

**3RD ANNUAL  
INSTRUCTIONAL INNOVATION CONFERENCE**



*Thinking Outside the Box:*  
**Creative Inspiration for Continuous  
Innovation**

**Friday, October 11, 2019**

**Hill College**

**112 Lamar Drive**

**Hillsboro, TX 76645**

**9am-2:50pm**

**Vara Martin Daniel Performing Arts Center**



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## KEYNOTE SPEAKER



### **Tony Holland**

Vice Chancellor-Teaching, Learning, and Academics  
Alabama Community College System

Tony Holland is a former chemistry instructor, department chair, and dean of instruction at Wallace Community College. Holland now serves as Vice Chancellor for Teaching, Learning, and Academics for the Alabama Community College System. In this capacity, Holland administers the statewide Instructional Leadership Academy (ILA), a program he developed during his time at Wallace Community College, to create a more active, learning-centered environment in classes, based on maximum student engagement, relevant instruction, and supportive relationships.



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## MORNING GENERAL SESSION

**8:00AM-9:00AM**

**REGISTRATION & BREAKFAST**

**PERFORMING ARTS CENTER (PAC) SOUTH**

**9:00AM-10:50AM**

**MORNING GENERAL SESSION**

**PERFORMING ARTS CENTER (PAC)**

**WELCOME**

**Pam Boehm**, President, Hill College

**OVERVIEW OF THE DAY**

**Christine Hubbard**, President, North Texas Community College Consortium

**CONSORTIUM ASSESSMENT LEADERSHIP INSTITUTE (CALI) GRADUATION**

**Chris Daley**, Coordinator of Institutional Research, Trinity Valley Community College

**Marlon Mote**, District Director of Institutional Effectiveness, Accreditation, and Planning, Tarrant County College

**INTRODUCTION OF THE KEYNOTE SPEAKER**

**Nancy McKenzie**, Instruction Dean of Arts and Humanities, Hill College

**KEYNOTE PRESENTATION**

**Tony Holland**, Vice Chancellor-Teaching, Learning, and Academics, Alabama Community College System

**"Maximize Learning in Course Redesigns with Five High-Impact Strategies: Lessons from the Alabama Community College System Instructional Leadership Academy (ILA)"**

The Alabama Community College System Instructional Leadership Academy (ILA) assists colleges to provide excellence in instructional delivery using proven, high-impact strategies. The ILA has a profound impact on student success in the classroom and on instructional culture, supporting faculty to create a culture of excellence in teaching and learning that is committed to meeting students where they are and taking them as far as they can go. Learn about the I-CAN approach and strategies for improving student success and closing socioeconomic achievement gaps that work for seasoned instructors as well as those just starting out.



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## BREAKOUT SESSIONS ROUND 1

11:00AM-11:50AM

INSTRUCTION BUILDING (INST)

### The Use of Six Sigma STEMulation in Higher Education

INST 201

LaTasha Starr, Engineering Faculty, Cedar Valley College

Described by the National Science Foundation (NSF) as the "future of interdisciplinary graduate training", **LaTasha T. Starr's** innovative academic and professional approach to Engineering and Science provided her unique research opportunities with NASA Ames, Jet Propulsion Laboratory (JPL), The Boeing Company and the Centro de Astrobiologia (SPAIN), all before beginning her career as a Systems Engineer for the Lockheed Martin Corporation. Starr's career at Cedar Valley College (CVC) began in 2018 with only 7 students enrolling in the first Engineering Course offered on campus. To date, Professor Starr has instructed over 70 students as part of the Pre-Mechanical Engineering and added an additional course to teach students Graphic Design skills.

STEM coursework often exposes deficiencies in math, comprehension and confidence in students as well as the challenge instructors face when attempting to quickly and accurately fill learning gaps, all while balancing the responsibility to teach new material. With experiences in industry prior to returning to academia, Starr has leveraged her experiences with Six Sigma as a method for evaluating the effectiveness of these tools in a classroom setting in regards to lesson plan development, data collection/analysis and classroom instruction. Six Sigma is an established approach that focuses on continuous improvement of processes geared toward performance breakthroughs. The application of these techniques in a community college setting showed signs of performance improvement for both teachers and students with an increase in class enrollment over three semesters. Initial results show a possible connection between the combined use of lessons plans, exams and surveys designed with Six Sigma methodology and an increase where student interest in STEM pathways are concerned. This Six Sigma STEMulation intervention required a bilateral approach where teacher readiness was also evaluated as both a potential influencer and a key indicator in a student's ability to successfully complete the required coursework once the decision to pursue STEM has been made. Lack of resources, adequate training and tools for overcoming systemic STEM deficiencies among students were determined to be the leading factors impeding instructor success. Future work includes further development of a Six Sigma centered process that can be applied in a classroom setting where varying levels of academic readiness exists among students. In this next phase of research, the activities will include the translation of student success data collected in the initial phase into solution based intervention methods that are beneficial to both students and their professors.


### Using Contemporary Mediums to Engage Dual Credit Students

INST 202

**Brianne (Bre) Sardoni**, Lead Faculty, English, Brookhaven College; with **Amy Montoya**, English Faculty, Brookhaven College

**Bre Sardoni** is a professor of English at Brookhaven College where she has taught for the past three years. Prior to her experience at Brookhaven, she was a high school English teacher in New Jersey for ten years and an English adjunct for eight years. At Brookhaven, Bre teaches English 1301 and 1302 to both the Early College High school students as well as traditional students. **Amy Montoya** is professor of English at Brookhaven College, where she has taught for over 15 years as both adjunct and fulltime faculty. Amy's experience as a former high school teacher within the Dallas ISD and Carrollton-Farmers Branch ISDs aids her in teaching dual credit and early college high as well as traditional students.

The current dual credit student has access to so much more than traditional books. By using mediums such as podcasts, documentaries, Netflix, and Youtube, students can use the technology they are accustomed to in order to learn and absorb new knowledge and become curious critical thinkers. Amy Montoya and Bre Sardoni will share different success stories from their classrooms that utilized a variety of different mediums to engage their dual credit students. They will also mention successes they've had with these same strategies for their traditional students. The goal is for faculty to walk away understanding that learning in the new millennium is not always through a book or rote memorization, but can happen with many of the technological tools we have around us.



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## BUFFET LUNCH

**12:00PM-12:50PM**

**LUNCH**

**PERFORMING ARTS CENTER (PAC) SOUTH**

## BREAKOUT SESSIONS ROUND 2

**1:00PM-1:50PM**

**INSTRUCTION BUILDING (INST)**

### **Designing Effective Hybrid Courses**


**INST 201**

**Bruce King**, Associate Vice Chancellor for Instruction, North Central Texas College; with **Charles Cooper**, Campus Coach, Instructional Services, Education Serve Center Region 11

**Bruce King's** current position is Associate Vice Chancellor for Instruction at NCTC. Beginning in Dec. 2017, he served as Dean of Arts, Humanities, English/Communication, and eLearning at NCTC. His previous work experience also includes work as Dean at Southeastern Oklahoma State University where he was employed for 20 years. While at SE he also was Executive Director of the Native American Institute. King has taught for a number of community college and universities as an adjunct, and his first position in education was as a high school English teacher.

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The presentation will review the landscape of hybrid courses, provide some context of what NCTC is doing in the area, and discuss practical ideas instructors can use in designing their own hybrid courses. In the session, you will learn the basics of hybrid course research, the pros and cons of hybrid courses within a system, and discuss elements of effective hybrid course design.



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## BREAKOUT SESSIONS ROUND 2, Cont'd.

1:00PM-1:50PM

INSTRUCTION BUILDING (INST)

### Active Learning in a Required Lower-Division Class

INST 202

Rachel Bzostek Walker, Professor of Political Science, Collin College Frisco Campus

A native of Fort Worth, **Rachel Bzostek Walker** has been a professor of Political Science at Collin College since 2015. She earned her PhD in political science from LSU and has a Master's in Israeli Politics from Hebrew University of Jerusalem. Her dissertation focused on the preemptive or preventive use of force, and she continues to research in this area as well as exploring the use of active learning in the classroom. She has taught full time for the last 15 years at colleges and universities in Missouri, California, and Texas, teaching a wide variety of classes including International Relations, American Foreign Policy, and Middle Eastern politics, as well as introductory classes in American and Texas government.

Depending on institution, or even state, there are certain classes that all undergraduate students are required to take. Required lower-division courses, such as Introductory American Government, present some opportunities to be more than a service class, or simply one more requirement that the students have to check off of the list before they can graduate. It's in the core classes that emphasis is often placed on soft skills or marketable skills. We have all heard about the push for increased focus on soft skills and marketable skills from employers, college and university administrators, as well as accreditation bodies. This emphasis on these soft skills, such as the Texas Higher Education Coordinating Board's Marketable Skills Goal of the 60X30TX Higher Education Plan (<http://www.60x30tx.com/>), often leaves faculty flummoxed in terms of how can we stay true to our needs to present the necessary content in a pedagogically sound and appropriate way, yet at the same time also work on developing the soft skills we must now include or highlight throughout the course. In a political science class, how do you approach key elements, particularly developing written communication skills, in a course that is often taken before students have taken the introductory composition course or, how can you reinforce those skills?

Utilizing active learning techniques in the classroom can satisfy both of these needs. This session will explore the use of active learning assignments deployed throughout the semester to allow the students to not only apply the course concepts, but also to practice both critical thinking and communication skills. While each assignment is built so that it can be completed within one class session, it builds upon the content from the previous class session. These types of assignments can be built to suit a wide variety of topics, and since they are intended to be completed within the classroom, they offer a great deal of flexibility that is often missing with longer assignments. These types of assignments also allow students multiple opportunities to practice these skills, yet are short enough so that they do not take very long to grade. Presenting the students with multiple opportunities to engage in smaller, and low-stakes, assignments throughout the semester serves to meet the goals of setting up an active learning classroom while also allowing the students to practice the skills of critical thinking and communication throughout the semester.


### The Flipped Lab—Using Multimedia to Enrich Lab Instruction

INST 203

Rosalyn Hunter, Biology Instructor, Hill College

**Rosalyn Hunter** has been a teacher for most of her life. She has a BS in Botany from the University of Texas, and a MS in Molecular and Cellular Biology from The University of Arizona. She has been a lab manager at California Institute of Technology, and has taught at Navarro College, Tarrant County College, and Wanda R Smith Keene High School before finding her home at Hill College. She is dedicated to finding ways to improve instruction.

Most labs today are taught the same way they were in the 1980s. Without changing the hands-on lab aspect, Hunter discusses her attempt to add video and audio presentations to substitute for the lab instruction portions of the class which would free up instruction time allowing more student-centered scheduling. In this session, Hunter will talk about the work that she has been doing to create a flipped lab. She will show one of her lab presentations and will discuss possible ways that it can be used to improve instruction.



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## BREAKOUT SESSIONS ROUND 3

2:00PM-2:50PM

INSTRUCTION BUILDING (INST)

### Writing the Revolution: Composition Curriculum Strategies that Facilitate Change

INST 201

**Iris Harvey**, Professor of English, Tarrant County College South Campus; with **Nicole Harris**, Assistant Professor of English, Tarrant County College South Campus

**Iris Harvey** and **Nicole Harris** teach freshman composition and American Literature at Tarrant County College-South. They are working to build the concept of "change agency" into all of their courses, composition courses in particular. This includes allowing students to explore facets of personal identity and community in a way that motivates action. This empowers students to see and act on concerns raised in their community exploration.

This session should particularly benefit freshman English composition instructors, but could also be applicable in other writing-intensive courses. The goal is to provide faculty with strategies for engagement and involvement with the changing demographics of our student body. Writing is one of the primary forms of self-expression and can be a tool for revolution. If instructors can develop assignments that allow students to create value attachments to their personal identities and communities, it may translate into investment and action on a much larger scale. The session will model ways to implement literacy practices that build avenues for self-actualization and transformation. As the definition of a "traditional student" continues to evolve, instructors can (and should) keep up with these changes while maintaining academic rigor. We will share a few successful strategies and takeaways based on teaching experiences.

### Be VOCAL and Take ACTION in Your Online Courses!

INST 202

**Catherine Kraft**, Associate Professor of Spanish/Instructional Design Consultant, Navarro College; with **Matt Miller**, Dean of Online Instruction, Navarro College

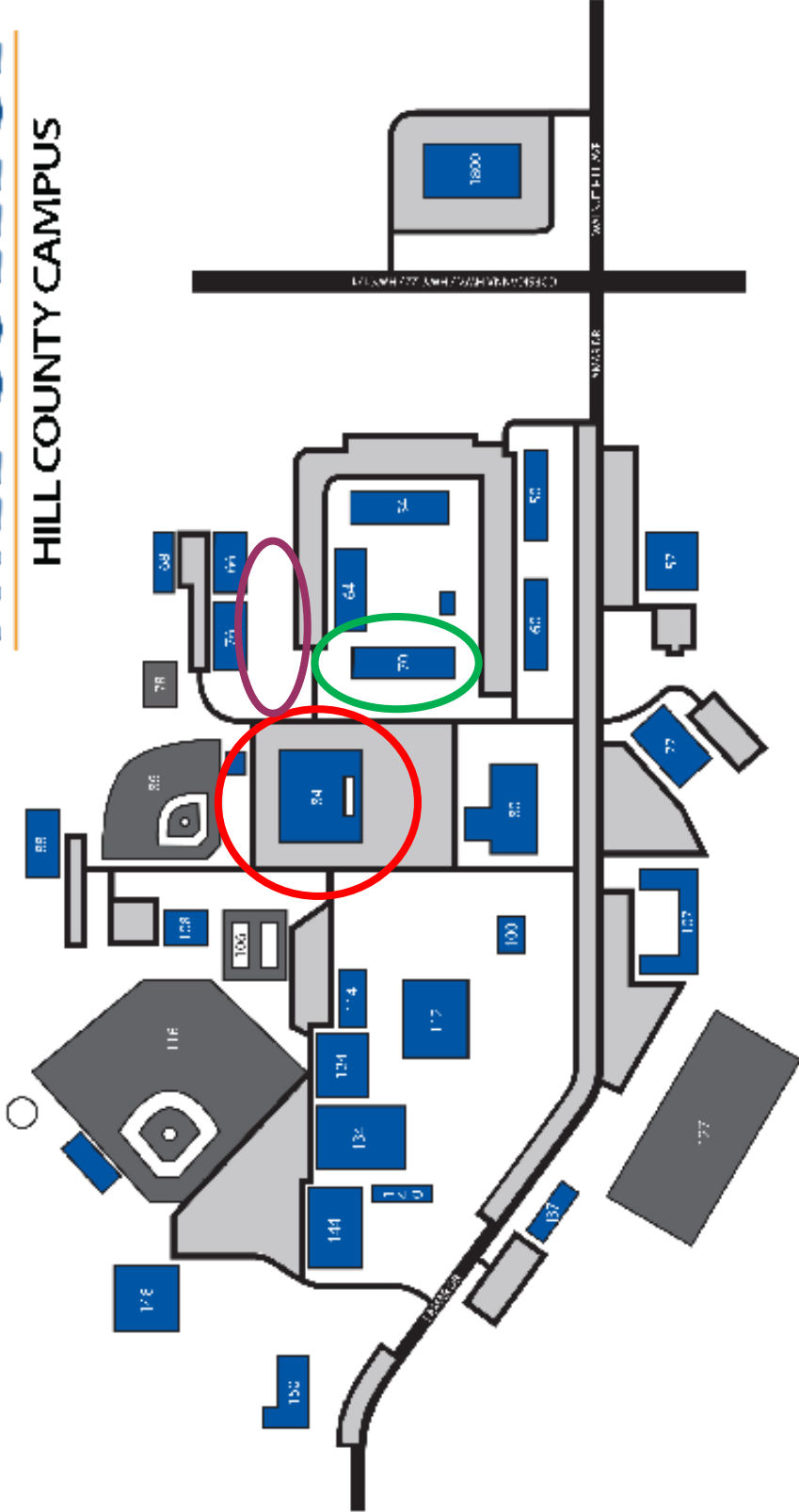
**Catherine Kraft** is the Foreign Language Department Chair and an Associate Professor of Spanish at Navarro College, where she is in her twelfth year of instruction. She holds a BA in Spanish and an MA in Bicultural Studies from the University of Texas at San Antonio and has taught for both Navarro College and Lone Star College. Ms. Kraft is a two-time recipient of the National Institute for Staff and Organizational Development (NISOD) Excellence Award. This year, Ms. Kraft also serves as a part-time Instructional Design Consultant for the College's Online Instruction Program, where she assists fellow faculty with issues such as course delivery methods, learning models, and outcomes assessments.

**Mr. Matt Miller** has over twenty years of experience with distance and adult learning and is passionate about technology as it applies to teaching and learning. He has been employed by Navarro College since August 2000, first as Coordinator of Collaborative Educational Media, then as Director of Online Instruction/Media Integration Services before becoming Dean of Online Instruction in 2013. Miller earned his Master of Science in Human Resources Development (HRD) and his Bachelor of Applied Arts and Sciences (Technology Emphasis) from the University of Texas at Tyler. In fall 2018, he established Navarro College's IDEA Center (IDEA stands for Innovation, Development, Engagement, and Access), which serves as a teaching and learning lab for faculty and staff.

The topic of faculty presence in online courses is an important one. The release of the U.S. Department of Education OIG Audit of Western Governors University in September 2017 citing lack of "regular and substantive interaction" between students and their instructors sent shockwaves throughout the distance learning community. Aside from that, faculty presence directly impacts student success & achievement, increased engagement, and decreased attrition. and effective course design have a direct impact on student success. This presentation demonstrates some easy-to-follow ideas and suggestions on how faculty can maximize their presence in their online courses, as well as employ basic instructional design techniques and free tools to make their courses more effective and "learner-friendly."

# HILL COLLEGE CAMPUS MAP

**HILL COLLEGE**  
HILL COUNTY CAMPUS



Event Parking  
Performing Arts Center (PAC)  
Instruction Building (INST)