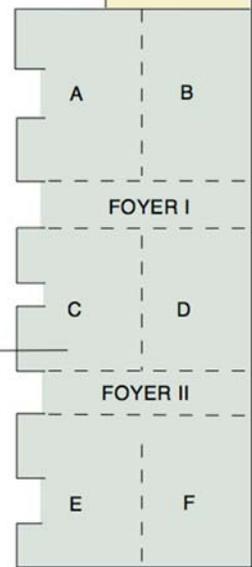
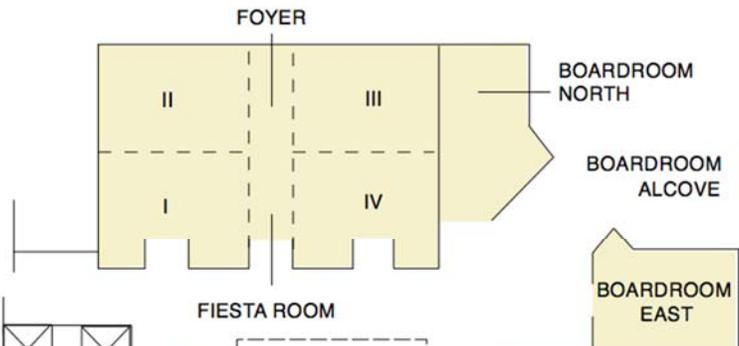
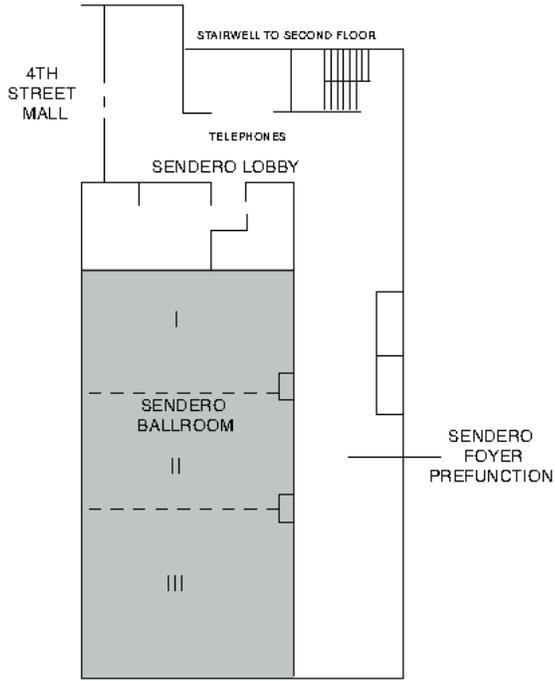


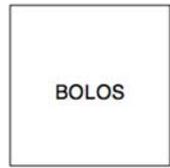
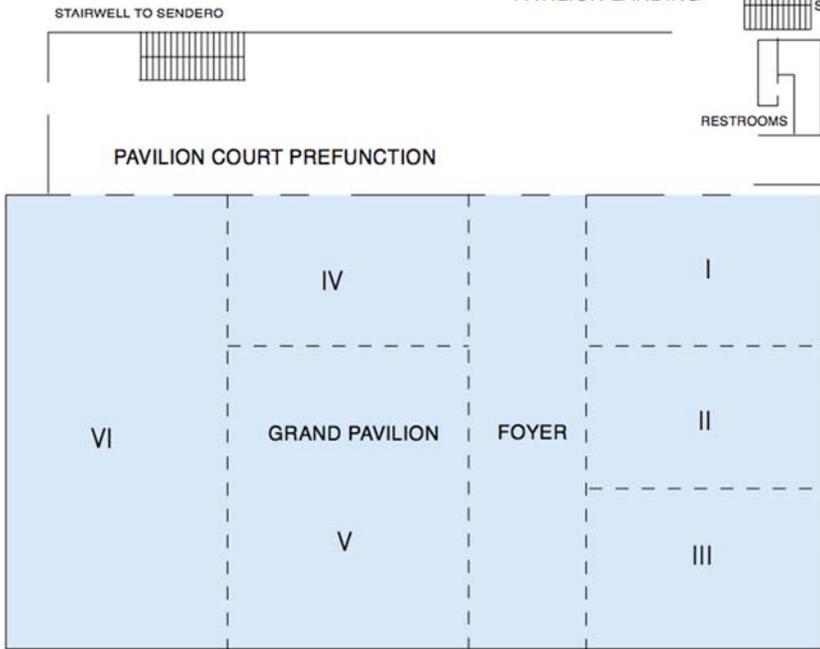
REACHING NEW ACADEMIC HEIGHTS



*October 1-4, 2014
Hyatt Regency
Albuquerque, NM*



SECOND FLOOR



CONFERENCE SCHEDULE

Wednesday, October 1, 2014

| | | |
|-------------------|---|--|
| 8:00 am—8:00 pm | Registration Desk Open | Pavilion Landing |
| 9:00 am—12:00 pm | Preconference Institutes A, B, and C | Pages 8-10 |
| 12:00 pm—12:30 pm | Lunch on your own or boxed lunches for those attending morning and afternoon Institutes | Enchantment C&D |
| 12:30 pm—3:30 pm | Preconference Institutes D, E, and F | Pages 11-13 |
| 3:45 pm—6:00 pm | Campus visit to University of New Mexico | Meet in Hyatt Regency Lobby at 3:45 pm |
| 6:00 pm—7:30 pm | Welcome Reception | Fiesta Room |
| 8:00 pm—9:00 pm | NCLCA Meet and Greet | HQue (beside Hyatt Regency Lobby) |

Thursday, October 2, 2014

| | | |
|-------------------|---|--|
| 7:30 am—11:30 am | Registration Desk Open | Pavilion Landing |
| 7:30 am—8:30 am | Breakfast | Pavilion Ballroom IV-VI |
| 8:30 am—9:55 am | Welcome, Presidential Address, Keynote Speaker: George D. Kuh | Pavilion Ballroom IV-VI |
| 10:00 am—4:00 pm | Exhibits Open | Pavilion Court |
| 10:00 am—10:50 am | Concurrent Session 1 | Pages 23-25 |
| 11:00 am—11:50 am | Concurrent Session 2 | Pages 25-27 |
| 12:00 pm—1:15 pm | Awards Banquet | Pavilion Ballroom IV-VI |
| 1:20 pm—5:00 pm | Registration Desk Open | Pavilion Landing |
| 1:30 pm—2:20 pm | Concurrent Session 3 | Pages 30-32 |
| 2:00 pm—4:00 pm | CLADEA Council Meeting (by invitation) | Sierra Vista Room (19th Floor) |
| 2:30 pm—3:20 pm | Concurrent Session 4 | Pages 32-34 |
| 3:30 pm—4:20 pm | Concurrent Session 5 | Pages 35-37 |
| 5:00 pm—? | Dinner on your own or Night on the Town option | Meet in Hyatt Regency Lobby at 5:00 pm for Sandia Peak |
| 8:00 pm—9:00 pm | NCLCA Meet and Greet | HQue (beside Hyatt Regency Lobby) |

Friday, October 3, 2014

| | | |
|-------------------|---|--|
| 7:00 am—8:00 am | Registration Desk Open | Pavilion Landing |
| 8:00 am—9:50 am | NCLCA Members' Breakfast Meeting | Pavilion Ballroom IV-VI |
| 10:00 am—12:00 pm | Registration Desk Open | Pavilion Landing |
| 10:00 am—2:00 pm | Exhibits Open | Pavilion Court |
| 10:00 am—10:50 am | Concurrent Session 6 | Pages 38-40 |
| 11:00 am—12:15 pm | Concurrent Session 7 | Pages 41-43 |
| 12:30 pm—1:30 pm | Continuing the Discussion Luncheon/Raffle drawing | Pavilion Ballroom IV-VI |
| 1:30 pm—2:30 pm | Poster Sessions/Conversations with TLAR/LCLC | Enchantment Court, Pages 45-46 |
| 2:00 pm—2:50 pm | Concurrent Session 8 | Pages 47-49 |
| 3:00 pm—3:50 pm | Concurrent Session 9 | Pages 50-52 |
| 4:00 pm—4:50 pm | Concurrent Session 10 | Pages 53-55 |
| 5:30 pm—? | Dinner on your own or Night on the Town option | Meet in Hyatt Regency Lobby at 5:30 for dinner and <i>Wicked</i> |

continued on page 2

CONFERENCE SCHEDULE

Saturday, October 4, 2014

| | | |
|------------------|--|--------------------------------|
| 6:30 am—8:50 am | Continental Breakfast for those attending a Post-conference. Watch the balloon launch! | Sierra Vista Room (19th Floor) |
| 9:00 am—12:00 pm | Post-conference Institutes G, H, and I | Pages 15-17 |

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PRESIDENT'S WELCOME

Welcome to the NCLCA 2014 Conference!



Welcome to New Mexico! It is my sincere hope that you get everything you need out of your time and experiences here at the 29th Annual National College Learning Center Association (NCLCA) Conference, "Reaching New Academic Heights." The NCLCA Board Members, representatives from the University of New Mexico, and many other volunteers have worked tirelessly on your behalf to present an exciting conference.

Peggy Mitchell, NCLCA Vice President and 2014 Conference Chair, has worked extremely hard over the last year, to make this the best NCLCA conference ever! Keynote speaker, **George Kuh**, is the Chancellor's Professor of Higher Education Emeritus at Indiana University. He will share lessons from the field to explore what matters to student success on Thursday morning.

This conference is also packed with pre- and post-conference institutes, including the first ever, **Key Issues for Learning Center Directors Panel Discussion** with Alan Craig, Dorothy Briggs, Johanna Dvorak, and Pat Maher. In addition, Jennifer Phippen and the professional development committee have selected a great set of concurrent sessions filled with information to ponder implementing at home and to spark conversations.

Of course, a key reason for the success of NCLCA is the "family feel" of our organization, so be sure to take time to network with your learning center colleagues and make new friends at the Continuing the Conversation Lunch on Friday. Remember that at NCLCA many of your meals are included in the registration cost so take advantage of those extra networking times while breaking bread together.

We also invite you to join us at the Membership Breakfast Meeting on Friday morning to learn more about exciting new NCLCA initiatives and to participate as we induct new board members and honor others. Please don't hesitate to stop me and say "hi" or ask questions. Along with the hardworking members of the board of directors and the conference committee, I am here to help you get the most out of the conference.

Warmest Regards,

Laura Sanders
NCLCA President 2013-2014

NCLCA MISSION

Who we are

The National College Learning Center Association (NCLCA) is an organization of professionals dedicated to promoting excellence among learning center personnel. NCLCA welcomes any individual interested in assisting college and university students along the road to academic success.

NCLCA defines a learning center as a place where students can be taught to become more efficient and effective learners. Learning Center services may include tutoring, mentoring, supplemental instruction, academic and skill-building labs, computer-aided instruction, success seminars/programs, advising and more.

Mission and Goals

The mission of NCLCA is to support learning assistance professionals as they develop and maintain learning centers, programs, and services to enhance student learning at the post-secondary level.

This support will include the following:

- Promoting professional standards in the areas of administration and management, program and curriculum design, evaluation, and research;
- Acting on learning assistance issues at local, regional, and national levels;
- Assisting in the creation of new and enhancement of existing learning centers and programs;
- Providing opportunities for professional development, networking, and idea exchange through conferences, workshops, institutes and publications;
- Coordinating efforts with related professional associations; and
- Offering forums for celebrating and respecting the profession.

Specific needs addressed by NCLCA

NCLCA addresses the concerns of learning centers and learning center administrators, including starting centers and on-going programming and development. While NADE and other organizations do exemplary jobs of examining developmental coursework, tutoring, SI and other academic support program initiatives, no other national organization but NCLCA speaks specifically and routinely to the day-to-day needs of learning centers and their administrators: supervision, training, data management, fiscal management, program evaluation, retention issues, institutional politics, technology, and the issues of mid-managers in higher education.

NCLCA is known as a friendly organization offering especially good practical information, skill development, and advice to the newcomer as well as the experienced practitioner. The organization provides many opportunities for its members to share their knowledge, learn from others, and further the goals of the profession, including:

Learning Center Leadership Certification

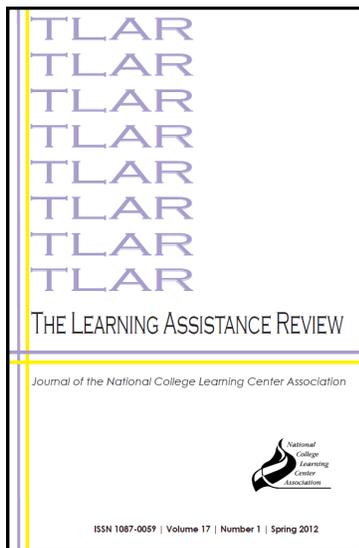
- Forums for collaboration and mentoring.
- Presenting and participating in the yearly conference.
- New webinar and workshop series (WOWs)
- Training opportunities such as the NCLCA Institute.
- Serving on the Executive Board.
- Applying for grants, such as the Brenda Pfaehler Professional Development Grant.
- Submitting articles to *The Learning Assistance Review* or the *NCLCA Newsletter*.



NCLCA PUBLICATIONS

The Learning Assistance Review (TLAR)

The Learning Assistance Review (TLAR) is the peer reviewed journal for the National College Learning Center Association.



Learning Assistance Professionals are critical to student success; publishing is a way to memorialize not only our best practice, theory, and research but also as a way to bring credence to our profession in an academic environment that values scholarship.

Members are encouraged to come speak with the editor at any point. Particular sessions of interest:

- TLAR Q&A Friday 1:30 pm—2:30 pm during the poster sessions
- “Writing about Your Achievements” Thursday 10:00—10:50 a.m. and Friday 3:00—3:50 p.m.

Editor



Michael Frizell

The NCLCA Newsletter is e-mailed four times a year to the membership. Many different types of feature articles are published, including:

A Campus Visit: description of a learning center, including successful programs, organizational structure, marketing techniques, training strategies, hiring practices, collaborative efforts, and any aspect of the learning center's operation that would be of interest to our readers.

Practitioner's Corner: specific techniques and strategies for building different aspects of successful learning center programs.

Tutor Spotlight: tutors and SI leaders from many different institutions are honored by their supervisors.

September 2012

NCLCA newsletter

NCLCA 2012 Conference
October 3 - 6, 2012
National College Learning Center Association

Dedicated to Supporting Learning Assistance Professionals

It Takes a Village for Student Success
The 27th NCLCA conference will be held at The Peppermill in Reno, Nevada.

Pre-Conference Institutes
Wednesday, October 3

Annual Conference
Thursday, October 4 - Saturday, October 6

Post-Conference Institute
Saturday, October 6th

Register Now at
<http://www.nclca.org/annualconference.htm>

Hotel Group Rate available until September 22nd. If you would like to request a roommate, please send your request to Laura.Sanders@valpo.edu.

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WWW.NCLCA.ORG

NCLCA PRESIDENTIAL YEARBOOK



**Carol
Cashen**
1986-1987



**Sandra
Burmeister**
1987-1988



**Martha
Casazza**
1988-1989



**Carol
Eckermann**
1989-1990



**Nancy
Bornstein**
1990-1991



**Brenda
Pfaehler**
1991-1992



**Karen
Quinn**
1992-1993



**Johanna
Dvorak**
1993-1994

Not available

**Roseanne
Cook**
1994-1995



**Anna
Hammond**
1995-1996



**Audrey
Kirkwood**
1996-1997



**Luanne
Momenee**
1997-1998



**Shevawn
Eaton**
1998-1999



**Jacqueline
Robertson Harris**
1999-2000



**Charlotte
Short**
2000-2001



**Joyce
Stumpe**
2001-2002



**Mark
May**
2002-2003



**Johanna
Dvorak**
2003-2004



**Lisa D'Adamo
-Weinstein**
2004-2005



**Wendy
Wilson**
2005-2006



**Sandie
Crawford**
2006-2007



**Kate
Ranft**
2007-2008



**David
Reedy**
2008-2009



**Alan
Craig**
2009-2010



**Elaine
Richardson**
2010-2011



**Jack
Truschel**
2011-2012



**Jim
Valkenburg**
2012-2013



**Laura
Sanders**
2013-2014



**Peggy
Mitchell**
2014-2015

KEYNOTE SPEAKER



Dr. George D. Kuh

Chancellor's Professor of Higher Education
Emeritus

Indiana University

Thursday 8:30 a.m. - 9:55 a.m., Pavilion IV-VI

What Matters to Student Success: Lessons From the Field

Creating the conditions that foster success in postsecondary education is more important than ever. Much progress has been made during the past two decades in using active, collaborative, and problem-based learning, learning communities, theme-based residences, service learning, intrusive advising, internships, and other educationally purposeful programs and practices to enrich student learning and promote educational attainment. Despite all this activity, too often these effective educational practices as well as other learning support services are underutilized. In this session I will review what matters to student success, examine some key indicators of quality such as student engagement, and illustrate the kinds of policies and "high impact" practices that channel student and institutional effort toward educationally purposeful activities and often boost the performance of historically underrepresented students and the less well-prepared.

George Kuh is Adjunct Professor of Education Policy at the University of Illinois and Chancellor's Professor of Higher Education Emeritus at Indiana University (IU). George founded the National Survey of Student Engagement (NSSE) and related instruments for law students, beginning college students, and faculty. He directs the National Institute for Learning Outcomes Assessment (NILOA) and founded the Strategic National Arts Alumni Project (SNAAP), the first-ever in-depth look at the factors that help or hinder the careers of graduates of arts-intensive training high schools and postsecondary institutions.

George has 375 publications and made several hundred presentations on topics related to institutional improvement, college student engagement, assessment strategies, and campus cultures. His recent books include *Student Success in College: Creating Conditions That Matter* (2005, 2010) and *Ensuring Quality and Taking High-Impact Practices to Scale* (2013).

George received the B.A. from Luther College, M.S. from St. Cloud State University, and Ph.D. from the University of Iowa as well as eight honorary degrees.

PRE-CONFERENCE INSTITUTE A

The New Director's Toolkit

Wednesday, October 1, 9:00 a.m. - 12:00 p.m., Fiesta I & II



Alan Craig is the Interim Director of the Learning & Tutoring Center for all of Georgia Perimeter College (five campuses) and the Coordinator of the Learning & Tutoring Center (LTC) at the Dunwoody Campus. His responsibilities include many typical components of a learning assistance center including a reading lab, writing center, and math and science center. He is a member of the college-wide Graduation and Retention Council and co-chair of the campus academic exclusion appeals committee. Under his leadership, GPC—Dunwoody LTC tied for first place in the 2005 NCLCA/LSCHE Website Excellence Award.

Alan has an AA in Liberal Arts from Hillsborough Community College and a BA (summa cum laude) and MA in Mathematics from the University of South Florida. He is a doctoral student in the developmental education program at Grambling State University (now ABD and doing research for his dissertation). Alan is a Past President of NCLCA, and he currently serves as NCLCA's representative to the Council for Learning Assistance and Developmental Education Associations. Alan is a member of CRLA, NADE, ATP, AMATYC, and AEA and is the Treasurer of the Georgia Tutoring Association. Alan is also Associate Content Editor of the web portal Learning Support Centers in Higher Education <http://www.lsche.net>.

Summary of Presentation

Are you a new learning center director? Learn how to gain traction in your new environment and develop the basis for an action plan for the next year. Depending on attendee interest, topics may include

- Sources of useful information on learning centers
- Conducting an informal learning center review using the NADE Self-Evaluation Guide
- Developing a vision, mission, goals
- Identifying key initiatives and developing a strategic plan
- Implementing objectives and status reporting
- Managing and improving daily operations
- Developing policies and procedures
- Dealing with bureaucracy
- Overcoming a poor pre-existing relationship with a key department
- Creating an advisory board
- Publicity and public relations
- Budget planning
- Professional development

PRE-CONFERENCE INSTITUTE B

Finding Ways to Understand Thinking

Wednesday, October 1, 9:00 a.m. - 12:00 p.m., Fiesta III & IV



Pat Maher, PhD, currently serves as the Director of Tutoring and Learning Services, part of the USF Tampa Library Learning Commons. She is in charge of a variety of tutoring and learning assistance programs for both undergraduate and graduate students. She is a member of several USF Academic Councils, serves as the Learning Specialist for the USF Morsani College of Medicine, is an adjunct faculty member for the College of Education, and is President of the Florida College Learning Center Association (FCLCA).



Jack Truschel, EdD, is a Professor in the Department of Academic Enrichment and Learning at East Stroudsburg University of Pennsylvania. He serves as the Director of Advising and is a full professor who has developed and teaches the First Year Experience classes for the university. His research interests include student persistence, best practices of academic advising, best practices of learning centers, academic hardiness & student resiliency, student characteristics as they are related to academic persistence, and child & adolescent disorders to include their evaluation and treatment.



Jim Valkenburg has been a tutor and learning center administrator since 1979. He has taught courses across the curriculum at five colleges in four states, and has been the director of two nationally recognized tutorial programs. He is a CLADEA Fellow, a Certified Master Tutor and a Certified Master Tutor Trainer. He has tutoring expertise in Humanities, Social Sciences, Writing/Literature, Study Skills, and Multi-sensory Learning.

Summary of Presentation

The presentation will focus establishing the concepts of metacognition as they relate to establishing a personal understanding of how one thinks and solves problems. This presentation is a follow-up of the NCLCA Institute, but new attendees are welcome.

The Let Me Learn Process will be introduced, but primary focus will be on using new neuroscientific insights to enhance and extend Bloom's taxonomy. Practical methods for tutoring at each level of the taxonomy will be discussed as they relate to individual learning techniques.

A number of activities will exemplify how metacognition can enhance learning. This session advances learning assistance, learning centers, student success, and student retention by offering specific techniques tutors and facilitators may use to assist learning.

This session will present information that will enhance the expertise of learning center personnel as the work to improve the learning and academic success of the students with whom they work.

PRE-CONFERENCE INSTITUTE C

Taking the View from 5,352 Feet: Assessing a Learning Center

Wednesday, October 1, 9:00 a.m. - 12:00 p.m., Enchantment A & B



Diana Garland, EdD, is the Director of the Learning Commons at Missouri State University. As an administrator at MSU for over 20 years she has been responsible for assessment and reporting for the Learning Commons, International Student Services, and Academic Outreach and Distance Learning programs. As a per course lecture, she has taught graduate level research in the College of Education and the College of Business. Active in the learning center community she is a Certified Learning Center Professional – Level 2 and currently the Marketing Officer for NCLCA. On the MSU campus she serves as a Master Advisor and University Staff Ambassador at MSU. She has a MBA from Missouri State University and an EdD in Educational Leadership from the University of Missouri – Columbia.



Marcia Toms, PhD, is Quality Enhancement Program Administrator at Johnston Community College. She administers and assesses this writing across the curriculum initiative as part of the institution's accreditation process. Previously, she served as Associate Director of the Undergraduate Tutorial Center at North Carolina State University. In addition to supervising tutors, Marcia oversaw the assessment of NC State's learning center, implementing both qualitative and quantitative methods. She is also very active in the learning center professional community; she currently serves as publications officer for NCLCA. She has a MA in English Literature and PhD in Educational Research and Policy Analysis, both from NC State.

Summary of Presentation

In order to help students reach new academic heights, a learning center must offer the best services possible. This pre-conference session will focus on using assessment methods to improve programs and document results. The session will offer an overview of the assessment cycle from drafting learning outcomes to gathering data and reporting results. Attendees will have time to workshop their own learning outcomes and begin to map out their own assessment plan.

Please bring a copy of your institution's and/or learning center's mission statement.

PRE-CONFERENCE INSTITUTE D

The Retention Agenda: Standing at the Intersection of Accountability and Student Success

Wednesday, October 1, 12:30 p.m. - 3:30 p.m., Fiesta I & II



Eric Moschella, PhD, is the Director of the Student Success Center at the University of South Carolina. He holds a BA in English from the University of Iowa, an MA in Postsecondary Student Development from the University of Iowa, and a PhD from Clemson University in Higher Education Leadership. He has worked in the area of academic support for over 10 years and has developed comprehensive retention based learning center programs at the Georgia Institute of Technology and the University of South Carolina. In his current position he works with the University of South Carolina's Director of Retention and Retention Workforce, as well as Division of Student Affairs and Academic Support and Office of the Provost stakeholders to create comprehensive support structures that increase undergraduate retention,

persistence, and timely degree completion.



Eric Tack is an Assistant Provost and Director of the Academic Success Center at Oglethorpe University in Atlanta, GA. He is working on his doctorate at the University of Georgia with his dissertation focusing on ways to systematically improve employee performance to improve student retention and persistence. He earned his master's degree from James Madison University and his bachelor's degrees from the University of Florida. Eric has worked professionally at public and private universities over the last 10 years in the areas of greek life, first-year programming, sophomore programming, academic support, and student success. He has a proven track record of collaboratively developing programs that have led to improvement in student retention rates in multiple university settings.

Summary of Presentation

Current economic realities have heightened institutional focus on student retention and completion. These realities are reshaping how institutions of higher education define student success. Learning centers, directors of retention, and retention committees are often the focus of institutional initiatives to improve student success and retention, yet as we all know, the mere existence of these efforts does not equal results. In this active and engaging pre conference workshop the presenters will examine, through a lively discussion, the many complexities of the current retention agenda in higher education and assist participants in developing a solid foundation on which to build retention efforts with committees and professionals.

This workshop will be most beneficial for new learning center professionals who are looking to develop retention based initiatives and experienced learning center professionals who have been recently tasked with leading or working with retention committees/professionals.

PRE-CONFERENCE INSTITUTE E

Key Issues for Learning Center Directors

Wednesday, October 1, 12:30 p.m. - 3:30 p.m., Fiesta III & IV



Alan Craig

Interim Director, Learning & Tutoring Centers
Georgia Perimeter College



Dorothy Briggs

Director, THINK TANK
University of Arizona



Johanna Dvorak

Director, Panther Academic Support Services
University of Wisconsin-Milwaukee



Pat Maher

Director, Tutoring and Learning Services
University of South Florida

Summary of Presentation

Are you a learning center leader wondering what to do next? Or have you received a directive to consolidate your area with others. Do you need to show that the learning center has made a positive impact on retention? Come to this session to get ideas and advice from the panelists and your fellow attendees on the burning issues your are facing.

This session will be a highly interactive panel discussion on key issues facing learning center leaders. Potential topics of discussion include centralization/decentralization, drop-in versus appointment tutoring, program evaluation, marketing/public relations, extending learning center services, needs assessment, return on investment, and braving the online world. The specific topics discussed during the session will be oriented to the interests of attendees and panelists.

PRE-CONFERENCE INSTITUTE F

Funding for Learning Centers: How to Receive the Money Necessary to Improve Your Services

Wednesday, October 1, 12:30 p.m. - 3:30 p.m., Enchantment A & B



Upon retiring from the U.S. Army after 23 years of service, **Martin Golson** earned his Bachelor's degree in Mathematics Education and Master's of Arts in Education, Instructional Technology from Austin Peay State University. He has been employed as the Director of Academic Support by Austin Peay State University since 2004. He directs the operation of the Academic Support Center and oversees the Structured Learning Assistance Program. He supervises a staff of over 60 people, including professional staff, graduate assistants, and student workers. Martin participated in the redesign of the Mathematics, English, and History courses at APSU, which was undertaken in collaboration with NCAT. This redesign resulted in the creation of the linked workshop model for redesign. He is now working with the faculty on a redesign of the Anatomy and Physiology, Introductory Programming, Chemistry and the Environment, and Elementary Spanish courses. Martin is a Redesign Scholar with the National Center for Academic Transformation. He is Treasurer for the National College Learning Center Association and has earned Level 3 certification for the APSU's tutor training program through the College Reading and Learning Association. Martin also teaches the First Year Experience course at his university. His awards include the Point of Light Award from Clarksville- Montgomery County School System for helping to develop the Middle College which provides the opportunity for more than 100 students each year to finish their high school education while earning college credit, on campus.

Summary of Presentation

This session will discuss methods for tapping into resources needed to fund a growing learning center. During this interactive session, participants will discuss grant funding, generation of funds from the local community, report writing that provides justification for increased E&G funds, student fees, technology fees, partnering with other departments and programs to share or eliminate costs, and receiving funding from other departments. Participants will be given the opportunity to discuss projects that they are trying to fund on campus and consider funding options that are available to them. Each participant should leave this session with at least one new approach to obtaining the funding they need for their institutions learning center.

Online Tutoring

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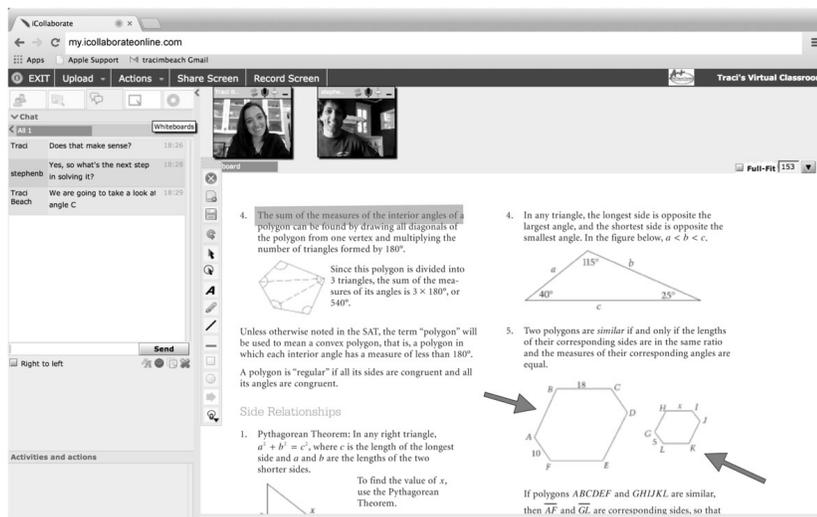
HD video chat and crystal clear audio with options to record to watch or listen later

Personalized room to store documents and session recordings

Chat with facilitator or others in the meeting

Upload documents to mark-up or share your screen

Save documents or download to your computer



If you are interested in learning more about iCollaborate, please visit www.iCollaborateonline.com

iCollaborateonline.com
Office: 215.886.9188
support@icollaborateonline.com

POST-CONFERENCE INSTITUTE G

The Road to Becoming a Center of Excellence

Saturday, October 4, 9:00 a.m. - 12:00 p.m., Fiesta I & II



Lisa D'Adamo-Weinstein has been a professional in the field of academic support and learning assistance for over twenty years. She has worn many hats teaching and directing academic assistance/learning support programs at Indiana University, American University, and the United States Military Academy -West Point. She currently is the Director of Academic Support at the Northeast Center of SUNY Empire State College. She has also given numerous presentations, workshops, trainings, and institutes at national and regional conferences.

Elaine Richardson has worked in higher education for over 40 years at Clemson University, holding positions as a research and teaching lab coordinator, professor in teaching and research, and program administrator. She has been active in the learning assistance field, including the Association for the Tutoring Profession, the College Reading and Learning Association, the Southeast affiliate of CRLA, the National College Learning Center Association, and the SC affiliate of the NCLCA.



Laura Sanders has been a learning center professional in STEM-related academic support for almost 20 years. She is currently the Assistant Dean for Student Success in the College of Engineering at Valparaiso University. Her responsibilities include directing the engineering learning center, managing all retention programs, and advising all first-year students for the College of Engineering. She has shared her work in numerous presentations and trainings at national and regional conferences on topics such as unique tutoring programs, learning styles, retention strategies, and best practices in assessment. Laura is currently serving as President of NCLCA.

Summary of Presentation

The purpose of the Centers of Excellence Designation Program is to:

- promote professional standards of excellence for learning centers;
- encourage centers to develop, maintain and assess quality programs and services to enhance student learning;
- honor the history of established and unique learning centers; and
- celebrate the outstanding achievements of centers that meet and exceed these standards.

This post-conference institute will walk participants through the rationale for the creation of the designation program; review the criteria for evaluation and the steps for application. We will address relevant theories and best practices in learning center management, encouraging participants to reflect on their own centers and what they can do to measure up to excellence in the field of learning assistance and academic support.

POST-CONFERENCE INSTITUTE H

Exposing Tutors to New Heights: Strategies for Developing and Invigorating Sustainable Tutoring Training Program

Saturday, October 4, 9:00 a.m. - 12:00 p.m., Fiesta III & IV



Daniel Sanford

Director, Center for Academic Program Support
University of New Mexico



Jennifer Flores

Assistant Executive Director, Center for Academic Program Support
University of New Mexico



Lauren Moore

Data Manager, Center for Academic Program Support
University of New Mexico



Anne Compton

Director, Center for Academic Program Support
University of New Mexico

Summary of Presentation

We face significant challenges in developing training programs that function as a venue for tutors and trainers alike to continually challenge and refine their ideas about education. Great tutor training programs rise to these challenges by reflecting the best of peer tutoring pedagogy: they empower trainees as active co-constructors of knowledge. They engage learners by exposing them to new ideas through shared inquiry. And they challenge novices to progress by assuming ownership of new ideas.

In this workshop, led by the senior staff of the University of New Mexico's Center for Academic Program Support (winner of the 2012 Frank L. Christ Outstanding Learning Center Award), attendees will learn strategies for developing & invigorating sustainable tutor trainings and training programs. Attendees can expect to leave the session with concrete strategies to continually expose tutors to new, challenging ideas about their work as peer educators, model active & collaborative strategies for tutors, engage tutors as thinkers, and incorporate diverse perspectives on tutoring.

POST-CONFERENCE INSTITUTE I

Finding the Way: Practical Applications of Metacognitive Techniques for Students with Disabilities or Traumatic Brain Injuries

Saturday, October 4, 9:00 a.m. - 12:00 p.m., Pavilion I & II



Jim Valkenburg has been a tutor and learning center administrator since 1979. He has taught courses across the curriculum at five colleges in four states, and has been the director of two nationally recognized tutorial programs. He is a CLADEA Fellow, a Certified Master Tutor and a Certified Master Tutor Trainer. He has tutoring expertise in Humanities, Social Sciences, Writing/Literature, Study Skills, and Multi-sensory Learning.

He is co-author, with Cora Dzubak, of the book, *The Engaged Mind: Cognitive Skills and Learning*, and has recently published his latest book, *A Change of Mind: An Investigation of Understanding*. He has also published manuscripts in *The Learning Assistance Review*, the Journal of the National College Learning Center Association—(v. 15, n. 2, Fall 2010) and (v. 17, n. 2, Fall 2012)—and in *Synergy*, the Online Journal for the Association for the Tutoring Profession.

Honors and Certifications include a CLADEA Fellowship, Level 4 Learning Center Leadership Certification, Certified Master Tutor, and Certified Master Tutor Trainer. Association memberships: ATP, IFTP, NCLCA, CRLA.

Summary of Presentation

The presentation will focus on establishing the foundation of the concepts of brain plasticity, multisensory learning and metacognition. Special attention will be paid to the specific questions and suggestions from the participants. This will be a three-hour seminar that will hinge on immediate application of the content introduced and on-going discussion among everyone in the room.

Insights into brain function and how people learn and insights into a number of learning disabilities and how using the information about brain function and plasticity will enhance student success. A number of activities will exemplify how metacognition and multi-sensory learning techniques enhance learning.

This session advances learning assistance, learning centers, student success, and student retention by offering specific techniques tutors and facilitators may use to assist learning disabled and TBI students. Be the one person on your campus who can apply these techniques and engender student academic success. This session is relevant to all College and University employees who offer LD Services.

Concurrent Sessions at a Glance

Thursday, October 2, 2014

| Date/Time/ Location | Enchantment A&B: Professional Development | Enchantment C&D: Learning Centers | Enchantment E&F: Learning Centers | Fiesta I&II: Learning Centers |
|--|---|--|--|--|
| October 2 10:00-10:50 a.m. (50 minutes) | 1. NCLCA Learning Center Leadership Certification by Rae Maslana and Luann Walker | 2. Peer Assisted Learning (PAL) by Dorie AuCoin | 3. Partnering with Faculty to Help Students Reach New Academic Heights by Lynn Futral | 4. Making Assessment Your New BFF (Best Friend Forever)! By Elaine Humphrey |
| October 2 11:00 - 11:50 a.m. (50 minutes) | 11. Innovations in graduate education by David Ortiz, Hunter Boylan Recipient | 12. Media Convergence in Courses and Learning Centers by Mark May | 13. Mathematics Learning Centers: Engaging Mathematics Beyond Stereotypes by Kevin Berkopes | 14. Flipped Classroom + Infused Tutoring = Increased Pass Rates + Changing Perspectives on Learning Support by Pat Maher |
| October 2 1:30-2:20 p.m. (50 minutes) | 21. NCLCA Learning Center Leadership Certification by Rae Maslana and Luann Walker | 22. Reaching New Academic Heights by Scaffolding High Impact Educational Practices by Jennifer Bebergal and Angel Nevin | 23. Breaking the Habit Loop: Moving Students Beyond Memorization to Deep Thinking and Learning by Leonard Geddes | 24. MathWorld Where Anyone Can Pass Any Math Class by Robert Walling |
| October 2 2:30-3:20 p.m. (50 min) | 31. Centers of Excellence Overview by Laura Sanders | 32. Faculty Focus: A Partnership to Improve Student Learning and Engagement by Melissa Brocato | 33. Political Advocacy for College Learning Assistance Professionals by Johanna Dvorak | 34. It is time to receive national recognition for the great work that you do: Preparing an Application for the Frank L. Christ Learning Center of the Year Award by Sally Weglinski |
| October 2 3:30-4:20 p.m. (50 min) | 41. How an In-House Multimedia/Social Media Department has Revolutionized the Way We Provide Academic Support Services by Travis Jordan, Yeshua Machado and Esmeralda Sweeney | 42. Coupling State Policy and Institutional Goals: Implementing an Innovative, effective college readiness initiative by Sy Bridenbaug and Jim Breslin | 43. Defining the Marketing Plan Within Your Strategic Plan by Victor Mercado | 44. Florida Atlantic University's Center for Teaching and Learning by Jennifer Bebergal |

Concurrent Sessions at a Glance

Thursday, October 2, 2014

| Fiesta III&IV: Specific Populations | Pavilion I: Technology | Pavilion II&III: Tutors, Mentors and Academic Coaches | Sendero I: Tutors, Mentors and Academic Coaches | Sendero II: Tutors, Mentors and Academic Coaches | Sendero III: Learning |
|--|---|--|---|---|---|
| 5. Retaining STEM Students: A Collaborative Approach to Support Motivated, Underprepared Students by Amber Larson, Pam Rose, and Kate Gulatta | 6. Writing about Your Achievements: The Learning Assistance Review by Michael Frizell | 7. Creating Digital Tutoring Content for Social Media by Matthew Maez, Grace Liu, and Jaynie McConnell | 8. Assessing Peer Academic Support for Cognitive and Behavioral Outcomes by Eric Moschella, Justine Chasmar, and Dana Jablonski | 9. Educate, Motivate, and Support: Graduate Certificate in Support Services for Online Students in Higher Education by Johanna Dvorak | 10. Make Math Remediation "Add Up" in Your Learning Center by Bob Khouri |
| 15. Creating a Schedule for Success: Implementing a Comprehensive Support Program for First-Year Students Who Test Below College Level Math by Alyssa O'Keeffe and Carly Winetrobe | 16. Technology Tools to Reach New Academic Heights for Tutors, Students and Learning Centers by Lucy MacDonald | 17. How a Project Management Course Helped Me Manage Tutors by Mary Knasinski | 18. Reflections on the Historical Context of SI - Are We Still Meeting the Mission? by Gary Allison and Amanda Parker | 19. The FISH Squared Philosophy: Communicating Consistent Mission and Vision to your Tutoring Staff by Jacob Fisher | 20. Maximizing Center Resources with TutorTrac Software by Jon Halter |
| 25. Effective Public Relation Strategies for Parents of Children with Learning Disabilities Entering Higher Education by Jo Lynne Stark and Terri Greene | 26. Using Excel in Academic Alert to Share and Coordinate Assistance for At-Risk Students by Barbara Hanson | 27. Without Space: Coordinating a Successful Tutoring Program by Heather Johnson Welliver | 28. "It hurts but it is so worth it": Teaching Tutors to Reflect and Plan by Rudy Molina | 29. Assessment of an Improving English for Academic Purposes Tutoring and Mentoring Program for Multi-Lingual Learners by Melinda Rojas | 30. Optimizing & Automating Your Center Services & Data By Chad Blodgett |
| 35. An Assessment of the University of Washington OMA&D Instructional Center's Effectiveness at Promoting Academic Success by Therese Mar | 36. Building an Effective Learning Center that Reflects Holistic Student Learning and Development Theory by Karen Desotelle | 37. The Highs (and Lows) of Giving Tutors Feedback: The Magic of Shadowing and Observations by Tamara Miller Bowden | 38. University of Michigan Science Learning Center Peer-Led Student Group Assessment by Susan Rinaldi | 39. Supplemental Instruction (SI): A Model of Successful Academic Support and Retention by Kate Gold | 40. Eliminating the 10 Most Dreaded Words in Learning Support: "Sorry, we don't have any tutoring available for that course." by Ethan Fieldman |
| 45. Reaching Across Cultures: East + West = More Inclusive Metacognitive Models by Amy Spencer | 46. Online Tools for Student Transition, Retention and Developmental Advising by Shelby Schaefer | 47. Empowering to Lead: Implementing a Lead Learning Facilitator Program within the Academic Center by Rebecca Elliott | 48. Exploring the Possibilities of SIs and Tutoring Outside the World of Math and Science by Nicole Heinen | 49. How to Successfully Teach Effective Time Management Skills! By Elaine Humphrey | 50. Add Online Tutoring to Your College's Learning Center by Daniel Ascher |

Concurrent Sessions at a Glance

Friday, October 3, 2014

| Date/Time/Location | Enchantment A&B: Professional Development | Enchantment C&D: Learning Centers | Enchantment E&F: Learning Centers | Fiesta I&II: Learning Centers |
|--|---|--|---|--|
| October 3 10:00-10:50 a.m. (50 min) | 51. Climbing to Professional Heights with the Association for the Tutoring Profession (ATP) and ATP Certification by Linda Skeete McClellan | 52. Increasing Problem Solving, Authentic Learning, and Collaborative Learning Activities in Coursework and Learning Centers by Heather Anderson | 53. How the Learning Center can impact the Behavioral Intervention Team by Jennifer Phippen | 54. Strategic Planning for College Learning Centers: Where Are You Going? By David Goldstein, Karen Rosenberg, and Erin Hill |
| October 3 11:00 a.m. -12:15 p.m. (75 min) | 61. Reaching the New Heights in an Effective Peer-Assisted Program by Ann Wolf | 62. Reaching Peaks for Continuous Improvement through Institutional Effectiveness (IE) by Anna Dill, Terry McDowell, and Ingrid Stallworth | 63. CAS Self-Assessment for Learning Assistance Programs: One University's Experience by Dorothy Briggs | 64. ER in the LC: Triage, Treatment and Intervention for the "Help! I have a test tomorrow" Clients by Jennifer Haley, Tiffany Peters, and Gary Ritz |
| October 3 2:00-2:50 p.m. (50 min) | 71. Strategies for Student Achievement: Best Practices and Enhancing Retention through the 21st Century Learning Center by Jack Truschel | 72. 'Flip' It! Maximize Learning in Minimal Time by Diane Mohler | 73. Building Partnerships to Reach New Academic Heights by Lindsay Skillman | 74. Go Tell It On the Mountain: Effective Assessment and Reporting by Joel McGee |
| October 3 3:00-3:50 pm (50 minutes) | 81. Writing about Your Achievements: The Learning Assistance Review by Michael Frizell | 82. Ascending to New Academic Heights with Academic Support and Academic Serve-Learning Partnerships by Ronald Johnson and Sujinan Ovathanasin | 83. Success Connect: Early Alert and Academic Intervention at a Flagship Institution by James Winfield and Jane Bouknight | 84. Planning, Assessing, and Building Partnerships for your Student Success Center by Sally Healy |
| October 3 4:00-4:50 pm (50 min) | 91. Flipped Student Services: Restructuring How We Support Today's Students by Kristen Seldon | 92. Front-End Analysis: Raising the Bar on Academic Support by Sara Weertz | 93. Understanding the Impact of a Learning Center through Research by Marisol Jiminez and Althea Forde | 94. Text and Textbook Navigation: A Metacognitive Reading Comprehension Strategy by Leonard Geddes |

Concurrent Sessions at a Glance

Friday, October 3, 2014

| Fiesta III&IV: Specific Populations | Pavilion I: Technology | Pavilion II&III: Tutors, Mentors and Academic Coaches | Sendero I: Tutors, Mentors and Academic Coaches | Sendero II: Learning | Sendero III: Learning |
|---|---|--|---|---|---|
| 55. Engaging Learners with Kinesthetic Strategies by Laurel Griggs Mason and Stephen Ferris | 56. But How Do You Know It Works? Using Data Triangulation to Craft Your Narrative by James Breslin, Dana Malone, and Anna Sharpe | 57. Launch Your Tutor Training to the Next Level: Create a One-Day New Tutor Training Orientation by Justine Chasmer and Julie Loppacher | 58. Tutoring in Mixed Modalities to Reach New Academic Heights by Jon Mladic | 59. ADHD in College: Challenges, Strategies, & Opportunities: Using a Strengths Based Model for Working with Students by Kristina Alvarado and Mary Fischer | 60. Why Every Learning Center Should Have a Learning Assistance Handbook by Althea Forde and Marisol Jimenez |
| 65. The Customized Text: Catering to Your Populations Content Needs by Casey Cowburn | 66. Online Academic Support: Reaching New Heights in the Cloud by Johanna Dvorak | 67. Enhancing SI Curriculum: Critical Content that Allows the Student to Grow Beyond Course Content and Tutoring by Anna Dinallo, Abdulaziz and Gary Allison | 68. Build Up Your Peers and Your Budget with Community Classes by Robin Bowman | 69. Leading a Campus -Wide Early Academic Alert Initiative by Nanette Cheatham and Melissa Brocato | 70. Maximizing Efficiency: A New Method of Assessment in Learning Centers by Mike Donzella |
| 75. Reaching Higher: How You Can Support Students with Autism Spectrum Disorders through Best Practices and Specific Tutoring Strategies by Brandi Schreiber and Kyla Shannon | 76. Creating a Hybrid Tutor Training Program: Adapting, Experimenting and Evaluating by Kathleen Volk | 77. The Tutor as a Rhetorical Critic: Speaking Strategies for Learning Center Tutors by Christopher Perrello | 78. Strategy Use in SI by Caroline Goodman, Raquel Madrigal, Keon Cheong, Iphigenia Kerfoot and Jennifer Cardinal | 79. Heighten Resources Using Trained Peer Learning Assistants by Wendy Cole, Jenna Azar, Macauley Breault and Michael Weber | 80. The Use of Inter Professional Education as a Tool for Program Assessment, Student Success and Retention by Gina Burkart, Carmen Wycoff and Janet Watson |
| 85. Culturally Responsive Math and Science: Connecting with Native Students' Experience and Communities by Beth Kaimowitz and Jaron Kee | 86. A Proposed Theory for Virtual Learning Assistance Centers by Daphne Williams, Natesha Smith and Mxolisi Siwatu | 87. From Base Camp to Summit: Writing Fellows Offer Cross-Curricular Writing Help by Mattie Davenport and Chesney Reich | 88. Extending Our Reach : MU's Proactive Writing Services Benefits Diverse Student Populations and Faculty by Neva Lozada and Mercy Azeke | 89. Expanding your Learning Assistance Budget to Support Even More Students by Jane Neuburger and Kathleen Glum | 90. Session Canceled |
| 95. A Unique Approach to Academic Recovery: Using a Three Credit Conceptual Course as an Intervention for Students on Academic Probation by Dana Malone and James Breslin | 96. Improving Student Digital Fluency: Learning Center Support and Engagement by Bonnie Ostrand and Brooke Cutlan | 97. A Guide to Standards, Outcomes and Possible Assessment for Tutoring Training Programs by Dorothy Briggs | 98. Tutoring in Online Multimodal Composition Courses by Andrew Bourelle, Tiffany Bourelle, Matt Maez, Evan Ashworth and Zoe Speidel | 99. Consolidate Three Tutorial Centers...'Make It So'...Now What? By Pamela Czapla | 100. Satisfaction Guaranteed: Comprehensive Assessment Techniques by John Findura, Margaret Roidl and Khairia Fazal |

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CONCURRENT SESSION DETAILS

Concurrent Sessions 1

Thursday, October 2, 2014

10:00 - 10:50 a.m.

Enchantment A&B: **1. NCLCA Learning Center Leadership Certification**
Rae Maslana, Certification Officer, College of DuPage
Luann Walker, Grad Student, Dev Ed Program, Texas State

As the sole provider of certification in learning center leadership, NCLCA's certification offers a nationally-recognized set of standards, fostering future growth and development for learning center professionals by focusing on evolving levels of practice, training, self-reflection, service, and evaluation.

Enchantment C&D: **2. Peer Assisted Learning (PAL): How to Engage Departments & Faculty as Allies in the Development of Supplemental Instruction/Structured Learning Assistance in High Challenge Courses**
Dorie AuCoin, Assistant Director, Learning Assistance, Academic Achievement Center, Bridgewater State University

In the long history of supplemental instruction, or Peer Assisted Learning (PAL), the first hurdle is departmental/faculty-buy in. This session will review the highlights of successful PAL initiatives at a four-year, public University. From paid PAL models to credit bearing models, it all begins with the collaboration of learning assistance professionals and faculty. This session will provide a road map for implementation and nurturance of a highly successful learning assistance program that leads to student success and retention

Enchantment E&F: **3. Partnering with Faculty to Help Students Reach New Academic Heights**
Lynn Futral, Psychology Instructor, Southern Crescent Technical College

When learning center professionals partner with faculty to teach them how to present learning strategies during class time, more students are exposed to effective strategies to improve their learning, and faculty are empowered to more effectively help students. During this session participants will learn how to form partnerships with faculty who can then teach learning strategies in their classes. Participants will see how a partnership between a psychology instructor and a learning center professional significantly improved the performance of students at risk of failure in an introductory psychology class.

Fiesta I&II: **4. Making Assessment Your New BFF (Best Friend Forever)!**
Elaine Humphrey, Director, Miller Academic Center, Virginia Military Institute

Assessment is a word that makes many learning center professionals tremble with fear. If you are in that camp, attend this session to learn a simple, three step process to make assessment a tool to empower you – not immobilize you!

Fiesta III&IV: **5. Retaining STEM Students: A Collaborative Approach to Support Motivated, Underprepared Students**
Amber Larson, Assistant Director, Learning Center, College of Wooster
Pam Rose, Director, Learning Center, College of Wooster
Kate Gulatta, Learning Consultant, College of Wooster

Colleges across the country are engaging in efforts to retain underprepared students in the STEM disciplines. Like many of these institutions, the College of Wooster recognizes the need to capture and support motivated but underprepared students in their introductory courses in biology, chemistry and mathematics. In this presentation, participants will learn how faculty from various departments, student affairs and academic affairs

CONCURRENT SESSION DETAILS

Concurrent Sessions 1

Thursday, October 2

10:00 - 10:50 a.m.

came together to create a support program for underprepared students in their introductory STEM courses. In addition to an overview of this newly proposed program, the role and responsibility of the College of Wooster's Learning Center within this program will be discussed.

Pavilion I: 6. Writing About Your Achievements: The Learning Assistance Review
Michael Frizell, Editor, The Learning Assistance Review, Missouri State University

The presentation will have two parts. The first part will be a hands-on time for brainstorming some article ideas and some tips for finding time to write in a busy work day. The second part will be the nuts & bolts of preparing manuscripts for submission to TLAR and the other NCLCA publications.

Pavilion II&III: 7. Creating Digital Tutoring Content for Social Media
Matthew Maez, Program Specialist for Online Tutoring, University of New Mexico
Grace Liu, Student Manager for Online Tutoring, University of New Mexico
Jaynie McConnell, Student Manager for Training, University of New Mexico

Social media has become a vital component of marketing on most college campuses, but few are using it as a learning tool itself. Learn how the UNM Center for Academic Program Support (CAPS) developed and implemented a social media strategy focused on learning instead of marketing. This workshop will walk participants through the decision making process for identifying platforms to target for the first year of implementation and then detail how CAPS enabled all 130 tutors to take an active role in creating digital tutoring content to be shared across these platforms including Tumblr, Facebook, Pinterest, and YouTube.

Sendero I: 8. Assessing Peer Academic Support for Cognitive and Behavioral Outcomes
Eric Moschella, Director of Student Success Center, University of South Carolina
Justine Chasmar, Tutorial Services Coordinator, University of South Carolina
Dana Jablonski, Assistant Director of Peer Learning Programs, University of South Carolina

Assessment of peer-learning programs has largely relied on DFW reduction and student self-report data such as satisfaction and perceived learning/impact on grades. These indirect measures are frequently questioned by administrators as unreliable and inadequate to demonstrate actual student learning or to justify long term institutional funding. Presenters will provide an overview of a model for measuring student behavior and learning gains and provide methods to use this information to assess peer academic support programs to develop learning outcomes.

Sendero II: 9. Educate, Motivate, and Support: Graduate Certificate in Support Services for Online Students in Higher Education **Exhibitor Presentation**
Johanna Dvorak, University of Wisconsin-Milwaukee

As online programs continue to grow, online students require different academic support services. The University of Wisconsin-Milwaukee offers a new online Graduate Certificate Program in Support Services for Online Students in Higher Education. This new certificate program prepares professionals for rewarding careers in online advising, online tutoring coordination, and other online student services.

CONCURRENT SESSION DETAILS

Concurrent Sessions 1

Thursday, October 2, 2014

10:00 - 10:50 a.m.

Sendero III: 10. Make Math Remediation "Add Up" in Your Learning Center **Exhibitor Presentation
Bob Khouri, Instructional Video Specialist, Wisconsin Technical College System Foundation, Inc.**

One generalization about adults who are under-prepared in math is certainly true. They didn't learned math sitting in a classroom or reading a textbook. To offer a more efficient alternative, the Wisconsin Technical College System developed ModuMath's 83 Basic Math and Algebra interactive, contextual tutorials. They combine the impact of visual instruction, engagement of human narration and patient responsiveness of the computer. Session demonstrates how ModuMath addresses the needs of adult, remedial learners and discusses implementation as a self-paced, individualized course and an easy-to-access, supplemental learning resource around the country. Free pilots are available to session attendees.

Concurrent Sessions 2

Thursday, October 2, 2014

11:00 - 11:50 a.m.

**Enchantment A&B: 11. Innovations in graduate education (Hunter Boylan Research Scholarship Recipient)
David Ortiz, Graduate Support Center, Assistant Professor, School of Graduate Studies & Research, University of the Incarnate Word**

The aim of this study was to evaluate the level of success for a redesigned graduate student workshop delivery format sponsored by the Graduate Support Center. Specifically, the researcher hypothesized that reformatting the delivery from a weekly one hour workshop to an all-day Saturday format would yield high attendance and satisfaction among participants.

**Enchantment C&D: 12. Media Convergence in Courses and Learning Centers
Mark May, Associate Professor and Coordinator of Communication and Media Studies Program, Clayton State University**

Media convergence, the growing trend for all forms of media to utilize the Internet, has had a significant impact on the traditionally slow to change higher education academy, especially in terms of online course delivery systems. The increased use of the Internet, however, may soon change higher education dramatically due to the use of interactive reading materials and learning aids offered on the web and in publisher's textbooks and online platforms. Classroom instruction and thereby learning support will be affected as print textbooks are phased out and videos, games, interactive learning modules, and technologically advanced review exercises are embedded in the publisher's online resources. This presentation will discuss the implications of industry practices and technological changes on learning centers, and it will engage participants in theorizing about how learning centers can best adjust to the changing dynamics of technology-driven instruction.

**Enchantment E&F: 13. Mathematics Learning Centers: Engaging Mathematics Beyond Stereotypes
Kevin Berkopes, Executive Director of Mathematics Assistance Center, Indiana University Purdue University**

What is Mathematics? Is it invented, discovered, or in-between? These questions and more will be discussed about the discipline of mathematics and students' place as part of that discipline. Embodied cognition, neuroscience, and Enactivism will be discussed as theories that provide insights into how a learning center can foster positive attitudes towards mathematics and the teaching and learning of mathematics.

CONCURRENT SESSION DETAILS

Concurrent Sessions 2

Thursday, October 2, 2014

11:00 - 11:50 a.m.

Fiesta I&II: 14. Flipped Classroom + Infused Tutoring = Increased Pass Rates + Changing Perspectives on Learning Support
Pat Maher, Director, University of South Florida

When the tutoring center, faculty development office, and math department collaborated to transform first year Math courses, the resulting increase in pass rates exceeded our expectations. Participants will learn about the course model changes, resulting data, and student, tutor, and faculty feedback. This session will include discussion with participants regarding how variations of this model might help in different size and types of institutions.

Fiesta III&IV: 15. Creating a Schedule for Success: Implementing a Comprehensive Support Program for First-Year Students Who Test Below College Level Math
Alyssa O'Keeffe, Learning Specialist, University of Arizona; Carly Winetrobe, Learning Specialist, University of Arizona

Schedule for Success is a comprehensive developmental program for first-year students that offers a range of academic and transitional support services. Many students come underprepared for college and do not test into credit-bearing math courses. Therefore, through interdepartmental partnerships, Schedule for Success gives students the opportunity to take math courses that otherwise would not be offered at the university level. Further, the extensive support system includes the on-campus tutoring and academic support center, the math department, and a personal financial aid advisor, which all help to raise retention rates amongst this at-risk population.

Pavilion I: 16. Technology Tools to reach New Academic Heights for tutors, students and learning centers
Lucy MacDonald, Faculty Emerita, Chemeketa Community College

What are the new technology tools? Where are they? How do we find them? How do they work? This session will present a variety of tools from online resources to apps, from podcasts to screencasts. Subject areas range from language tutoring to math tutoring, from writing resources to tutor training resources to tutoring online.

Pavilion II&III: 17. How a Project Management Course Helped Me Manage Tutors
Mary Knasinski, Senior Student Services Coordinator, University of Wisconsin-Milwaukee

It's challenging to supervise 100 student employees while also making sure that department goals are met and tutor training is kept fresh and exciting. My good fortune in winning a Project Management course through the School of Continuing Education opened up many fresh perspectives in meeting these challenges, as I learned to apply the principles to the learning center.

Sendero I: 18. Reflections on the Historical Context of SI - Are we still meeting the mission?
Gary Allison, Learning Strategies Manager, University of New Mexico
Amanda Parker, Learning Strategies Student Manager, University of New Mexico

The presenters will provide short review of the historical context and development of SI programs as situated in the larger struggle for equality in education. We will form groups addressing concerns about maintaining the mission of SI as a program developed to assist minority student attrition in higher education (Arendale, 2002).

CONCURRENT SESSION DETAILS

Concurrent Sessions 2

Thursday, October 2, 2014

11:00 - 11:50 a.m.

Sendero II: 19. The FISH Squared Philosophy: Communicating Consistent Mission and Vision to Your Tutoring Staff
Jacob Fisher, Academic Counselor, Texas Tech University

During this session, participants will be introduced to the FISH2 Philosophy, developed at the TECHniques Center at Texas Tech University in order to communicate a consistent mission and vision to our student tutors. In order to develop consistent communication in a learning center, it is important to develop a consistent answer to the question, "What makes a great tutor?" Learn how this philosophy has been developed and how to use it as a baseline for training and evaluation in your center.

Sendero III: 20. Maximizing Your Center Resources with TutorTrac Software **Exhibitor Session**
Jon Halter, Redrock Software

Our presentation will also include an interactive demonstration of TutorTrac software. Participants will be able to see the latest version of the software, ask questions and discuss the relevance of this software in their centers. Specific case studies will be examined and discussed.



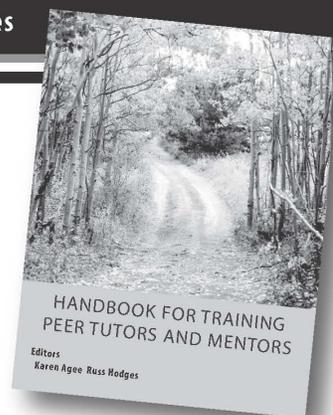
HANDBOOK FOR TRAINING PEER TUTORS AND MENTORS

Editors Karen Agee Russ Hodges

The *Handbook for Training Peer Tutors and Mentors* is a must-read resource for postsecondary faculty and learning center professionals who hire, train, and supervise tutors and mentors.

This resource includes:

- Theories underlying postsecondary tutoring, mentoring, and training;
- Modes of tutor and mentor training (day camps, conferences, training courses, blogs, and more);
- Examples of program management (design, funding, staff selection, evaluation, and more); and
- Models of training ideas (communication and relationships, rights and responsibilities, student populations, strategic learning, and more).



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AWARDS BANQUET

THURSDAY, OCTOBER 2 12:00 P.M. — 1:15 P.M. PAVILION IV-VI

***Frank Christ/
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Outstanding
Learning Center
Awards***

***Henry & Edith Cerullo
Learning Assistance Center
Bergen Community College***

Khairia Fazal
Managing Director



***Panther Academic Support Services
University of Wisconsin-Milwaukee***

Johanna Dvorak, PhD
Director



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|---|--|
| <p>HUNTER BOYLAN RESEARCH SCHOLARSHIP</p> | <p>David Ortiz University of the Incarnate Word Innovations in Graduate Education</p> |
| <p>INNOVATIVE USE OF TECHNOLOGY AWARD PRESENTATION</p> | <p>Tutor Excellence Training Program Rasmussen College Jon Mladic</p> <p>Use of iPads for Tutoring, Study Skills Enhancement, and People Management University of Oklahoma Mark Walvoord</p> |
| <p>NCLCA/LSCHE WEBSITE AWARDS PRESENTATION</p> | <ol style="list-style-type: none"> 1. University of Cincinnati - Learning Assistance Center 2. Texas State University - Student Learning Assistance Center 3. Madison Area Technical College - Student Achievement Center |



Leaders in Developmental Education

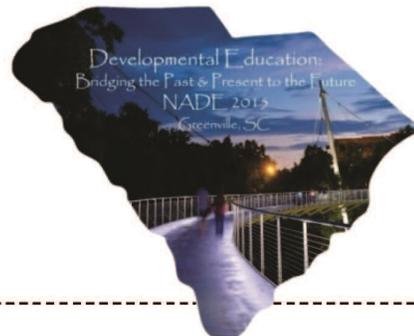
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- Providing leadership in the field.

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The National Association for Developmental Education
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CONCURRENT SESSION DETAILS

Concurrent Sessions 3

Thursday, October 2, 2014

1:30 - 2:20 p.m.

Enchantment A&B: 21. NCLCA Learning Center Leadership Certification
Rae Maslana, Certification Officer, College of DuPage
Luann Walker, Grad Student, Dev Ed Program, Texas State

As the sole provider of certification in learning center leadership, NCLCA's certification offers a nationally-recognized set of standards, fostering future growth and development for learning center professionals by focusing on evolving levels of practice, training, self-reflection, service, and evaluation.

Enchantment C&D: 22. Reaching New Academic Heights by Scaffolding High Impact Educational Practices for First-year Students developed through a Faculty Learning Community experience
Jennifer Bebergal, Assistant Dean, Retention and Academic Support, Florida Atlantic University;
Angel Nevin, Academic Advisor and Instructor, Florida Atlantic University

The research of George Kuh has identified 10 "High Impact Educational Practices" (HIEPs) which have strong impacts on student learning and student success. At Florida Atlantic University, many of these HIEPs are offered within our Center for Teaching and Learning (CTL) – including learning communities, first-year student seminars, writing-enhanced courses, undergraduate research, and more. In 2013-2014, the FAU CTL sponsored a Faculty Learning Community titled "Integrating Undergraduate Research and Inquiry and Other High-Impact Educational Practices into First-year Learning Community Programs." This presentation will discuss the role of the CTL in promoting enhanced student learning through the implementation and scaffolding of HIEPs to increase retention and graduation rates.

Enchantment E&F: 23. Breaking the Habit Loop: Moving Students Beyond Memorization to Deep Thinking and Learning
Leonard Geddes, Associate Dean of Students and Director of the Learning Commons,
Lenoir-Rhyne University

Educators have used numerous strategies and tactics to stimulate higher-order thinking and deep learning outcomes among students. However, even the best educators struggle to move students beyond merely memorizing information. Perhaps current efforts fall short because they assume students' usage of memorization skills is deliberate. Recent neuroscience findings suggest students' shallow thinking may stem from a continuous mental loop that operates outside of their awareness. This session blends research on metacognition and neuroscience to show how students are habituated into a pattern of unproductive thinking, and more importantly, how to break the loop and move students toward deep interactions.

Fiesta I&II: 24. MathWorld where anyone can pass any Math class.
Robert Walling, Coordinator Developmental Math, St. Philip's College

MathWorld is a non-conventional approach to the establishment of a tutoring center. This presentation will help you maximize the potential of your staff while energizing student success. We will discuss tearing down the artificial barriers that stymie math students' progression. I will cover a mental rather than a mathematical approach for tutor selection. Our use of multiple personality characteristics directed towards one common goal has created an overwhelmingly successful math resource lab. Good information for tutors and administrators.

CONCURRENT SESSION DETAILS

Concurrent Sessions 3

Thursday, October 2, 2014

1:30 - 2:20 p.m.

Fiesta III&IV: 25. Effective Public Relation Strategies for Parents of Children with Learning Disabilities Entering Higher Education
Jo Lynne Stark, Sr. Business Assistant, Texas Tech University; Terri Greene, Administrative Assistant, Texas Tech University

During this session, participants will learn how to convey to parents of disabled students entering into higher education the differences between high school and college with regards to documentation, FERPA, accommodations, counseling, and tutoring using positive public relations so that all involved are confident in this transition.

Pavilion I: 26. Using Excel in Academic Alert to Share and Coordinate Assistance for At Risk Students
Barbara Hanson, Academic Alert Coordinator, Austin Peay State University

Knowing there had to be a better way to collect data on alerted students than the ARGOS reports I had been using for the past four years, I assigned my new graduate assistant, Jaylene Owen, who was working on her Masters in Arts in Industrial and Organizational Psychology, to review our current practices to see what she could find. Using a combination of the daily ARGOS reports and Excel, she not only was able to develop a new report which allowed us to maintain a running list of alerted students and contact information, but also to designate those students who were part of special populations.

Pavilion II&III: 27. Without the Space: Coordinating a Successful Tutoring Program
Heather Johnston, Associate Director of Academic Support & Enrichment, Denison University

Lack the physical space for a tutoring program? Wonder how to have a strong tutoring program without a center? Despite the lack of a tutoring center, the peer tutoring program at Denison University has proven effective. The presenter will share components of this program, in which students meet regularly with a peer tutor in various locations across campus to receive one-on-one ongoing support throughout the semester. Participants will reflect on how they may use components to create a tutoring program on their own campuses or adapt their already structured program. Participants will also be provided with a variety of materials, including the contract, expectations for tutors, training materials, unannounced observation rubric, and verification form.

Sendero I: 28. "It hurts but it is so worth it": Teaching Tutors to Reflect and Plan
Rudy Molina, Director, The University of Arizona

This session captures how students hired to be tutors self-select to evolve into effective facilitators of knowledge. Although the tutors describe this process to be awkward and challenging, the tutor development process helps them go from being a good student to being a great tutor. By having high expectations for tutors, it creates a culture of high impact for the student population, which in-turn makes what seemed to be an almost impossible goal into a very successful reality. Together, the tutor and the learning center accomplish life-long learning for everyone.

CONCURRENT SESSION DETAILS

Concurrent Sessions 3

Thursday, October 2, 2014

1:30 - 2:20 p.m.

Sendero II: 29. Assessment of an Improving English for Academic Purposes Tutoring and Mentoring Program for Multi-lingual Learners
Melinda Rojas, Coordinator of Instructional Support, University of North Florida

During this session, participants will learn about different methods of assessment available and why we chose to make a video of our students' responses. We work with several different populations of multi-lingual learners with differing needs and sometimes conflicting identities. The insights this project yielded will be discussed along with ways of creating a community of domestic and international students and the benefits gained for both groups.

Sendero III: 30. Optimizing & Automating Your Center Services & Data **Exhibitor Session**
Chad Blodgett, National Software Consultant, Engineerica Systems, Inc.

Engineerica Systems, Inc. creator of AccuTrack, presents cutting edge, automated center management software. Optimize your center with AccuTrack's appointment scheduling, attendance tracking and robust reporting capabilities.

Concurrent Sessions 4

Thursday, October 2, 2014

2:30 - 3:20 p.m.

Enchantment A&B: 31. Centers of Excellence Overview
Lisa D'Adamo-Weinstein, M. Elaine Richardson and Laura Sanders,
NCLCA Sub-Committee for Learning Centers of Excellence

NCLCA is a professional organization that addresses the development and concerns of learning centers and learning center professionals. The Learning Center Leadership Certification program was implemented as a way to promote excellence in learning center leadership. The most recent NCLCA program to support learning centers and promote excellence is the Center of Excellence program. This session will describe the development of the program, including the role of Learning Center Best Practices (Frank Christ), Council on Advancement of Standards (CAS) in Higher Education, and John Gardner's Institution of Excellence in the First College Year in the process. The discussion will also include an overview of the program components and why your center should strive for this designation.

Enchantment C&D: 32. Faculty Focus: A Partnership to Improve Student Learning and Engagement
Melissa Brocato, Director, Louisiana State University

In the summer of 2013, over 80 LSU faculty participated in a one-day session, coordinated by the Center for Academic Success (CAS), to help them develop and implement teaching strategies that are proven to increase student success in the classroom. Current LSU faculty presented strategies they use and have found effective in large class environments at LSU. The Center for Academic Success offered this LSU Faculty Focus session in an effort to increase the success of LSU students enrolled in large classes. Due to the success of the effort the CAS plans to make Faculty Focus an annual event.

CONCURRENT SESSION DETAILS

Concurrent Sessions 4

Thursday, October 2, 2014

2:30 - 3:20 p.m.

Enchantment E&F: 33. Political Advocacy for College Learning Assistance Professionals
Johanna Dvorak, Chair, CLADEA Political Advocacy Committee, University of Wisconsin-Milwaukee

Find yourself and our profession undervalued on your campus or in your state? This CLADEA sponsored session will provide you with communication tools to advocate for our profession on your campus or with your state legislators. Find out how to write or speak effectively to help bring us greater recognition.

Fiesta I&II: 34. It is time to receive national recognition for the great work that you do: Preparing an Application for the Frank L. Christ Learning Center of the Year Award
Sally Weglinski, Assistant Director of Academic Services & Testing, Dutchess Community College

DCC is the proud recipient of the NCLCA 2013 Frank L. Christ Learning Center of the Year award. This workshop will review the steps taken to plan and write the application as well as the positive benefits receiving the award has had on our office as well as the institution. Learn all about this rigorous and very beneficial process which will help your center reach new heights!

Fiesta III&IV: 35. An Assessment of the University of Washington OMA&D Instructional Center's Effectiveness at Promoting the Academic Success of Underrepresented Minority, First Generation and Low Income Students
Therese Mar, Instructor, University of Washington

The presenter will share the results of a longitudinal program evaluation of an instructional center that aims at maximizing the academic success of under-represented minority, first generation, low income and other high risk populations. In addition, the methods and strategies used by the center in providing academic support in various academic disciplines as well as study skills development will be shared. This program assessment demonstrates the effectiveness of the center in promoting the academic success of its target population as measured by grade point average, retention and graduation rates.

Pavilion I: 36. Building an Effective Learning Center that Reflects Holistic Student Learning and Development Theory
Karen Desotelle, Director, Office of Student Educational Services, Marquette University

Many of the services provided by learning centers grow out of staff using practices learned "on the ground." Test taking strategies, time management, advising students on probation, working with students with disabilities, etc.; often each of these and the other services provided by centers relate to specific strategies for the presenting issues of struggling students and not necessarily to the underlying issues informing the range of student struggle in higher education. This session will explore the student development and learning theories underpinning the practices at a learning center at a medium sized, selective, private university and engage participants in activities designed to assist in examining their own practices through a single, holistic viewpoint. Additionally, the session will explicitly address methods that have worked with both traditional students as well as populations often described as "at risk."

CONCURRENT SESSION DETAILS

Concurrent Sessions 4

Thursday, October 2, 2014

2:30 - 3:20 p.m.

Pavilion II&III: 37. The Highs (and Lows) of Giving Tutors Feedback: The Magic of Shadowing and Observations
Tamara Miller Bowden, Coordinator, Study Partners peer tutoring program, Auburn University

As learning center professionals, one of the major challenges facing tutor supervisors is how to adequately provide feedback support to staff and promote individual growth and development, while not spreading ourselves or our student leaders too thin. Join this discussion based session designed to introduce participants to our institution's version of two tried-and-true evaluation techniques that have successfully guided hundreds of tutors annually at Auburn University as they work to hone their craft. Session participants will have the opportunity to share their own success stories and failures as they have attempted to improve the service performance of their tutors and SI leaders via employee feedback and evaluation. Additionally, each session participant will be introduced to the one question that will provide a positive and constructive base for any feedback session. The magic begins with one simple question and expands to include an elevated sense of control when it comes to tutor, SI, or professional supervision.

Sendero I: 38. University of Michigan Science Learning Center Peer-led Study Group Assessment
Susan Rinaldi, Student Affairs Program Manager, University of Michigan

This session will provide participants with information on assessing a peer-led study group program. Assessment of a learning center provides stakeholders with confidence in the programming as well as identifies areas for improvement. We would like to share information about our collaboration with a faculty member and graduate student in the University of Michigan's School of Education, and the outcomes based on the data analysis.

Sendero II: 39. Supplemental Instruction (SI): A Model of Successful Academic Support & Retention
Kate Gold, SI Consulting Coordinator, University of Missouri-Kansas City

Developed at the University of Missouri-Kansas City in 1973, Supplemental Instruction (SI) is an academic support program that targets historically difficult courses. SI utilizes a non-remedial, collaborative approach to learning that increases student performance & retention by offering peer-led, out-of-class review sessions. Forty years of research has shown that SI enhances student learning, improves grades, & bolsters retention rates. Come learn about this world renowned program in this interactive workshop.

Sendero III: 40. Eliminating the 10 most dreaded words in learning support: "Sorry, we don't have any tutoring available for that course." **Exhibitor Session**
Ethan Fieldman, President/CEO, Tutor Matching Service

"Sorry, we don't have any tutoring available for that course." Many of us have said this in the past, but it's no longer necessary! Come join us as we discuss how IUPUI, along with Purdue, NYU, BYU, Caltech, the University of Alaska, College of Charleston, and many other schools in nearly 20 states have partnered with TMS to provide their own private tutor matching service at absolutely no cost to the school. These online, private tutor matching service websites allow students to find an in-person or online tutor in over 150 subject areas that are not covered by free campus resources. Learning center staff may certify tutors if they choose, and typically about 25% of the private tutors that sign up are volunteering their time (free private tutoring).

CONCURRENT SESSION DETAILS

Concurrent Sessions 5

Thursday, October 2, 2014

3:30 - 4:20 p.m.

Enchantment A&B: 41. How an in-house Multimedia/Social Media Department has revolutionized the way we provide academic support services to students, faculty, and staff.
Travis Jordan, Audio Visual Specialist, Broward College
Yeshua Machado, Multimedia Specialist, Broward College
Esmeralda Sweeney, Associate Dean of LRC, Broward College

The creation of a multimedia/social media department has given us the opportunity to provide accessible and mobile academic support services to meet the ever-changing needs of our students. This form of academic support has had a positive impact on student success, and has increased the level of student engagement.

Enchantment C&D: 42. Coupling state policy and institutional goals: implementing an innovative, effective college readiness initiative
Sy Bridenbaugh, Assistant Director for Curriculum and Instruction, University of Kentucky
Jim Breslin, Director of Academic Enhancement, University of Kentucky

The value of developmental education and support has been hotly debated across the country in recent years. As a result, learning center professionals are often tasked with creating highly impactful interventions in support of college readiness. This session will highlight the ways that the University of Kentucky coupled statewide policy with institutional improvement efforts to create the innovate Academic Preparation Program. This session will pay particular attention to mathematics readiness and will explore a variety of assessment data and analytics that assess not only conceptual understanding, but that also link readiness to more broad indicators of student success.

Enchantment E&F: 43. Defining the Marketing Plan Within your Strategic Plan
Victor Mercado, Assistant Director, The THINK TANK, The University of Arizona

Marketing your learning center is a crucial component of your strategic plan. In this session we will show you how to develop, update and execute a marketing plan. Whether you are a small tutoring center or a large academic support unit, we will provide you with a marketing plan template and walk you through every step along the way from ideation to execution.

Fiesta I&II: 44. Florida Atlantic University's Center for Teaching and Learning
Jennifer Bebergal, Assistant Dean, Retention and Academic Support, Florida Atlantic University

While many of us in learning centers are doing spectacular things, how many of us take the time to make sure our centers and our staff get the recognition that we deserve? Last year at Florida Atlantic University, we did just that – and it paid off as FAU's Center for Teaching and Learning was selected as the 2013 Frank L. Christ NCLCA Outstanding Learning Center for a 4-year college/university. Learn about what it takes to submit a winning application as your center reaches new heights!

CONCURRENT SESSION DETAILS

Concurrent Sessions 5

Thursday, October 2, 2014

3:30 - 4:20 p.m.

Fiesta III&IV: 45. Reaching Across Cultures: East + West = More Inclusive Metacognitive Models
Amy Spencer, Director, Academic Resource Center, Ohio Dominican University

Students from Confucian Heritage Cultural (CHC) backgrounds studying at US universities are admired for their willingness to devote long hours to serious study. At the same time, they may frustrate faculty by passivity and lack of creativity. The students themselves may feel bewildered by the Western emphasis on original thought and critical discourse. Following an overview of CHC values, culturally-sensitive use of a metacognitive model combining CHC approaches with Bloom's taxonomy is presented as a way to facilitate the transition of CHC students to the US classroom while sharing the academic strengths of CHC with American students.

Pavilion I: 46. Online Tools for Student Transition, Retention and Developmental Advising
Shelby Schaefer, University Advisor, Academic Resource Center, Loyola Marymount University

This Curriculum Innovation and Leadership Project's goal is to help continue the development of the pilot online platform I co-created for our center to assist freshmen and transfer students through their first year academic transition. Our institution is in the process of implementing a new core curriculum, which will require our center to make some changes to our traditional tutoring structure and content. These funds will allow us to continue supplementing tutoring by permitting our growing staff to meet students out in the field, and to create a new peer-to-peer element in person and through our videos. Additional benefits include increasing the profile of our center and its newer services.

Pavilion II&III: 47. Empowering to Lead: Implementing a Lead Learning Facilitator program within the Academic Center
Rebecca Elliott, Coordinator of Learning Services, Illinois State University

Undergraduate employees have a wealth of knowledge and experiences to share to their peers. After a semester of providing tutors and SI leaders in the Julia N. Visor Academic Center with more opportunities for leadership in training and workshops, it was decided to add an official position of Lead Learning Facilitator. This presentation will discuss the role of the Lead Learning Facilitator in the supervision, training, and development of their fellow tutors. The training for this new role and evaluation of the program thus far will be discussed.

Sendero I: 48. Exploring the Possibilities of SIs and Tutoring Outside the World of Math and Science
Nicole Heinen, Student Services Coordinator, University of Wisconsin- Milwaukee

Offering and promoting Supplemental Instruction and tutoring in the humanities, social sciences, and foreign languages can be at times more challenging than providing SI and tutoring for math, business, or sciences. Student participation, perception, and buy-in can all be roadblock to running successful SI and tutoring in one of these subject areas. I will share my experiences, ideas, and marketing techniques about how to create and grow successful SI and tutoring in the humanities, social sciences, and foreign language areas.

Sendero II: 49. How to Successfully Teach Effective Time Management Skills!
Elaine Humphrey, Director, Miller Academic Center, Virginia Military Institute

Effective time management skills are essential for college (and life) success! But how do you really teach time management skills? Get ideas about how to tackle this challenge by learning about THE College Success Planner® - a teaching tool that helps students learn and actually practice these skills!

CONCURRENT SESSION DETAILS

Concurrent Sessions 5

Thursday, October 2, 2014

3:30 - 4:20 p.m.

Sendero III: 50. Add Online Tutoring to Your College's Learning Center **Exhibitor Session
Daniel Ascher, M. Ed, CEO of iCollaborate**

iCollaborate is a tool specifically tailored to the needs of tutors who work with students in either a one-to-one, or small group setting. Features include video-conferencing, dedicated/persistent meeting rooms, multiple whiteboards, calendar, messaging, session recording, and session reporting. Daniel Ascher, M.Ed, and CEO of iCollaborate, will provide a demonstration and answer your questions about how iCollaborate allows college learning centers to provide online, face-to-face instruction.

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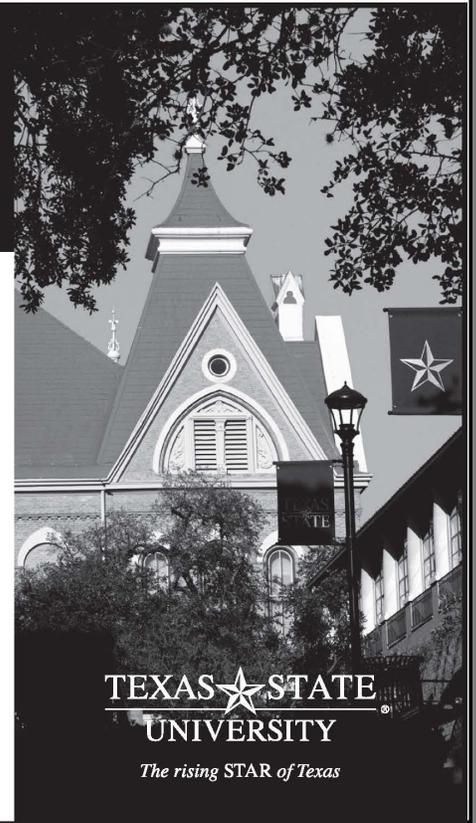
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Faculty

Taylor Acee, Ph.D.
Steven Aragon, Ph.D.
David C. Caverly, Ph.D.
Russ Hodges, Ed.D.
Jodi Patrick Holschuh, Ph.D.
Rebecca Jackson, Ph.D.
Selina Vasquez Mireles, Ph.D.
Eric J. Paulson, Ph.D.
Emily Miller Payne, Ed.D.
Emily J. Summers, Ed.D.



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NCLCA BUSINESS MEETING

ALL ATTENDEES WELCOME

FRIDAY 8:00 A.M. - 9:50 A.M., PAVILION IV-VI

Please join us for the annual business meeting and an update on NCLCA. During this time, the Executive Board of the NCLCA will recognize outgoing officers, induct new officers, discuss any old or new business, and present any items requiring a vote to the membership. You will also receive the annual reports from the 2013-2014 NCLCA officers.

This is your chance to gain insight and participate in the decision-making of NCLCA. Your input is vital to the organization. Please plan to attend!

CONCURRENT SESSION DETAILS

Concurrent Sessions 6

Friday, October 3, 2014

10:00 - 10:50 a.m.

Enchantment A&B: 51. Climbing to Professional Heights with the Association for the Tutoring Profession (ATP) and ATP Certification **CLADEA Sister Organization**
Linda Skeete McClennan, Association for the Tutoring Profession

This session will provide participants with information regarding ATP membership and its benefits. The various types of ATP tutor certifications, tutor trainer certifications, and how certification aids in professional development will be discussed.

Enchantment C&D: 52. Increasing Problem Solving, Authentic Learning, and Collaborative Learning Activities in Coursework and Learning Centers
Heather Anderson, Former Tutoring Services Coordinator, University of Oregon

I plan to share the benefits of including problem solving, authentic learning, and collaborative learning activities in student learning opportunities. Benefits include increased motivation & engagement, comprehension & transfer of knowledge, critical thinking skills, and academic achievement. Examples of these activities will be shared to used for student support directly, as well as for coaching instructors to infuse these activities in their classroom.

Enchantment E&F: 53. How the Learning Center can impact the Behavioral Intervention Team
Jennifer Pippen, Director, Disability Resource Center, Northern Illinois University

This session will discuss how the learning center can enter into the conversation about behavioral intervention teams. A behavioral intervention team (BIT) is a multi-disciplinary group whose purpose is meeting regularly to support its students via an established protocol. The team tracks "red flags" over time, detecting patterns, trends, and disturbances in individual or group behavior in order to determine the best response. The presenter has participated on behavioral interventions teams but is not an expert. This session is simply to begin the conversation about the teams.

CONCURRENT SESSION DETAILS

Concurrent Sessions 6

Friday, October 3, 2014

10:00 - 10:50 a.m.

Fiesta I&II: 54. Strategic Planning for College Learning Centers: Where Are You Going?
David Goldstein, Director, Teaching and Learning Center, University of Washington Bothell;
Karen Rosenberg, Director, Writing and Communication Center, University of Washington Bothell;
Erin Hill, Director, Quantitative Skills Center, University of Washington Bothell

Strategic planning can guide any learning center to maximum benefit for its campus. Strategic planning often stalls, or leads to a nebulous plan that offers little help in decision-making. Having grappled with their own strategic planning process, the presenters from a national award-winning Teaching and Learning Center will describe how they crafted a concise mission statement that resonates with their stakeholders and effectively informs their work, how they elicited feedback from the campus community to construct a straightforward vision for the future, and collaboratively designed specific objectives to achieve that vision and methods to assess their progress.

Fiesta III&IV: 55. Engaging Learners with Kinesthetic Strategies
Laurel Grigg Mason, Assistant Director, Learning Support Services, The University of Arizona
Stephen Ferris, Coordinator, Learning Support Services, The University of Arizona

In this hands-on session, participants will be introduced to kinesthetic learning strategies designed to actively engage learners during tutoring sessions. We will focus on specific strategies related to memory, writing, and math, but will also discuss how to incorporate kinesthetic strategies into tutor training.

Pavilion I: 56. But how do you know it works? Using data triangulation to craft your narrative
James Breslin, Director of Academic Enhancement, University of Kentucky; Dana Malone,
Assessment, Research, and Planning Specialist, Academic Enhancement, University of Kentucky;
Anna Sharpe, Assistant Director for Peer Tutoring, Academic Enhancement, University of Kentucky

Learning center professionals have programs they love, and often have data that (we believe) demonstrate how impactful those programs are. This session explores how assessment data from different sources, collected for different purposes can be employed in data triangulation. Utilizing quantitative and qualitative examples from a peer tutoring program, participants will explore moving beyond basic numbers or statistics and begin to develop their own plans for using data triangulation to tell the story of their program. As institutions continue to make difficult decisions, it is critical to be able to communicate what the data tells us about student experiences.

Pavilion II&III: 57. Launch Your Tutor Training to the Next Level: Create a One-day New Tutor Training Orientation
Justine Chasmar, Tutorial Services Coordinator, Clemson University
Julie Loppacher, Assistant Director, Emory University

This interactive, activity-based workshop will provide participants with out-of-the-box tutor training activities and a framework for a day-long new tutor training workshop/orientation. Attendees will leave with all materials required to plan and implement the new-tutor orientation along with innovative activities for new tutors based on CRLA and ATP training standards for Level I in the following topics: Role of a Tutor, Tutoring Do's and Don'ts, Active Listening, Communication, Assertiveness, Positive Reinforcement, and Learning Styles.

CONCURRENT SESSION DETAILS

Concurrent Sessions 6

Friday, October 3, 2014

10:00 - 10:50 a.m.

Sendero I: 58. Tutoring in Mixed Modalities to Reach New Academic Heights
Jon Mladic, Associate Dean of Learning Center, Rasmussen College

In an environment that offers both residential and online tutoring, do students seek tutoring that matches their course modality? Or is a student in an online course more likely to seek face-to-face tutoring? What about students in a blended course? And is tutoring in the same modality as a course more or less likely to lead to academic success? This session takes a close look at the modality choices of students seeking academic support and corresponding trends, with particular emphasis on the tutoring modality choices of students on Academic Warning / Probation.

Sendero II: 59. ADHD in College: Challenges, Strategies, & Opportunities. Using a Strengths Based Model for Working with Students
Kristina Alvarado, Learning Specialist, University of Southern California
Mary Fischer, Academic Coach, University of Southern California

The Kortschak Center for Learning and Creativity (KCLC) at the University of Southern California (USC) utilizes effective learning strategies which are specific to improving a student's concentration and memory of material as well as self-management and organization skills. Qualitative and Quantitative assessments were implemented to identify most effective practices for working with college students with ADHD. Learning Specialists and academic coaches utilize a strengths based educational model to create individual learning plans for each student. Participants will be able to identify new intervention strategies, coping skills, and assistive technology to assist college students with ADHD.

Sendero III: 60. Why Every Learning Center Should Have a Learning Assistance Handbook
Althea Forde, Director, Instructional Support Services Program, Lehman College, CUNY
Marisol Jimenez, Associate Director, Instructional Support Services Program, Lehman College, CUNY

This workshop will discuss the how a learning center handbook that is employee-friendly can communicate the values of a center and help to facilitate positive employee behavior and an environment of equity and fairness.



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CONCURRENT SESSION DETAILS

Concurrent Sessions 7

Friday, October 3, 2014

11:00 a.m. - 12:15 p.m.

Enchantment A&B: 61. Reaching the New Heights in an Effective Peer-Assisted Program **CLADEA Sister Organization**
Ann Wolf, Past President of CRLA

Utilizing peer-assisted programs that are research-based and strategically implemented can have a stellar impact on your learning program. Explore the Tutor Training Program Certification (ITTPC) and Mentor Training Program Certification (IMTPC) programs of CRLA. Learn what is involved in developing these programs and the benefits and outcomes of peer education.

Enchantment C&D: 62. Reaching Peaks for Continuous Improvement through Institutional Effectiveness (IE) at The Learning Center (TLC) at Mississippi State University (MSU)
Anna Dill, Director, The Learning Center, Mississippi State University; Terry McDowell, Reading Instructor, The Learning Center, Mississippi State University; Ingrid Stallworth, Coordinator/Instructor, The Learning Center, Mississippi State University

Institutional effectiveness processes are easier to maintain when the emphasis is consistently applied over time. Achieving that optimal level of momentum can be challenging for faculty and administrators. This presentation will include how The Learning Center at Mississippi State University developed learning outcomes and implemented successful assessments.

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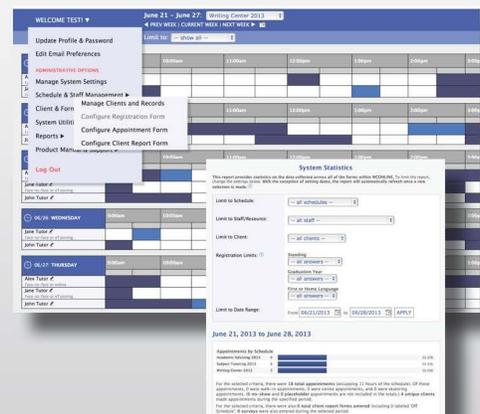
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CONCURRENT SESSION DETAILS

Concurrent Sessions 7

Friday, October 3, 2014

11:00 a.m. - 12:15 p.m.

Enchantment E&F: 63. CAS Self-Assessment for Learning Assistance Programs: One University's Experience
Dorothy Briggs, Director, University of Arizona THINK TANK

The Council for the Advancement of Standards in Higher Education (CAS) provides a nationally recognized set of standards designed to enhance student success. During this session the presenter will share experiences with the CAS Self-Assessment for Learning Assistance Programs. Our experience enabled us to gain wisdom and insight into all facets of our program as well as into the process of CAS Self-Assessment. We will share our process and our experiences with other learning assistant programs interested in learning more about the CAS Standards and/or the self-assessment process.

Fiesta I&II: 64. ER in the LC: Triage, Treatment, and Intervention for the "Help! I Have a Test Tomorrow" Clients
Jennifer Haley, Science and Humanities Tutoring Coordinator, Ball State University; Tiffany Peters, Success Strategies and Writing & Languages Tutoring Coordinator, Ball State University; Gary Ritz, Math & Business Tutoring Coordinator, Director, Ball State University

Perhaps one of the most challenging tutoring situations is working with a client who is in an academic crisis situation; a departure from the more relaxed, comfortably-paced session with a regular client. This session will discuss strategies such as triage (identifying quickly what needs to be accomplished), treatment (helping clients to "cram" in 50 minutes or less), and intervention (enabling an assertive tutor who uses a combination of behavioral, cognitive, and social psychological principles to "tell it like it is" in order to reach out to students stuck in a self-destructive cycle of cramming). Plans for a CRLA-compliant tutor training in-service on this topic will also be provided.

Fiesta III&IV: 65. The Customized Text: Catering to your Populations Content Needs
Casey Cowburn, Academic Support Specialist, Alfred State University

If you were anything like me entering your first semester of teaching such a first-year experience course, you were handed the traditional text and waded your way through concepts attempting to make connections between the reading material and the current enrollment's needs. In many instances, these connections were difficult to make and convoluted for students, in turn, preventing students from reaching a higher level of learning on each concept with a resounding lack of fulfillment for me at the end of the semester. I found the cure – the creation of a customized text. Let's talk about the strengths and weaknesses of this process and how it can offer a tool for instructors to better meet the needs of each population.

Pavilion I: 66. Online Academic Support: Reaching New Heights in the Cloud
Johanna Dvorak, Director, Educational Support Services, University of Wisconsin-Milwaukee

Are your students taking online courses or need more hours beyond your on-campus academic support services? As the online course formats have transformed higher education, how can we provide online and blended academic support services to meet the needs of both online and on-campus students? Learn how we conduct online and blended tutoring with our own tutors and use online resources to support student success. Find out how to train tutors to implement best practices for online academic support.

CONCURRENT SESSION DETAILS

Concurrent Sessions 7

Friday, October 3, 2014

11:00 a.m. - 12:15 p.m.

Pavilion II&III: **67. Enhancing SI Curriculum: Critical content that allows the student to grow beyond course content, and tutoring interactions**

Anna Marie Dinallo Moya-Garcia, Assistant Coordinator, University of New Mexico

Abdulaziz Abumilha, Student Manager, University of New Mexico

Gary Allison, Program Specialist, University of New Mexico

This session explores training curriculum for the Supplemental Instruction (SI) Program at the University of New Mexico. SI tutoring interactions span a variety of formats and learning environments to meet individual student and group needs. The presentation will provide attendees video examples of SI projects, content outlines, and assessment tools.

Sendero I: **68. Build up Your Peers and Your Budget with Community Classes**

Robin Bowman, Program Coordinator for Community Education, Texas A&M University at Qatar

Are tightening budgets causing you to cut programs? What if you could generate funds to maintain, or even increase, your offerings? And what if while doing that, you could enhance the skills of your peer tutors, and offer them leadership opportunities? During this session, participants will learn how to create and present classes that produce income that can help fund your learning center's programs and develop your tutors at the same time. Learn how our campus in Doha, Qatar has supplemented our regular budget by partnering with the community and other area institutions to present classes that help fund our center.

Sendero II: **69. Leading a Campus-Wide Early Academic Alert Initiative**

Nanette Cheatham, Assistant Director, Center for Academic Success, Louisiana State University

Melissa Brocato, Director, Center for Academic Success, Louisiana State University

Participants will discover how the campus learning center may effectively lead the establishment of a dynamic campus-wide early academic alert system that partners with faculty and staff to promote student success, retention and graduation. This system has the potential to work in many campus settings both large and small.

Sendero III: **70. Maximizing Efficiency: A New Method of Assessment in Learning Centers**

Mike Donzella, Academic Program Coordinator, University Tutoring, Kent State University

We illustrate how to effectively utilize quantitative reporting techniques to demonstrate efficiency data in the context learning centers.

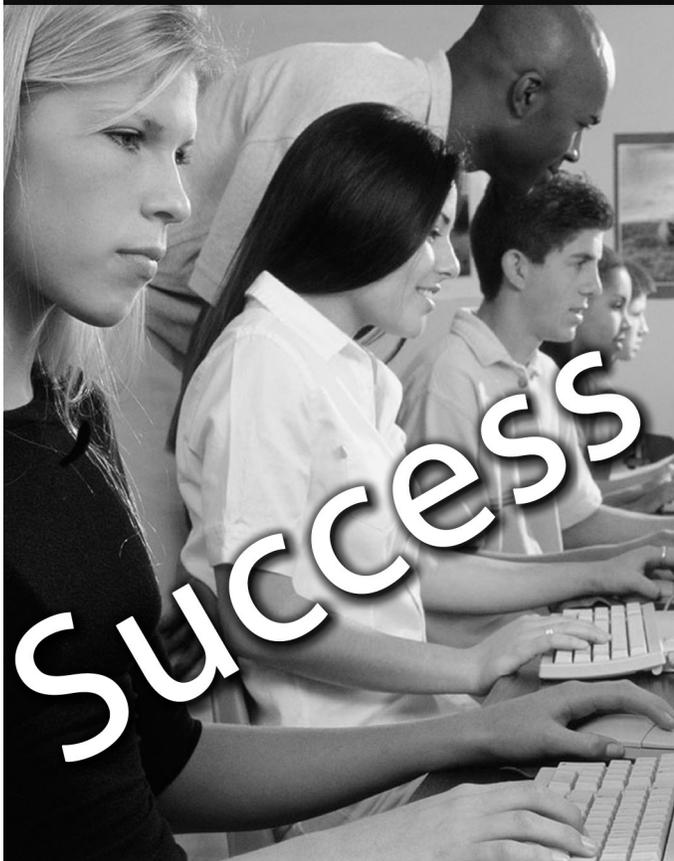
CONTINUING THE DISCUSSION LUNCHEON

Friday, October 3, 2014 12:30 p.m. — 1:30 p.m. Pavilion IV-VI

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POSTER SESSION DETAILS

Poster Session

Friday, October 3

1:30 - 2:30 p.m.

Enchantment Court: Not Just a Number: Assessing Outcomes for Personalized Coaching
Sarah Alag, Disability Coordinator/Learning Specialist, University of St. Francis
Joanna Kourtidis, Learning Specialist, University of St. Francis

Learn how to implement a personalized, one-on-one coaching system for your at-risk or probationary students without becoming overwhelmed with assessment and data tracking.

Enchantment Court: Connect 2 Learning Communities Developmental Education Project: Broad Based Collaboration & Unique Pedagogy
Adriane Hutchinson, Dean of Academic Development, McHenry County College

This poster presentation will describe a new program at McHenry County College focused on the retention, persistence, success, and engagement of students who place into developmental English and mathematics. The Connect2 project is a learning communities, cohort program strategically infused with learning support services, academic advising, counseling, and other student support services. We have promising first year results and will continue the pilot project in the 2014-2015 academic year.

Enchantment Court: Collaborating with Faculty: Effective Techniques that Foster Productive Relationships Between Learning Assistance Centers and Faculty
John Findura, Writing Center Supervisor, Bergen Community College; Margaret Maria Roidi, Cerullo Learning Assistance Center Manager, Bergen Community College; Khairia Fazal, Managing Director of Learning Assistance Services, Bergen Community College

This presentation discusses the ways in which the Cerullo Learning Assistance Center collaborates with the faculty at Bergen Community College to improve students' success and increase retention rates. Servicing a population of 17,000 students with over 44,000 annual visits, we have found that the connection between the CLAC and the BCC faculty is paramount to our program's success. Each semester we work closely with liaisons from various academic departments in an effort to ensure that there is ongoing open communication. The presentation will be structured around ten specific points that highlight programs used at BCC in fostering this important relationship.

Enchantment Court: "At Risk to No Risk" - Reaching Higher Performance with a Successful Retention Model for Three Specific Populations used by the Learning Center (TLC) at Mississippi State University
Anna Dill, Director, The Learning Center, Mississippi State University; Terry McDowell, Reading Instructor, The Learning Center, Mississippi State University; Ingrid Stallworth, Coordinator/Instructor, The Learning Center, Mississippi State University

Three programs for at-risk students offered through The Learning Center at Mississippi State University (MSU) that have successfully proven to aid in retention will be discussed. The program coordinators for each of the respective programs will provide details and data of each program as well as discuss lessons learned from their experiences in working with the students in their programs. These programs were based on a single model which includes classroom instruction, extensive mentoring, and are interlocked with other MSU programs and services.

POSTER SESSION DETAILS

Poster Session

Friday, October 3

1:30 - 2:30 p.m.

Enchantment Court: Liftoff! Creating a Competency-Based Framework for Learning Assistance
Siri Sorensen, Senior Academic Associate, Capella University; Amy Buechler-Steubing,
Learning Assistance Center Supervisor, Capella University

Competency-based learning is a hot topic in education today. What might competency-based learning assistance look like? Presenters will share their journey of developing a competency-based learning assistance program. Participants will discuss the future of competency-based learning and learning assistance programs and explore opportunities for application at their own institutions.

Enchantment Court: Using Math Camp to Reach New Academic Heights
Brandon Jones, Assistant Director, Student Success Center, University of Tennessee-
Knoxville

During this session, participants will learn about the developmental a mathematics intervention for first-year students using the bridge/summer camp model. As we see a decrease in the level of mathematics preparation in our students, institutions need to have measures in place to address their specific needs from a preventative standpoint (particularly in Math). Learning/Academic support centers play a vital role in this process and have a unique opportunity to proactively engage with students prior to classes starting. Learn how to effectively initiate interventions such as this and how learning/academic support centers can lead in this area as well.

Enchantment Court: A Comparative Study of the Utilization of Appreciative and Intrusive Advising
Methodology by Peer Mentors In A Summer Bridge Program
Beverlyn Grace-Odeleye, Assistant Professor/Director of Early Start/STAR Program, East
Stroudsburg University

Peer mentoring in higher education is regarded as an effective intervention to ensure the success and retention of at-students. Many universities and colleges have therefore implemented forms of mentoring program as part of their student support services. While considerable research supports the use of peer mentoring to improve academic performance and decrease student attrition, few studies link peer mentoring advising methodology best suited to fulfill these functions. This session will present the result from a comparative study to determine the predominant advising methodology used by peer mentors in a summer bridge program at a northeastern university.

Enchantment Court: Piloting Online Tutoring in a Learning Center
Ainsley Parkinson, Science Learning Center Coordinator, Lehman College
Marisol Jimenez, Associate Director of Instructional Support, Lehman College

This poster session describes the theoretical underpinnings that shaped the development of the two year process of implementing an online tutoring pilot program for general chemistry and physics, organic chemistry, and sociology courses, as well as the processes we followed to launch this pilot. It also describes our approach to tutor training; the selection of online platform (Blackboard's Collaborate), technology and resources needed to offer tutoring online; our marketing strategies; and how we monitored our online tutoring sessions.

CONCURRENT SESSION DETAILS

Concurrent Sessions 8

Friday, October 3, 2014

2:00–2:50 p.m.

Enchantment A&B: 71. Strategies for Student Achievement: Best Practices and Enhancing Retention through the 21st Century Learning Center
Jack Truschel, Professor, Department Chair, East Stroudsburg University

Building a better Learning Center can enhance academic retention, facilitate learning, engage students in a positive manner and change the culture of the academy. This presentation will provide attendee with a brief description of the current student population, issues facing colleges and universities and effective strategies to enhance retention through Learning Center Activities.

Enchantment C&D: 72. 'Flip' It! Maximize Learning in Minimal Time
Diane Mohler, Associate Director, Louisiana State University

To reach more students with sound, metacognitive learning strategies within a limited time-frame; the Center for Academic Success (CAS) at LSU designed a “flipped” strategies workshop for the classroom. By utilizing the flipping design with students viewing short videos (depending on requested topic) before the classroom presentation, deeper levels of understanding can be attained. Participants will learn the considerations involved in developing short, supporting videos as tools for transferring key learning strategies prior to a “live” presentation, as well as methods to help students reach higher levels of learning.

Enchantment E&F: 73. Building Partnerships to Reach New Academic Heights
Lindsay Skillman, Instructional Support Coordinator, Florida Gulf Coast University

The transition of student-athlete academic support services from Athletics to Undergraduate Studies resulted in an effort to build on the academic support programs serving student-and-non athletes at Florida Gulf Coast University. During the presentation the presenter will discuss program implementation, obstacles, current impact for both programs, and initial assessment information. This transition has provided the opportunity for the Student Athlete Learning Center staff and the Center for Academic Achievement to merge resources to provide improved services that encourages students to reach new academic heights.

Fiesta I&II: 74. Go Tell It On the Mountain: Effective Assessment and Reporting
Joel McGee, Director, Texas A&M University

The programs and services provided at our Learning Centers are effective and positively impact student success in many ways. However, it is difficult at times to convince the “powers that be” and those who control university budgets to support our programs. In this session, we will discuss effective and creative ways to tell your Learning Center story to a variety of audiences including campus administrators, faculty, advisors, students, parents, and others. The presenter will share effective strategies for data collection, assessment, and reporting and provide examples of dashboards, annual reports, and other more creative ways to share the story.

Fiesta III&IV: 75. Reaching Higher: How You Can Support Students with Autism Spectrum Disorders through Best Practices and Specific Tutoring Strategies
Brandi Schreiber, Assistant Director, Texas Tech University
Kyla Shannon, Unit Coordinator, Texas Tech University

With increasing numbers of students with Autism Spectrum Disorders entering higher education, many colleges and universities are finding they lack the resources and knowledge to really support these students. Learning

CONCURRENT SESSION DETAILS

Concurrent Sessions 8

Friday, October 3, 2014

2:00—2:50 p.m.

centers receive the brunt of this deficit, as students on the Autism Spectrum may seek additional support outside the classroom. During this session, staff from the TECHniques Center at Texas Tech University will share their best practices for supporting students on the Autism Spectrum, the tutoring strategies they've developed for this population, and actual case studies that have resulted in positive outcomes for working with this wonderful student population.

Pavilion I: 76. Creating a Hybrid Tutor Training Program: Adapting, Experimenting, and Evaluating
Kathleen Volk, Academic Support Program Manager, Carroll University

In a world of shrinking budgets and busy student schedules, finding time to train tutors can be a challenge. In this presentation, a hybrid (online and in-person) tutor training model will be shared. Take-aways include the rationale for moving to a hybrid format, development of structure and training content, sample activities, and a discussion of the benefits and pitfalls of partially online training.

Pavilion II&III: 77. The Tutor as a Rhetorical Critic: Speaking Strategies for Learning Center Tutors
Christopher Perrello, Tutor & Adjunct Instructor, Syracuse University

This session is aimed at providing audience members with innovative learning center practices in one-on-one and small-group tutoring for students preparing for presentational speaking or an oral project. Key strategies explored include ways for improving articulation, topic transitioning, and awareness of nonverbal cues.

Sendero I: 78. Strategy Use in SI: A Summary of Learning Strategies Observations of Supplemental Instruction Sessions and Leaders
Caroline Goodman, UNM CAPS Learning Strategist, University of New Mexico; Raquel Madrigal, CAPS Learning Strategist, University of New Mexico; Keon Cheong, CAPS Learning Strategist, University of New Mexico; Iphigenia Kerfoot, CAPS Learning Strategist, University of New Mexico; Jennifer Cardinal, UNM CAPS Learning Strategist, University of New Mexico

During this session we will present findings from the newly implemented Learning Strategies program on effective practices, challenges, and strategies for Supplemental Instruction leaders. We will also suggest future possibilities for building a mentorship relationship between SI leaders and Learning Strategists, and for providing learning strategies specific to SI leader needs. Constructing this link between the two programs has the potential to increase student participation and retention in SI and Learning Strategies.

Sendero II: 79. Heighten Resources Using Trained Peer Learning Assistants
Wendy Cole, Assistant dean of Academic Life/Director of ARC, Muhlenberg College; Jenna Azar, Coordinator of Peer Learning Assistants, Muhlenberg College; Macauley Breault, Peer Learning Assistant, Muhlenberg College; Michael Weber, Peer Learning Assistant, Muhlenberg College

College classrooms generally require a rapid transition to college level work and self-regulation. Technology, new academic games, electronic textbooks, and other on-line software can make learning more active, but they can also add further challenges for some students. Data suggests that 25%-40% of entering students qualify for some kind of remedial programming (Kaye, Lord, Bottoms, Presson, and Cornet, 2006). Some students have a fixed mindset which tells them that achievement is based upon talent rather than effort and strategy (Dweck, 2006). Many intellectually capable students arrive on campus lacking the resilience, background knowledge, study skills, and/or executive functioning necessary to be successful in the first year. Additionally, a greater number of students with learning disabilities and AD/HD are entering college, expecting the level of support they received in

CONCURRENT SESSION DETAILS

Concurrent Sessions 8

Friday, October 3, 2014

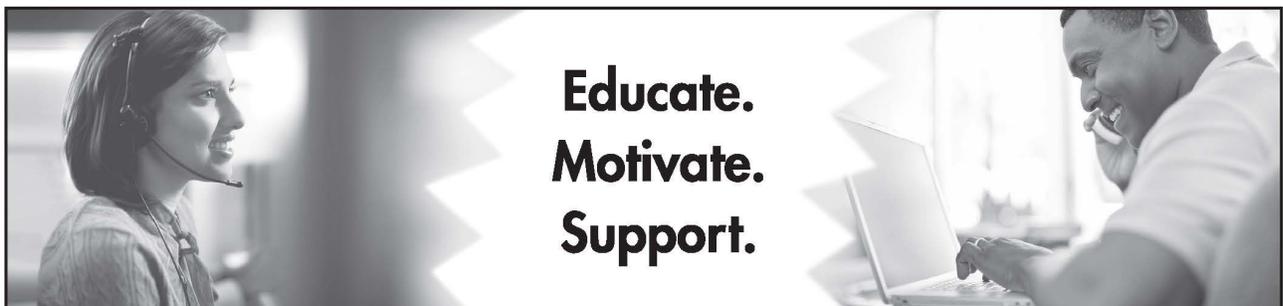
2:00–2:50 p.m.

their high schools (Garrison-Wade, 2012). The Academy is more diverse than ever at a time when assessment and accountability are emerging with greater force, challenging already overburdened and often underfunded academic resources. The imperative is obvious.

Sendero III: 80. The Use of Inter Professional Education as a Tool for Program Assessment, Student Success and Retention

Gina Burkart, Learning Specialist, Clarke University; Carmen Wycoff, Asst. Professor of Nursing, Clarke University; Janet Watson, Asst. Professor of Physical Therapy, Clarke University

This presentation will demonstrate how Inter Professional Education (IPE) can more effectively facilitate student success and retention between learning center staff and college faculty to integrate the LASSI and College Success Strategies directly into existing course curriculum at the beginning of professional programs, such as the Doctorate in Physical Therapy (DPT) and Doctorate of Nursing Practice (DNP). Additionally, the presentation will discuss how data is being collected and analyzed longitudinally in an attempt to find correlations between GPA, retention, and key College Success factors inventoried in the LASSI.



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CONCURRENT SESSION DETAILS

Concurrent Sessions 9

Friday, October 3, 2014

3:00 - 3:50 p.m.

Enchantment A&B: 81. Writing About Your Achievements: The Learning Assistance Review
Michael Frizell, Editor, The Learning Assistance Review, Missouri State University

The presentation will have two parts. The first part will be a hands-on time for brainstorming some article ideas and some tips for finding time to write in a busy work day. The second part will be the nuts & bolts of preparing manuscripts for submission to TLAR and the other NCLCA publications.

Enchantment C&D: 82. Ascending to New Academic Heights with Academic Support and Academic Service-Learning Partnerships
Ronald Johnson, Assistant Director, Academic Support, Florida Atlantic University
Sujinun 'Ning' Ovathanasin, Tutoring Coordinator, Florida Atlantic University

Learn how the Center for Learning And Student Success (CLASS) at Florida Atlantic University is raising the standards for students participating in academic service-learning (AS-L) projects in foreign language courses and the benefits to the language students, the language department, and our learning center. Participants will see the importance of partnering on academic support initiatives with the faculty and how collaborative efforts with learning centers benefit all involved. Hear from FAU colleagues about best practices that aide in successful academic service-learning partnerships.

Enchantment E&F: 83. Success Connect: Early Alert and Academic Intervention at a Flagship Institution
James Winfield, Coordinator of Outreach, University of South Carolina
Jane Bouknight, Assistant Director of Outreach and Early Intervention, University of South Carolina

Early alert and academic intervention programs have received great notice over the years as institutions have found the need to assist students during their academic struggles. This session will provide participants with the experience of the University of South Carolina's Student Success Center in creating and implementing the Success Connect early intervention program. The goal of the program is to make a large comprehensive institution feel smaller and more supportive. By providing targeted interventions for students who may be academically at-risk, this office hopes to inspire fellow learning centers as they work to increase student retention.

Fiesta I&II: 84. Planning, Assessing, and Building Partnerships for your Student Success Center
Sally Healy, Director, Academic Advising and Student Success Center, Wilmington University

This presentation will tell the story surrounding the planning, implementation, assessment and development of critical partnerships for a university student success center.

CONCURRENT SESSION DETAILS

Concurrent Sessions 9

Friday, October 3, 2014

3:00 - 3:50 p.m.

Fiesta III&IV: 85. Culturally Responsive Math and Science: Connecting with Native Students' Experience and Communities
Beth Kaimowitz, Math/Science Program Specialist, University of New Mexico Center for Academic Program Support; Jaron Kee, Math/Science Tutor, University of New Mexico

Many Native students feel alienated from math and science. Connecting math and science with Native students' experience and communities can strengthen student engagement and success. To help Native students connect with math and science, our learning center has partnered with campus programs and tribal colleges to develop culturally responsive approaches that connect with students' experience. In this interactive session, we will present collaborative approaches to increasing understanding and engagement by connecting math and science with students' indigenous cultural and community experience.

Pavilion I: 86. A Proposed Theory for Virtual Learning Assistance Centers
Daphne Williams, Assistant Professor of Educational Leadership, Grambling State University;
Natesha Smith, Assistant Professor of Educational Leadership, Grambling State University;
Mxolisi Siwatu

Technology has dramatically altered the approaches used by higher education institutions to engage students in the learning process including the increase in online and hybrid course delivery (Bower & Mee, 2010). This session will provide participants with a theoretical framework for the development of a centralized and comprehensive virtual learning assistance center. The first portion of this session will discuss the relationship between seminal learning assistance center models and the proposed virtual learning assistance center theory. The second portion of this session will integrate various theories of student engagement to further conceptualize a holistic approach to student support and virtual learning assistance centers.

Pavilion II&III: 87. From Base Camp to Summit: Writing Fellows Offer Cross-Curricular Writing Help
Mattie Davenport, Associate Director of the Writing and Learning Commons, Western Carolina University; Chesney Reich, Director of the Writing and Learning Commons, Western Carolina University

In order to support writing across disciplines and encourage students to make use of campus resources, Western Carolina University's Writing and Learning Commons implemented the Writing Fellows program. Writing Fellows are assigned to specific classes and work directly with professors to improve students' writing. The presenters will introduce and explain the aspects of the program for institutions interested in targeted tutoring for a wide-spread impact.

Sendero I: 88. Extending our Reach: MU's Proactive Writing Services Benefits Diverse Student Populations and Faculty
Neva Lozada, Assistant Director, Writing Services and SI, Monmouth University
Mercy Azeke, Dean, Center for Student Success and Academic Advising, Monmouth University

Monmouth University's (MU) Writing Services, one of the many service areas under the Center for Student Success (CSS), is a major resource to students and faculty. This presentation will showcase the many proactive, pedagogical processes by which MU's Writing Services is assisting diverse student populations—all students, including students with limited English and writing proficiency, students referred by faculty members from the Department

CONCURRENT SESSION DETAILS

Concurrent Sessions 9

Friday, October 3, 2014

3:00 - 3:50 p.m.

of English and Foreign Languages, students on academic probation, graduate students, and faculty—in an effort designed to enhance students’ writing skills. Focus will be placed on how Writing Services has grown in leaps and bounds and will share some of the documented, successful data on students’ learning outcomes over the past five years. This PowerPoint presentation will be interactive and all participants will be able to fully participate in the presentation.

Sendero II: 89. Expanding Your Learning Assistance Budget to Support Even More Students
Jane Neuburger, Director, Tutoring & Study Center, Syracuse University
Kathleen Glum, Assistant Director, Syracuse University;

How will your learning assistance program maintain its budget and find more sources of income to support the next wave of student requests? Come hear how one University layered a fee-based structure on top of a strong budget in order to provide additional services for courses beyond what the budget could support.

Sendero III: 90. Session Canceled

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CONCURRENT SESSION DETAILS

Concurrent Sessions 10

Friday, October 3, 2014

4:00 - 4:50 p.m.

Enchantment A&B: 91. Flipped Student Services: Restructuring How We Support Today's Students
****Exhibitor Session****
Kristen Seldon, Director of Institutional Relations, Innovative Educators

With increasingly limited resources, institutions are finding it difficult to provide services to all students. This session will explore online tools first-year students can use to learn about career options, study skills, money/time management, test-taking strategies, and more. We'll focus on videos, podcasts, and web conferencing, all of which are critical to creating a dynamic learning environment. We will explore a case study from Foothill College, who is currently using StudentLingo to provide 24/7 support.

Enchantment C&D: 92. Front-End Analysis: Raising the Bar on Academic Support
Sara Weertz, Director, Academic Resource Center, University of California, Riverside

In an effort to identify the gap between what is (current environment) and what should be (desired environment), a Front-end Analysis addresses program rationale, processes/activities, resources, and outcomes. While evaluation judges program merit and worth, Front-End Analysis ferrets out problems to be solved. This session will examine the University of California, Riverside Front-end Analysis of its Tutorial Assistance Program. Participants will be introduced to a series of diagnostic tools.

Enchantment E&F: 93. Understanding the Impact of a Learning Center through Research
Marisol Jimenez, Associate Director of Instructional Support, Lehman College
Althea Forde, Director of Instructional Support Services, Lehman College

A growing public demands for accountability of higher education institutions has led to an increase in the assessment demands placed across all divisions of colleges and universities, including tutoring centers. In this session, presenters will address how they have responded to institutional and accreditors' demands for assessment of student learning.

Fiesta I&II: 94. Text and Textbook Navigation: A Metacognitive Reading Comprehension Strategy
Leonard Geddes, Associate Dean of Students and Director of the Learning Commons, Lenoir-Rhyne University

Reading comprehension is one of the most needed academic skills among our students. Yet too few students can sufficiently comprehend textbooks. The ability to effectively comprehend wordy, difficult text is an essential 21st century skill. In this Information Age, where words are abundant and communication is constant, persons must be able to locate the salient information. Textbook reading is one powerful way students can develop this analytical and evaluative skill. This session will show practical ways to improve students' reading comprehension, reading efficiency, depth of writing and test performance.

CONCURRENT SESSION DETAILS

Concurrent Sessions 10

Friday, October 3, 2014

4:00 - 4:50 p.m.

Fiesta III&IV: 95. A Unique Approach to Academic Recovery: Using a Three Credit Conceptual Course as an Intervention for Students on Academic Probation
Dana Malone, Assessment, Research, and Planning Specialist, Academic Enhancement, University of Kentucky; James Breslin, Interim Executive Director and Associate Director, Academic Enhancement, University of Kentucky

This presentation introduces participants to an intervention initiative developed to assist students on academic probation. *EPE 174: Theories of College Student Success* is a three-credit hour, problem-based, conceptual course developed at the University of Kentucky to introduce first and second year students to the field of higher education. The course objective is to provide opportunities for experiential learning, self-assessment, and the development of critical reasoning skills to assist students in their transition to the academy. In addition, a review of the assessment data compiled, including both quantitative and qualitative measures, will be presented.

Pavilion I: 96. Improving Student Digital Fluency: Learning Center Support and Engagement
Bonnie Ostrand, Learning Center Coordinator, Rasmussen College
Brooke Cutlan, Learning Center Coordinator, Rasmussen College

During this session, participants will gain an understanding of how Learning Centers can support students' use of digital content (e-textbooks, etc.). As we notice some students struggle with the transition, including how to study effectively using digital content, we can become a key source of support. Learn what the Rasmussen College Learning Center team is currently doing to improve student digital fluency, how we are beginning to measure the effectiveness of this support, and what the next steps are in our ever-evolving support process based on student interactions and expressed need. Attendees will leave this session being able to adapt our processes on navigating the digital content transition to their own specific institutions.

Pavilion II&III: 97. A Guide of Standards, Outcomes, and Possible Assessment for Tutor Training Programs
Dorothy Briggs, Director, University of Arizona THINK TANK

The College of Reading and Learning Association International Tutor Training Program Certification recently developed a guide of standards, outcomes, and possible assessment for tutor training programs, "Standards for Tutor Training." The document serves as guiding principles based on best practices in the field of learning assistance and may help the trainer develop or refine a tutor training program. The presenter will review the document with the group and discuss best practices in tutor training.

Sendero I: 98. Tutoring in Online Multimodal Composition Courses: Enhancing the Relationship Between the Learning Center and the Writing Program
Andrew Bouelle, Assistant Professor, University of New Mexico; Tiffany Bouelle, Assistant Professor, University of New Mexico; Matt Maez, Program Specialist for Online Tutoring, University of New Mexico; Evan Ashworth, Program Specialist for Writing and Learning and Language Center, University of New Mexico; Zoe Speidel, Instructor, University of New Mexico;

In this presentation, members from both the University of New Mexico's writing program and learning center will discuss a new partnership wherein embedded tutors work within online first-year composition courses to provide feedback on students' written and multimodal projects. The partnership is an integral part of a new online composition program called eComp, which emphasizes multimodal literacy. The presenters will discuss how they developed the partnership, addressing benefits, challenges, and advice for learning centers interested in implementing similar programs at their institutions.

CONCURRENT SESSION DETAILS

Concurrent Sessions 10

Friday, October 3, 2014

4:00 - 4:50 p.m.

Sendero II: 99. Consolidate Three Tutorial Centers... 'Make It So'... Now What?
Pamela Czapla, Director, Tutorial Services, Lock Haven University

Administration decided that the Writing Center, Math Center and Tutorial Services should be combined under the direction of the Director, Tutorial Services. It's mid-spring semester and they want it done by fall. None of the directors has a summer contract. This presentation will discuss the issues involved and steps taken to date to "Make It So".

Sendero III: 100. Satisfaction Guaranteed: Comprehensive Assessment Techniques for Learning Assistance Centers

John Findura, Writing Center Supervisor, Bergen Community College; Margaret Maria Roidi, Cerullo Learning Assistance Center Manager, Bergen Community College; Khairia Fazal, Managing Director of Learning Assistance Services, Bergen Community College

During this session, we will discuss the techniques used to affectively assess the Cerullo Learning Assistance Center at Bergen Community College in Paramus, NJ. Servicing a population of 17,000 students with over 44,000 annual visits across two campuses and five sub-centers, we will focus on the 2011-2013 assessment cycle and how the findings were implemented to enhance and streamline the services offered. Specific areas covered include customer service, tutorial methodology and content, facilities and resources as well as overall center and service satisfaction. Participants will learn ways through which assessment may be used to recognize strengths and address weaknesses.



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Council of Learning Assistance and
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The Council of Learning Assistance and Developmental Education (CLADEA) serves as a clearinghouse for shared information and collaboration among professional associations in the field. The mission of the CLADEA is to “foster mutual support among national and international organizations dedicated to postsecondary learning assistance or developmental education” (cladea.org).

The Council spurs excellence in another way, too, by recognizing and honoring the most outstanding leaders in the profession. Fellows are selected based on their long-term and significant contributions to the field. Selection as a Fellow represents the highest honor conferred upon professionals in learning assistance, tutoring, and developmental education. Individuals selected as Fellows must be nominated by a current Fellow or by a member association. Previously inducted Fellows include the following:

David Arendale
Carol Bader
Barbara Bonham
Nancy Bornstein
Hunter Boylan
Kathy Carpenter*
Martha Casazza
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Frank Christ*
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CLADEA Member Organizations



Association of Colleges for Tutoring
and Learning Assistance



Association for the Tutoring
Profession



College Reading & Learning
Association



National Association for
Developmental Education



National Center for Developmental
Education



National College Learning Center
Association

EXHIBITORS

Twenty Six Design LLC. - WCONLINE & AGENCY|EDU

WCONLINE is the online scheduling, recordkeeping and reporting solution for the academic support center. AGENCY|EDU provides custom programming to colleges and universities. Visit 26llc.com for more information.

Association for the Tutoring Profession (ATP)

The goals of ATP are to provide opportunities for tutors, tutor coordinators, and administrators to develop and enhance skills through the sharing of methods and strategies; provide a basis to stimulate research in the philosophy and application of tutoring; develop relationships with other organizations, schools, and businesses who are also committed to the development of independent learners; and offer an annual conference and publications to bring information to all interested groups. Visit www.myatp.org for more information.

College Reading and Learning Association

CRLA (formerly WCRLA) is a group of student-oriented professionals active in the fields of reading, learning assistance, developmental education, tutoring, and mentoring at the college/adult level. CRLA is inherently diverse in membership. CRLA's most vital function and overall purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members. Visit www.crla.net for more information.

Engineerica Systems, Inc.

Engineerica Systems, Inc. is a Florida Corporation founded in 1994 by College of Engineering and Computer Science UCF alumni. Engineerica's flagship product, AccuTrack, has been in use by academic institutions since 1998. Currently Engineerica offers several attendance tracking systems including desktop software, client-server applications, cloud-based solutions, and Apple iOS apps. These systems include academic center management software, classroom attendance applications, conference and event tracking systems, and more. Visit www.engineerica.com for more information.

iCollaborate

iCollaborate is a tool specifically tailored to the needs of tutors who work with students in either a one-to-one, or small group setting. Features include video-conferencing, dedicated/persistent meeting rooms, multiple whiteboards, calendar, messaging, session recording, and session reporting. Visit www.icollaborateonline.com for more information

Innovative Educators

Innovative Educators is dedicated to providing superior training focused on critical issues facing students and educators today. Our primary goal is to provide the information, training, and skills necessary to implement positive change on a personal, professional, and institutional level. Visit www.innovativeeducators.org for more information.

EXHIBITORS

ModuMath

ModuMath's interactive instruction is perfect for adults who struggle with math. ModuMath Basic Math and Algebra courses have proven effective in learning centers in the US and Canada as an individualized alternative to group instruction and as an easy-to-access supplemental learning resource. Video tutorials accommodate visual, auditory and contextual learners either in your center or at home. Frequent comprehension checks adapt the content and pace to the abilities of each learner. Demos, introductory presentations and free pilots are available upon request to interested educators. Visit www.ModuMath.org for more information.

National Association for Developmental Education

NADE seeks to improve the theory and practice of developmental education at all levels of the educational spectrum, the professional capabilities of developmental educators, and the design of programs to prepare developmental educators. NADE focuses on the academic success of students by providing professional development, supporting student learning, providing public leadership, disseminating exemplary models of practice, coordinating efforts with other organizations, facilitating communication among developmental education professionals, and anticipating trends. Visit www.nade.net for more information.

National Center for Developmental Education

The National Center for Developmental Education (NCDE) provides instruction, training programs, research, and other services consistent with the purpose of developmental education and the missions of Appalachian State University and the Reich College of Education. These services are provided to a national audience of professionals dedicated to serving underprepared and disadvantaged college students. Visit WWW.NCDE.APPSTATE.EDU for more information.

RedRock Software Corp.

Redrock Software Corp. has been presenting at NCLCA for almost 15 years. We are excited to continue to present our software solutions for learning and tutoring centers. Please visit www.go-redrock.com to learn more.

Texas State University, Graduate Program in Developmental Education

The Graduate Program in Developmental Education at Texas State University prepares future scholars, researchers, leaders, administrators, instructors, and practitioners in the field of developmental education. Both rigorous and supportive, our program aims to advance theory, research, and practice in multiple areas of developmental education-including developmental literacy, learning support, and developmental mathematics-by actively engaging students in teaching, scholarship and professional advice.

Visit www.education.txstate.edu/ci/dev-ed/ for more information

Tutor Matching Service

Visit www.TutorMatchingService.com for more information

University of Wisconsin-Milwaukee

Information about the Graduate Certificate Program in Support Services for Online Students in Higher Education can be found at <http://www.teachHE.uwm.edu>

OUT ON THE TOWN

University of New Mexico Campus Tour

Wednesday Afternoon, October 1, 2014, 3:45 pm - 6 pm

\$15 (transportation fee)

Take a guided walking tour of the University of New Mexico Campus. Visit New Mexico's flagship institution which was founded in 1889 located in the heart of Albuquerque. The tour will end at the University's Center for Academic Program Support (CAPS). Limited to 55 guests.

Meet in the Hyatt Regency Lobby at 3:45 p.m. to depart.

Sandia Mountain Peak Aerial Tramway Ride and Dinner

Thursday Evening, October 2, 2014, 5 pm- 10 pm

\$80 (tram ride, dinner, gratuity, and transportation included)

Come with us as we take a breathtaking aerial tram ride up the Sandia Peak. You will enjoy the deep terrains, the spectacular views and colors as you cross over the Cibola National Forest. The view from the tram affords you a 11,000 square-mile panoramic view of the Rio Grande Valley and the City of Albuquerque. After your 20 minute 2.7 mile tram ride, you will find yourself at the top of Sandia Peak, you will arrive at the observation deck as well as your dining destination, High Finance Restaurant. The food and atmosphere are also worth the trip. You will come away with memories to last you a lifetime. Bring your camera!!! Limited to 55 guests.



Meet in the Hyatt Regency Lobby at 5:00 p.m. to depart.

Dinner and Wicked

Friday Evening, October 3, 2014, 5:30 pm - 11 pm

Dinner at the SUB followed by a Broadway Show at Popejoy Hall to see WICKED \$105 (dinner, gratuity, theatre balcony tickets, and transportation included)

Dinner at the University of New Mexico's SUB (Student Union Building) followed by a short walk to the Popejoy Hall to see WICKED. Popejoy Hall is the largest performing arts center in the state of New Mexico. Popejoy hosts touring Broadway Shows and WICKED is back by popular demand. Limited tickets....first come first served.

Meet in the Hyatt Regency Lobby at 5:30 p.m. to depart.



Please note: each of these events is ticketed. Please check with the registration desk if you have any questions.

NCLCA EXECUTIVE BOARD, 2013-2014

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NCLCA GLOSSARY

| Term | Definition |
|---|--|
| ACDEA | American Council of Developmental Education Associations: Established to provide a unified voice and to improve communication among sister organizations. Now CLADEA, see below. |
| ATP | Association for the Tutoring Profession: http://www.myatp.org/ <i>CLADEA organization</i> Their mission is to provide a communication platform linking tutors, tutor coordinators, and administrators who are committed to the development of the independent learner. |
| Awards Banquet | Luncheon (included as part of your registration fee) with speakers to honor those members who have won various grants and awards from NCLCA. |
| Blue Ribbon Commission | The Blue Ribbon Commission (founded by the ACDEA, American Council of Developmental Education Associations) investigated and evaluated the opportunities and issues for restructuring the relationship among the five associations: CRLA, NADE, NCLCA, ATP, and NTA. |
| Board Meeting | NCLCA Executive Board meetings generally take place once per month via teleconference, online, or in person. The board also meets at the annual conference. |
| Breakfast | FREE to you! Breakfast at the conference is an opportunity to meet conference attendees and presenters, and of course, to munch muffins and fuel up on coffee. Breakfasts are often sponsored by exhibitors. |
| Brenda Pfaehler Professional Development Grant | The purpose of the NCLCA Brenda Pfaehler Professional Development Grant is to foster the professional growth of our members. It will be awarded to members of NCLCA to assist in research, leadership, and/or curriculum innovation. Each year, NCLCA sets aside \$1,000 to fund one or more projects. |
| CLADEA | Council of Learning Assistance and Developmental Education Associations: comprised of NCLCA (National College Learning Center Association), CRLA (College Reading and Learning Association), NADE (National Association of Developmental Education), NCDE (National Center for Developmental Education), and ATP (Association for the Tutoring Profession). Established to provide a unified voice and to improve communication among sister organizations. Formerly ACDEA. |
| Concurrent Sessions | Rooms are set aside for conference presenters where these presentations take place simultaneously in different time segments as designated in this program. |
| Continuing the Discussion Lunch | Provides an opportunity for attendees to socialize and network in small groups. |
| CRLA | College Reading and Learning Association: www.crla.net <i>CLADEA organization</i> Their purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members. |
| Exhibits | Each year at the conference, various organizations and businesses will bring materials and resources to share with conference attendees. Please browse the exhibits! |
| Frank Christ Outstanding Learning Center Award | The purpose of the NCLCA Frank Christ Outstanding Learning Center Award is to give national recognition to the work done by learning centers and to foster their future growth and development. Each year, NCLCA can recognize two learning assistance centers for excellence: one two-year college (Technical, Community, etc.) and one four-year college or university. Awards will be announced and presented each year at the annual conference. |
| IWCA | International Writing Centers Association: < writingcenters.org > This organization was founded to foster communication among writing centers and to provide a forum for concerns. |
| Julia Visor Graduate Student Award | All graduate students who present at the NCLCA annual conferences are eligible for this award. A total of \$200 is available for the award which is intended to encourage graduate student participation by helping to cover travel related expenses. |

| Term | Definition |
|---|--|
| Keynote Speakers | Outstanding professionals in the education field are invited to speak at the Plenary Session and the Awards Banquet. |
| LCLC | Learning Center Leadership Certification Available only through NCLCA, this certification provides validation and credentialing of individuals' expertise in leadership in the field of learning assistance. With the ability to apply at any of four levels, the LCLC is suitable for individuals ranging from little or no experience and expertise in the field to those with extensive knowledge and ability. |
| Learning Center Website Awards | Co-sponsored by NCLCA and LSCHE, these awards honor learning support centers who have developed outstanding websites. |
| Lifetime Achievement Award | This award honors a learning center professional is honored who has contributed an extraordinary amount of service to the learning center profession, including research, publications, service, and leadership. |
| LSCHE | Learning Support Centers in Higher Education: http://www.lsche.net On this web portal, you can review the history of learning support centers in higher education along with relevant definitions of learning assistance and many other supportive articles. It's searchable too! |
| Members' Meeting | Free to you! Paid for in the conference registration, this breakfast provides an opportunity for the Executive Board of NCLCA to induct new officers, conduct business that must go before the membership, and discuss reports with the membership. All members are urged to attend this. |
| NADE | National Association for Developmental Education: www.nade.net <i>CLADEA organization</i> Their mission is to improve the theory and practice of developmental education at all levels of the educational spectrum, the professional capabilities of developmental educators, and the design of programs to prepare developmental educators. |
| NCDE | National Center for Developmental Education: www.ncde.appstate.edu <i>CLADEA organization</i> Their mission is to improve the quality of practice in the field of developmental education. |
| NCLCA | National College Learning Center Association: www.nclca.org <i>CLADEA organization</i> Our mission is to support learning assistance professionals as they develop and maintain learning centers, programs, and services to enhance student learning at the post-secondary level. |
| Newsletter | An official publication of NCLCA, the newsletter is issued 3-4 times per year and includes many informational articles and features. |
| Night on the Town | Options for group dining and entertainment with signup before and during the conference in most cases. |
| Plenary Session | This session includes the Conference Welcome, Updates, and a Keynote Speaker. |
| Pre and Post-Conference Institutes | These workshops are held before and after the official start and end of the conference. They generally last three hours and allow participants to develop their own materials and programs. |
| Registration | Make sure the first thing you do is to stop by the Registration table to pick up your nametag and materials (if you have already registered), or to register for the conference. |
| Share Table | There will be a table designated as the "share table" in which anyone can share materials, extra handouts, brochures, publications, etc. with all conference attendees. |
| TLAR | The Learning Assistance Review: scholarly refereed journal and an official publication of NCLCA. |
| Welcome Reception | FREE to All! The NCLCA President will welcome all conference attendees. This is a great chance to mingle with people at the beginning of the conference while enjoying light refreshments. |
| WOWs | NCLCA Webinar and Online Workshop Series |

2014 CONFERENCE COMMITTEE

| | |
|---------------------------------------|---------------------------------|
| Conference Chair: | Peg Mitchell |
| Proposals: | Jenny Phippen |
| Exhibits/Vendors: | Diana Garland |
| Web Site: | Alan Craig |
| Program: | Marcia Toms |
| Registration: | Eric Moschella |
| Moderators: | Jennifer Haley |
| Nights on the Town: | Daniel Sanford and Peg Mitchell |
| Conference Payment and Raffle: | Martin Golson |

PAST CONFERENCE THEMES AND LOCATIONS

| | | |
|------|--|---------------------|
| 2013 | Weaving a Legacy of Student Success | Charleston, SC |
| 2012 | It Takes a Village for Student Success | Reno, NV |
| 2011 | Learning Centers: At the Crossroads of Student Success | Indianapolis, IN |
| 2010 | Racing to Student Excellence | Charlotte, NC |
| 2009 | Mountaintop Experiences in Learning Assistance | Denver, CO |
| 2008 | The Rhythm and Blues of Research and Practice | Memphis, TN |
| 2007 | Learning Centers by Design | Atlanta, GA |
| 2006 | Learning Centers: The Keystone of Higher Education | Harrisburg, PA |
| 2005 | Honoring Our Past, Guiding Our Future | Milwaukee, WI |
| 2004 | Sailing to Student Success | Towson, MD |
| 2003 | Creating Building Blocks for Student Success | Rolling Meadows, IL |
| 2002 | Learning Center: Gateways to the Future | St. Louis, MO |
| 2001 | Get to the Core of Learning Center Strategies | Evanston, IL |
| 2000 | Guiding Success: Learning Center Strategies for a New Age | Minneapolis, MN |
| 1999 | Learning Centers: Creating Opportunities For Success | Evanston, IL |
| 1998 | Foundations of Learning | Milwaukee, WI |
| 1997 | Centering on Success | Chicago, IL |
| 1996 | Circles of Learning | Indianapolis, IN |
| 1995 | Joining the Conversation | Evanston, IL |
| 1994 | Ways of Knowing | Minneapolis, MN |
| 1993 | Motivating and Enhancing College Learning | Chicago, IL |
| 1992 | Discovering New Directions: Connecting Theory and Practice | Bettendorf, IA |
| 1991 | Embracing Diversity | Madison, WI |
| 1990 | Breaking the Barriers to Learning | Milwaukee, WI |
| 1989 | Pathways to Excellence in Teaching and Learning | Evanston, IL |
| 1988 | Issues in Facilitating Learning: New Directions for Changing Times | Chicago, IL |
| 1987 | Learning Center Professionals: Challenging Students to Achieve | Milwaukee, WI |
| 1986 | First Annual Conference | Kenosha, WI |

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- What It Takes To Be A Successful Student
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- Mastering The Job Interview
- Writing Effective Resumes & Cover Letters
- Creating Your College Bucket List

Personal Management

- Time Management Strategies
- Overcoming Procrastination
- Financial Literacy: Smart Money Skills
- Stress Management Techniques
- Navigating The Financial Aid Process
- Improving Student-Faculty Relationships
- How To Develop Your Cross-Cultural Skills
- Setting & Accomplishing Realistic Goals
- Acheiving Well-Being, Balance & Success

Learning To Learn

- Discover Your Learning Style
- Study Tips & Note-Taking Strategies
- How To Reduce Test Anxiety
- Understanding & Avoiding Plagiarism
- Learning Strategies Students Should Know
- Exam Prep Tips & Test-Taking Strategies
- How To Overcome Math Anxiety
- How To Succeed In Your Math Class

Online Learning

- 10 Tips For Success
- Effectively Communicating Online
- Staying Motivated & Disciplined
- Online Tests: Strategies For Success

Reading & Writing Strategies

- Pre-Writing Techniques
- Developing A Strong Thesis Statement
- Introductions, Paragraphs & Conclusions
- The Revision Process
- Reading Comprehension Strategies



FREE TRIAL

www.studentlingo.com/fall2014

2015 NCLCA INSTITUTE

*Bridging the Gap
to Student Success*

June 28—July 1, 2015



Greenville, SC

The NCLCA Institute is a unique opportunity to work closely and at length with renowned leaders in the field of Learning Assistance and to network with a small group of colleagues to share ideas and to create an action plan to foster student success.

Apply for the Karen Quinn Scholarship to help cover the cost of Institute!

For more information on the NCLCA Institute and the Karen Quinn Scholarship, visit our website at www.NCLCA.org.



Save the Date!

**National College Learning
Center Association
Conference**

October 4 – 7, 2015

Milwaukee, WI

www.nclca.org



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