registration.

**Presenter(s)** Katherine Falgout

**Intended Audience** Student Services and Academic Staff

**Track** Trends and Emerging Issues at Community and Technical Colleges

**Utilizing Technology for Recruitment**

This presentation will highlight a variety of technological resources and how to use them for virtual recruitment and to support in-person recruitment. This will include tools for streaming live events, utilizing social media, virtual campus visits, online orientation, pre-recorded content, etc.

**Presenter(s)** Nikki Dingle

**Intended Audience** Student Affairs staff

**Track** Trends and Emerging Issues at Community and Technical Colleges

## Breakout Sessions

9:35 – 10:25am

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### **AACC Competencies for Community College Leaders: A Shared Experience for Future Leaders**

This session will share experiences and lessons learned from participants of the AACC John E. Roueche Future Leaders Institute. Topics include the AACC Competencies for Community College Leaders such as supporting the student success agenda, understanding interpersonal relationships, strategic planning, cultivating relationships across sectors, the role of community college spokesperson, and creating culture around diversity, equity, and inclusion. Participants will be given the opportunity to engage in large group discussion to share personal leadership experiences and engage in dialog to learn best practices from other attendees.

**Presenter(s)** Gerald J. Joshua  
Treva Askey  
Darcee Bex

**Intended Audience** The intended audience for this session is faculty, department chairs, deans, directors, or anyone eager to hone leadership skills for advancement potential.

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

### **Beyond Employer Engagement: An “Outcomes First” approach to energizing Industry-Education partnership**

This session will highlight a strategic approach to generating student centric outcomes through Industry-Education partnerships; maintaining an innovative mindset is crucial. Topics will include working to serve both internal and external stakeholders, aligning initiatives and funding streams to maximize resources, developing from a student- centric perspective, and operating with agility.

**Presenter(s)** Alison Bordelon

**Intended Audience** Workforce

**Track** Strategic Alliances & Collaborations, Workforce, Business & Industry

### **Burn Bright without Burning Out**

Burnout, or physical and emotional exhaustion due to the stress of working conditions, is all too familiar for those in higher education. Take the time now to learn about this phenomenon and prepare yourself for the busy academic year ahead. This introspective and informative session will highlight the signs of burnout and research- based self-care practices that help to combat work fatigue. We will also discuss how job burnout impacts the field of higher education financial wellness on a larger scale. Attendees will develop a plan for self-care and stress reduction in order to burn bright without burning out.

**Presenter(s)** Shannon Jones

**Intended Audience** All

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

### **Crisis? Which crisis?**

Managing communications and marketing for a higher education institution is a complex, demanding occupation during the best of times, and in the most tranquil of settings. In Louisiana, never a setting without ample drama related to seasonal tropical weather, frequent flooding rains, and the highly personal social activities practiced year-round by residents (street parades, fais do-do, festivals, etc.), the spring and summer of 2020 brought excitement and stress of a completely unexpected nature: the COVID-19 pandemic. Communications managers found themselves helping plan and communicate the institution's response to the emergency closure and extended quarantine of its campuses. At the same time, the needs and expectations of enrolled students and their families had to be addressed and communicated. Not long after helping everyone complete their spring studies and enroll for summer and fall classes, a national drama began to unfold around racist violence and the Black Lives Matter movement. Institutional response had to be rapid, detailed, and honest, and action items created and communicated to everyone. A second wave of COVID-19 illness spread across the nation at about the same time. As July began, communications professionals at higher education institutions were working night and day, weekends and holidays, to keep the ship sailing at full steam on the correct course for an anticipated fall semester reopening that was difficult to accurately imagine and describe, much less be prepared for every possible contingency that could arise.

**Presenter(s)** Tony Cook

**Intended Audience** communications and marketing; advancement; admissions and enrollment; student services

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **Don't Wait Until the Next Pandemic to Collaborate and Innovate**

Conference Abstract When Baton Rouge Community College (BRCC) set out to successfully serve students under the COVID 19 restrictions, we found ourselves evaluating our processes and practices and facing challenges that had been undetected in many ways for some time. Policies that had not yet been revised, practices that had persisted due to the power of tradition, and ideologies that existed were all now explored, modified, and questioned at a rate of speed typically not encountered in higher education. We had to adapt and that began with a rapid examination of our processes, identification of barriers to access, and implementation of sustainable solutions. We hope to share our identification of barriers, our experience with the "why weren't we doing that before?" questions we began asking each other, and the solutions we have created to sustain our institution through any future challenge we may face.

**Presenter(s)** Sarah Barlow  
Willie Smith  
Corlin LeBlanc

**Intended Audience** All

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **Engaging the Community with a Fishing Team**

As Central Louisiana is beginning to engage in outdoor tourism as a priority, the fishing team has brought in local sponsors in this recreation industry that are engaging with our college for the first time by sponsoring tournament fees and fishing equipment. In preparing for an economic push for outdoor tourism in the community, the Central Louisiana Economic Development Alliance (CLEDA) has held a rural development meeting focusing on this topic and an outdoor tourism conference in the Spring. In

addition to the team bringing PR opportunities and new donors, the fishing team brings together students from our widely geographically disbursed campuses. For schools interested in their own fishing team, we will explore how the team has been formed and is operating at no cost to the college and what you need to be a member of Collegiate Bass Fishing. Students can fish with us and continue their journey at a traditional college and fish with them if they have a team. This team is getting our students more involved on campus and in community events. Our mission is to build values in education and sportsmanship, and to help our students discover their maximum potential to succeed in their life and with their academic goals".

**Presenter(s)** Stephen Cox  
Brad (Doc) Moyers  
Michelle Ducote

**Intended Audience** All. Especially for rural campus engagement and rural community economic development.

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **Increased Cyber Concerns Pre and Post COVID-19**

What do Spear Phishing, COVID-19, KnowBe4®, CAG20, Video Conferencing, Cyber mitigation, Banner and WiFi have in common? They have all been significant impactors to the growing list of strengths and potential liabilities that YOUR LCTCS Information Technology Teams are working on at any given time. Join us for this informative and eye-opening session that demystifies the jargon and shares how LCTCS's IT Teams are working for you - and - what simple steps you can adopt to be the "strong link" in the statewide chain of technology networks.

**Presenter(s)** Jimmy Sawtelle  
Eric Setz  
Brad Masters  
Jo Schexneider

**Intended Audience** All LCTCS employees including Staff, Faculty, and College Administrators.

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **Keeping the Buffet Stocked: Using Dynamic Data in Course Scheduling**

Join SLCC and Ad Astra to explore how Ad Astra's consulting and software analytics support South Louisiana Community College's goal to provide the right courses, at the right time, to the right students. Through the use of the Ad Astra software, SLCC is using dynamic data to rethink its approach to course scheduling. What was once a transactional and reactive semester by semester process is now a cohesive and proactive approach to course scheduling. The presentation will explore SLCC's journey with Ad Astra to leverage resources to maximize student success. Additionally, the Ad Astra team will share their research on how the schedule can be used as a strategic lever to improve student access and completion while also providing you with best practice tips to implement on your campus.

**Presenter(s)** Christine Stewart  
Luke Kearney  
Courtney Schoolmaster  
Vincent June

**Intended Audience** All

**Track** Institutional Support & Advancement, Evidence & Inquiry, Predictive Analytics, and Other Data Considerations

**Your Employee Assistance Program**

To provide employees with information about the benefits of their Employee Assistance Program, a free benefit offered to all employees of LCTCS.

**Presenter(s)** Rhonda Madere

**Intended Audience** All

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

## Plenary Session

10:30 – 11:30am

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### State of the System Address

Hear LCTCS System President discuss views on the current state of the System and how we can shape the future of two-year education in Louisiana.

## Breakout Sessions

11:40 – 12:30pm

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### **A Mixed Methods Study of Campus Conceal Carry on Community College Campuses**

Campus safety remains a critical concern among higher education administrators due to incidents occurring at Virginia Tech, Northern Illinois and Penn State. It is important to be informed through research related to the Clery Act, risk factors associated with guns on campus, emergence of campus carry laws, and policies and practices designed to address campus safety concerns. Campus safety is a critical puzzle piece in the overall learning environment and research around campus safety issues can indeed provide findings for administrators, public safety personnel, faculty, and students that are valuable for enhancing education in Louisiana. The study's overarching research question was: What effect does a campus carry law have on campus safety? The purpose was to examine perceptions of college administrators, faculty, and students at two Louisiana community colleges relating to (1) campus safety, (2) potential campus carry mandates, and (3) impact of campus carry mandates on views about campus safety. The primary research questions guiding the study were: (1) What are the perceptions of campus safety from community college administrators, faculty, and students? (2) Do administrators, faculty, and students' views differ on permitting individuals to legally carry concealed handguns on campus? (3) Would being legally permitted to carry a concealed handgun on campus by administrators, faculty, and students affect their views of campus safety? Additionally, the goal was to provide research to help inform administrators and public safety officials an opportunity to understand perceptions regarding campus safety issues, thus providing valuable findings to design appropriate education and enhancement of campus safety through policies and procedures. Campus safety has constantly evolved in response to continued threats posed to college campuses. Having adequate policies in place to protect the college campus is essential, especially when mandated by federal law (Department of Education, 2016). Despite the federal mandates, calls for enhancing campus safety continue to grow, with some states prohibiting colleges and universities from banning handguns on campus (SCC, 2012). The study's conceptual framework incorporates safety policies and procedures, potential for statutory mandates influencing campus safety and campus learning environment, and perceptions of administrators, public safety personnel, faculty, and students on campus safety and campus carry.

**Presenter(s)** Paul Guidry

**Intended Audience** All

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **Advisors Unite! (Louisiana Academic Advising Association - LACADA)**

The purpose of this presentation is to create a space for academic advisors (primary-role and faculty

advisors) and administrators overseeing advising units to discuss common challenges and needs across LCTCS institutions. Additionally, efforts to create a Louisiana Academic Advising Association (LACADA) will be discussed. Approximately 15 minutes of this session will be dedicated to describing current research on common advising challenges issues at the 2-year college level. Research will be presented, reviewed and discussed.

Another 15 minutes will be dedicated to reviewing efforts to create the Louisiana Academic Advising Association (LACADA) as a space for advising professionals across LCTCS and the state to discuss common issues, advising as a profession, and participate in professional development. The final 30 minutes of the presentation will serve as a guided discussion based on the initial presentations.

**Presenter(s)** Paul Donaldson

**Intended Audience** Primary-role advisors, faculty advisors, advising administrators

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **Equity, Inclusion, and CTE: A Methods of Administration Simulation**

The guided and interactive session will expose participants to the daily challenges and barriers of special populations. The participants will navigate the complex and evolving world of higher education. Upon entry, participants will be designated as an applicant, general studies student, CTE student, faculty, or staff. The activity will also highlight the importance and role of the Office of Civil Rights, Method of Administration Program. Further, participants will be able to actively define and connect the following: The Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap; Title VI of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990. The presentation will be limited to the first fifteen registered participants.

**Presenter(s)** Lacey Hardy Brown

**Intended Audience** All

**Track** Improving Diversity, Equity, and Inclusion

### **How Emotional Intelligence Can Assist with Promoting Mindful Practices in the Workplace**

Emotional Intelligence (EI) refers to the ability to identify and manage one's own emotions, as well as the emotions of others. For the purpose of this presentation, I will not focus primarily on "emotions". EI teaches one to be mindful on how to effectively and/or efficiently interact with others in the workplace. I will attempt to discuss how having healthy EI can assist with; effective communication (verbal and/or nonverbal), problem solving/conflict resolution, and lessening the gap between leaders and team members through "team building". When there is a healthy display of EI, an increase in productivity and efficiency is evident possibly producing a more favorable environment for all.

**Presenter(s)** Tremika Cleary

**Intended Audience** This workshop is intended for all audiences; as it targets effective employee engagement.

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

### **Leadership Lessons Learned from Natural Disasters, Industrial Accidents, and COVID-19**

Louisiana has shown tremendous resiliency in the face of Natural Disasters such as Hurricanes Katrina and Rita, Industrial Accidents such as the Gulf Oil Spill, and the global pandemic, COVID-19. Louisiana's Community and Technical College has served as an essential solution provider throughout these setbacks. The ability for our colleges to serve communities in challenging seasons has been a result of focused leadership and the coordinated partnerships of our colleges. This presentation will explore and promote critical thinking in the phases of adversity ranging from preparation, response, relief, and recovery. We will also discuss new practices and cultures that were developed through adversity to strengthen our colleges and shape our services in the 'new normal.'

**Presenter(s)** Jimmy Sawtelle  
Kristine Strickland

**Intended Audience** All LCTCS employees including Staff, Faculty, and Administrators.

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **Race Conversations: Incorporating Diversity in Higher Education**

"Sometimes the assumptions we make about others come not from what we have been told or what we have seen on television or in books, but rather from what we have not been told" (Tatum, 1997, p. 4). The tough discussions of race are necessary in understanding the success, or lack thereof, of students of color on college campuses. According to research by Boston and Warren (2017, p. 26), "A growing body of literature suggests students' feelings of belongingness influence academic achievement." Indirectly, students tend to gravitate towards those who resemble themselves, their family, or other prominent figures in their lives. Overall, these students yearn for the sense of inclusion. Institutions glorify diversity, but they also have the responsibility to illustrate diversity. Tatum's book *Why Are All the Black Kids Sitting Together at the Table* further acknowledges the desire for a sense of belonging amongst students, and how race relations plays a role in those sentiments. Those same students may also require more efforts to ensure success. The purpose of this facilitated discussion is to not only present practices to encourage diversity amongst the students who are served, but an opportunity for attendees to evaluate their university's inclusion retention practices.

**Presenter(s)** Marquia Whitehead

**Intended Audience** All

**Track** Improving Diversity, Equity, and Inclusion

### **TRIO Works: Improving retention, completion, and transfer rates for first-gen and low-income students**

Community colleges are a critical pathway to higher education and a brighter future for both traditional and nontraditional students who are from underrepresented populations. Low-income, first-generation college students were nearly four times more likely to leave higher education after the first year than students who had neither of these risk factors (Sanchez, 2011). While college enrollment has increased for low-income and first-generation students, degree attainment and transfer rates continue to lag for these students compared to students who are not low-income or first-generation. Only 48% of first-gen students are on track to graduate three years after enrollment. This statistic is compared to about 66% of non-first-gen students according to the NCES. Retention and completion rates are thus an urgent problem for millions of Americans seeking a pathway into the middle class and employers reliant on a skilled and educated workforce. TRIO programs are federal outreach and student services programs that enable students from low-income backgrounds to become the first members of their families to earn college degrees. Currently serving more than 800,000 students from middle school through adult education, TRIO provides academic tutoring, personal counseling, mentoring, financial guidance, and other supports necessary to promote college access, retention, and

graduation TRIO programs afford colleges the opportunity to address the college completion problem of first-generation, low-income students by fostering relations with community and k-12 sectors and by mitigating the structural inequalities that exists for these students. These programs collectively assist students who are from low-income families and potential first- generation college students as they progress from middle school, high school, college, and beyond. TRIO's Student Support Services participants at two-year institutions attain degrees/certificates or transfer at a rate of 41% after three years as compared with just 21% of similarly-situated first-time freshmen. Moreover, 86% of college-ready seniors who participated in TRIO's Upward Bound and Upward Bound Math/Science pre college programs enrolled in college as compared with just 46% of students from families in the lowest income quartile.

The purpose of this workshop is to explain how TRIO programs can assist community colleges in improving retention, graduation, and transfer rates of low income and first-generation students. Particip

**Presenter(s)** Darica Simon  
George Magola

**Intended Audience** Faculty, Staff, Admissions, CTE, Institutional Advancement/Grants

**Track** Improving Diversity, Equity, and Inclusion

## Breakout Sessions

12:35 – 1:25pm

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### **Addressing the Financial Barriers to College Enrollment: LCTCS Institutional Aid Initiatives**

Over the past five years LCTCS has embarked upon several initiatives to address the financial barriers to college enrollment by building a comprehensive portfolio of institutional aid. These initiatives have included:

-the 5 for 6 initiative  
-scholarships for high school students who are members of FFA, SkillsUSA, and JAG Award  
-the LCTCS Ready Tech Go  
-The Next Step Scholarship  
-The Go Grant for Non-Credit

The presentation will cover:  
The development of each of the

initiatives Outcomes thus far for each initiative

A discussion concerning other areas/student populations to address

**Presenter(s)** Amanda Brady  
Emily Campbell

**Intended Audience** Admissions, Financial Aid, and Student Affairs staff.

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **Commercial Driving Exceptions and New Mandates**

In the commercial driving world things are continuously changing. The purpose of this presentation is to shed light on all exceptions and new mandates being handed down from the Federal Motor Carrier Safety Administration and the impact on the educational side of Commercial Driving. This presentation will cover things such as the process and procedures for CDL exceptions as well as impact of the Clearinghouse on truck driver education.

**Presenter(s)** Charlotte LeLeux  
Joseph House

**Intended Audience** Workforce

**Track** Strategic Alliances & Collaborations, Workforce, Business & Industry

### **Developing Criteria for College Placement – A Multiple Measures Model.**

A single criterion determines very few decisions we make in life. So, why then do we insist on defining student success through a single test score? This decision is further complicated by research that continually demonstrates little to no correlation between test scores and student success. Join Baton Rouge Community College and South Louisiana Community College as we explore our colleges' move to multiple indicators when deciding college placement. The presentation will cover the development of indicators, the implementation of a multiple measures model, the refinement and accessibility development of the model during COVID-19, and the pilot results.

**Presenter(s)** Sarah Barlow  
Debbie  
Tabchouri  
Courtney  
Schoolmaste  
r

**Intended Audience** Faculty, Admissions, Administration, Testing

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **From Katrina to COVID-19: Still Rebuilding New Orleans, One Nurse at a Time**

Several faculty members of the fourth level of the nursing program found many similarities of quick adaptation and collaboration between the aftermath of Hurricane Katrina and the COVID-19 pandemic. See how we came together to take our face-to-face program online, on the turn of a dime. This group wrote an article for a nursing journal after Katrina and wrote another one after surviving the Spring 2020 pandemic semester, getting the nursing students graduated on time. Wendy Garretson served as the leading author on both articles. After Katrina, the article entitled, "Rebuilding New Orleans: One Nurse at a Time" was published October 2007 in Teaching and Learning in Nursing. Some of the same faculty contributors from the first article collaborated again to share our success story amidst the COVID-19 pandemic. The newly submitted article depicts the creative and collaborative effort of how we were able to educate our nursing students from home. Faculty rallied to bring both the classroom and clinical to their students virtually. Reflecting on our experiences post-Katrina, we entitled our new article "From Katrina to COVID-19: Still Rebuilding New Orleans, One Nurse at a Time". Join us to see how we adapted and how we reported our efforts to the world.

**Presenter(s)** Kimberly Uddo  
Wendy Garretson  
Ann Nealy  
Veronica Wilson-Jean

**Intended Audience** Faculty, HR staff, All

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **Leadership & College Culture**

Three CEOs with various tenures talk about recognizing the need to change their college's culture, how they began that change, and how the length of their leadership means different actions to continue improvement or maintain progress. Their leadership tenures are 4 years, 8 years, and 14 years. The CEOs intend to talk about inertia and outside influences which impact cultural change, but also that change had to happen if students were to be more successful. Colleges cannot tweak around the edges and expect wholesale improvements in student success. A culture of student success has to be created, supported, and sustained if community colleges are to help students realize their full potential. But how to start? At what point do you know excellence is being hardwired? How do you maintain momentum in the long haul? This session will expose attendees to the challenges and rewards of being a college CEO or executive leader who decides that the culture must be one of continuous improvement and high performance. We will explore "keeping your foot on the gas" when outside influences such as declining budgets, political maneuverings, community challenges, and natural disasters want you to slow down and pay attention to the crisis at hand. In a time of disruption, our employees, students, business partners, and communities need their community colleges to be the best they have ever been. As these CEOs are building and maintaining high performing cultures, their colleges are being seen as the innovators, the collaborators, and the keys to community economic health. More so, these institutions are seeing the results in the faces of their successful students. Come join us!

**Presenter(s)** Kristine Strickland  
William Wainwright

**Intended Audience** Faculty, HR, Leadership, Aspiring CEO's.

**Track** Trends and Emerging Issues at Community and Technical Colleges

**Let's Talk! How to Navigate Higher Education as a New Professional!**

A career in higher education can be very rewarding, as well as taxing. This presentation will provide tips and tricks that will help new professionals, as well as seasoned ones, understand the ever-changing foundation of the field, learn how to avoid burnout, achieve personal and professional growth, navigate the internal and external politics, and remain intentional in the work that is produced daily.

**Presenter(s)** Damian Glover

**Intended Audience** StaffFacultyAll

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

**Social Security & State Retirement**

To provide information on the impact of Social Security to a State retirement pension. Particular emphasis on the Windfall Elimination Provision (WEP) and Government Pension Offset for spouses (GPO).

**Presenter(s)** Maria Alvarez  
Rhonda Madere

**Intended Audience** All

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

**Student Advising using Banner Self Service Plan Ahead**

Demonstration of new Banner 9 Self Service advising features including Plan Ahead feature and Student Educational Planner from Degree Works

**Presenter(s)** Katherine Falgout

**Intended Audience** Faculty and Advisors

**Track** Trends and Emerging Issues at Community and Technical Colleges

**Using Popular Music as a Tool to Address and Discuss Change in Higher Education**

What do Bob Marley, Marvin Gaye, U2, Duran Duran, Twisted Sister, Akon, Paul McCartney, and Aerosmith have in common? The ability to help address the concerns and uncertainty of change in an ever-changing world. This presentation uses the musical concept of harmonic chordal progression to demonstrate how core principles, ideas, and values can survive the change process, while being transformed into something completely new, and provides a platform to discuss ways of managing the change process.

The moderator will take the participant on a musical journey by playing a wide selection of popular songs. Initially, these songs will not seem to have any relationship to each other. As the presentation continues, the listener will notice similarities between the songs, ending with a surprise reveal: All examples are based upon a famous song written in the 1600's. This provides the participants with the foundation to start discussing the process of change, how to manage change, and how to ensure that ideas, values, and principles are not abandoned during the change process. Participants should walk

away from this presentation with skills to better manage change within their organization, and a musical tool to help them approach their team when needing to adapt to change.

**Presenter(s)** Peter Cho

**Intended Audience** All

**Track** Trends and Emerging Issues at Community and Technical Colleges

## **Afternoon Sessions**

**1:25 – 1:45pm**

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### **Virtual Awards Ceremony**

Each year we recognize the college faculty and staff awardees at the Annual Conference. Tune in as we honor the incredible work of this year's awardees, and as we announce the recipient of the President's Award for Teaching Excellence and recognize the 2020 President's Faculty Fellowship Award recipient.

**1:45 – 2:30pm**

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**Vendor Exploration**

## Breakout Sessions

### 2:35 – 3:25pm

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#### **Building Your Best Team**

This presentation will break down how to establish, support, and continue moving your department forward. It will cover professional development, team building, cross-training, minimizing burnout in yourself and staff, leading and investing in your team. It will also touch upon managing your team from a remote work setting.

**Presenter(s)** Nikki Dingle

**Intended Audience** All

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

#### **How to Provide a Customer Focused Experience in a Virtual World**

It's everyone's job to provide customer service at your college. Are you doing your part? This session will help you to develop the skills that are important to your college.

**Presenter(s)** Michelle Greco  
Ana Nanney

**Intended Audience** All

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

#### **Impacts of Education Disruption in Crisis on Disadvantaged Adult Learners**

In spring 2020, colleges and universities across the nation faced unprecedented disruptions in delivery of education and training. These disruptions exposed vulnerabilities among disadvantaged learners exposing gaps that left colleges scrambling to find the resources support students. Presenters will share information on disadvantaged adult learners and strategies prior to the pandemic and utilize research to illuminate gaps in services which were exacerbated in times of crisis. Presenters will demonstrate successful strategies blending research and practice in serving the needs of disadvantaged adult learners in times of education disruption.

**Presenter(s)** William Wainwright  
Christy Montgomery

**Intended Audience** Faculty, Student Support Professionals, Advisors, Workforce Development Leaders, Admissions, Human Resources, and Financial Aid Counselors

**Track** Trends and Emerging Issues at Community and Technical Colleges

#### **Leadership Development in Higher Education**

Effective academic leaders are currently in high demand. Traditional faculty development has focused almost exclusively on improving teaching skills and on individual accountability and individual success (McCurdy et al 2004). What is needed are academic leaders who can lead teams, effectively negotiate with other faculty members as well as other professionals within the larger academic community, and

build consensus (McCurdy et al, 2004). A recent review of this problem revealed the benefits of establishing collaborative partnerships to develop leadership training programs within organizations.

**Presenter(s)** Sharonda Mikle  
Bryan McCoy

**Intended Audience** All

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

### **Leveraging Resources and Intellect to Achieve a Critical Goal**

Whether it is a pandemic or an unprecedented weather event, planning for the unexpected has become a normal part of business continuity planning. As institutions of higher learning continue to carry out their missions in the face of extraordinary challenges, having an agile and nimble workforce will help to ensure its survival. Activating deployment teams with a specificity of skill sets to meet the most immediate of goals or prioritized needs can bridge a path toward stabilization. As a result of the COVID-19 pandemic, Delgado Community College utilized deployment teams to implement vital communication plans with targeted student populations. This presentation will discuss the initiation, implementation, and impact of the strategic utilization of deployment teams.

**Presenter(s)** Carla Major  
Tamika Duplessis

**Intended Audience** All

**Track** Trends and Emerging Issues at Community and Technical Colleges

### **Louisiana Leadership Academy (LLA) Impact Plans**

The 2020 LLA Cohort will share their Impact Plans.

**Presenter(s)** Emily Campbell  
René Cintrón

**Intended Audience** ALL

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

### **Using Google Sheets to create data dashboards for teachers and administrators.**

The volume of data in adult (and higher) education is vast, like TABE scores, attendance records, demographics, practice test results, and more. Exploring how to convert that data into actionable insights will be at the core of this session. Google Sheets can be used to store, organize, and visualize data to help us better support our students and staff. In this session, we will practice creating web-based data dashboards that help us target our instruction and support. Google Sheets offers many powerful and easy-to-learn features to store and manipulate data. In this session, we will look at how to use some basic features and functions to quickly view and analyze that data. For example, how can we quickly identify a student that hasn't attended class in a few weeks so we can reach out to offer support? Or how can we look at a class roster and identify instructional strengths and growth areas? Using interactive spreadsheets that each attendee can practice with during the session, we will learn how to: - Create a filter - Write functions (IF, COUNT, VLOOKUP) - Add conditional formatting - Use a Google Form tied to a spreadsheet to automate analysis - Learn more about pivot tables Anyone is welcome to attend this session though it is intended for users that are already familiar with a few

spreadsheet skills like: - Writing a basic formula (like SUM or AVERAGE). - Sorting by a column - Creating a new tab within a worksheet With that said, spreadsheet challenges are fun and these skills can be learned quickly. So the only requirement is that you have a laptop and a willingness to try new things!

**Presenter(s)** Joey Lehrman

**Intended Audience** Adult Education staff; program administrators; deans and departmental leadership.

**Track** Institutional Support & Advancement, Evidence & Inquiry, Predictive Analytics, and Other Data Considerations

### **WorkReady U Pathway Finder App**

The presentation will provide an overview and demo of the WorkReady U Pathway Finder App. The goal of the mobile application was to increase the number of adult learners in the state of Louisiana with a postsecondary credential that leads to a high-wage, high-demand career. Launching social media public facing campaigns, and the creation of a mobile application will encourage more adults without a high school diploma or its equivalent to apply. The mobile application highlights the different pathways adult learners can take to achieve their high school equivalency, provides a list of providers, and access to frequently asked questions.

**Presenter(s)** Erin Landry  
Amy Cable

**Intended Audience** Workready U providers, supervisors, student affairs

**Track** Trends and Emerging Issues at Community and Technical Colleges

## Breakout Sessions

3:35 – 4:25pm

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### **How do we find time? Scheduling can be such a pain.**

This past year I discovered a tool that has made scheduling for me so much easier. In this session we will take some time to explore this tool and how it has made life so much easier from coordinating times to scheduling advising appointments with students. This resource has both a free and pay version. The free version is great and works well for anyone to use. The pay version is worth the money if you have a full team that wants to embrace.

**Presenter(s)** Christopher Rondeau

**Intended Audience** This tool would be great for any member Faculty or Staff.

**Track** Institutional Support & Advancement, Evidence & Inquiry, Predictive Analytics, and Other Data Considerations

### **Louisiana Leadership Academy (LLA) Impact Plans**

The 2020 LLA Cohort will share their Impact Plans.

**Presenter(s)** Emily Campbell  
René Cintrón

**Intended Audience** ALL

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

### **Open Invitation: Climbing the Higher Education Ladder as a Woman in Leadership**

Diversity and inclusion should not be words utilized for marketing purposes. These terms are a lifestyle. There are several individuals who do not always exhibit these words in their leadership roles. They may have a diverse team and a diverse student body; but, are they illustrating diversity in a way that not only invites others to the table, but actually encourages them to dine? According to Itam and M.M. (2018), there are five important components for the best practice to value diversity and inclusion: “1. Career planning and development activities, 2. Culture change, 3. Employee involvement, 4. Communication, 5. Learning and development initiatives.” The research also states that employees feel their social identities are less valued and appreciated in the workplace, thus insinuating that individuals in leadership roles have the responsibility of creating an open invitation of diversity.

Where does this lead women in leadership? Women in leadership must continue to break the glass ceiling and climb the higher education leadership ladder as other individuals in leadership create possibilities for diversity. These women must also possess the grit, determination, and overall motivation to continue to reach their leadership goals, regardless if that means finding sponsor or creating an alliance with other women in leadership. The purpose of this presentation is for individuals to understand how practicing diversity and inclusion in leadership will satisfy the goals of the university and department, subsequently satisfying the individuals who serve the students, thus creating a welcoming, successful, diversified, educational atmosphere. The presentation will also provide women with the necessary tools to obtain leadership roles in higher education, and gain the support and respect of others involved at their institutions.

**Presenter(s)** Marquia Whitehead

**Intended Audience** All

**Track** Faculty & Staff Hiring, Leadership Development, and Career Enhancement

**Setting The Stage in The First Year: CTE Administrative Leadership and Engagement Under Perkins V**

As a first time CTE administrator, it is essential to set the stage for establishing new found relationships and recognize effective plans, procedures, policies, and partnerships that are important to redesigning future program success. According to Bouquillon, Foster, Hornberger, and Watkins (2019), first year CTE administrators should focus on developing plans for self and professional growth; as well as putting in place strategic measures that will benefit CTE students, surrounding communities, and workforce involvement (p.9). Although many CTE administrators may hold administrative degrees and or certifications, it is still a proven fact that CTE administrators must continue to learn about leadership roles and how to effectively engage with business and industry stakeholders when learning a new genre of language. Through the implementation of strategic principles like program delivery, planning for change, integration of institutional academics and CTE ideas, evaluating instructional performance, and so much more, new CTE administrators are able to progress into successful leadership roles and become greater mentors to the next generation of CTE administrators.

**Presenter(s)** Shelsi Barber-Carter

**Intended Audience** Intended Audience: Faculty, CTE administrators, Workforce, Deans, CTE program manager, and all other educating participants.

**Track** Integrated Education & Training

**Virtual Office Hours: A New Way To Engage**

This presentation will focus on Delgado Community College's usage of Zoom and its ability to provide a user- friendly digital aspect for students to engage with Enrollment Management staff members. We will cover why we are advocates of Zoom, how to set up the virtual office, and the benefits it provides to both the college and its constituents.

**Presenter(s)** Alexander Pope

**Intended Audience** Enrollment Services: Admissions, Financial Aid, Retention, etc.

**Track** Trends and Emerging Issues at Community and Technical Colleges