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1	Date	Time Start	Time End	Room/Location	Type of Session	Lead presenter	Co-Presenter(s)	Title of Presentation	Summary
2	10/3/2018	9:00 AM	9:50 AM	Porter	Concurrent	James Breslin	Maryann Kope & Joannah O'Hatnick	Professionals and Peer Educators: Making Sense of Critical Relationships	As learning center professionals, we often work with students in peer educator roles every day. They provide tutoring, mentor their peers, and serve in a variety of leadership capacities. However, there is scant research about how we, as learning center professionals, and our profession overall make sense of students in these roles, and how that meaning making impacts the efficacy of our work and the paradigms that underpin it. A group of American and Canadian colleagues has been investigating these questions and will present data from our groundbreaking survey research and introduce a new paradigm for conceptualizing these critical relationships.
3	10/3/2018	9:00 AM	9:50 AM	Olmstead	Concurrent	JoAnna Cline	Barbara Pietro, Kathy Pittman & Leeanna Morgan	Prescribing a Plan for Success	The session is intentionally designed to follow the format of a patient encounter with a medical provider. The presentation uses this framework to create a step by step guide to allow for an individualized and solutions-based approach. The steps include: build the relationship (trust), ask relevant and appropriate questions (intake), identify area of concern (diagnose) and create a plan for success (treatment plan).
4	10/3/2018	9:00 AM	9:50 AM	Whitney	Concurrent	Kyle Heys	Caitlin Finch	Expanding the Center: Peer educators in the residence halls and classrooms	This presentation will describe how Calvin College's Center for Student Success innovatively used peer educators through residence life and classroom collaborations. EBI data inspired a new academic volunteer peer position within the residence halls called Academic Help Ambassadors (AHA). Since 2013, the program has grown and improved learning support at Calvin. Additionally, the Center for Student Success continues to use embedded tutors to support academically under prepared students. Audience members will leave with new ideas on how to integrate peer staff into both the residence hall and classroom to expand academic support.
5	10/3/2018	9:00 AM	9:50 AM	Schoellkopt	Concurrent	Matthew Harris		Unleashing the Potential of Your Website	Websites have tremendous potential to make learning centers and their programs more accessible to the student populations they serve and reduce the cost of marketing materials. In a practical sense, how can learning center professionals not dedicated to website design or management optimize their web presence to best reach students with information and resources? This best practices in technology presentation will include an overview of accepted and tested web design principles, discuss strategies for website management, and conclude with discussion and formation of goals for participants.

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6	10/3/2018	9:00 AM	9:50 AM	DeVeaux	Concurrent	Katherine LeRoy		Mindful or Mind Full? The Role of Mindfulness on Student Success and What That Means for Our Learning Centers	The American College Health Association found in a 2015 study that more than 85 percent of students said they "felt overwhelmed" by the demands of college. And a third of all student said stress had a negative effect on their overall academic performance. Mindfulness practice has been shown to help students manage this kind of stress as well improve focus and concentration. For this reason, coupled with the fact that our students' academic success is inextricably linked to their emotional well-being, promoting simple mindfulness strategies with our students can go a long way in helping them achieve balance not only along their academic journey but throughout their life. In this workshop, I will outline some of this research and share the multifaceted approach our Academic Resource Center has taken in helping our students incorporate mindfulness as a way to improve concentration and focus as well as reduce stress and anxiety.
7	10/3/2018	9:00 AM	9:50 AM	Cascades I	Concurrent	Susan Smith Roads		"Making Employee Performance Appraisals SMART: Specific, Manageable, Achievable, Relevant and Timely"	This session will focus on SMART employee performance appraisals for Learning Center professional staff and student peer tutors. Discussion will range from providing feedback on work performance and accomplishments to recognizing opportunities for professional development. Additionally, the importance of an employee having a clear position description and understanding of performance criteria such as concern for safety, customer service, problem solving, quality of work and productivity, and teamwork will be highlighted. Finally, participants will examine possible appraisal pitfalls including: focusing on an isolated incident, the "halo" effect, length of service bias, and personality conflicts.
8	10/3/2018	9:00 AM	9:50 AM	Governors	Concurrent	Mercedes Torrez		Layered Leadership Model: Creating Opportunities for Skill Development in Tutors	At Texas A&M-San Antonio the Academic Learning Center piloted a Layered Leadership model in the 2017-2018 academic year. The program was designed to not only aid center staff in managing daily operations, but also created leadership opportunities for tutors. This presentation will offer an overview of the layered leadership model, including a discussion of the successes and shortcomings of the program, as well as suggestions for implementation.
9	10/3/2018	9:00 AM	9:50 AM	Cascades II	Concurrent	Jen Welch		Graduate-Level Peer Tutoring: Unique Benefits, Unique Considerations	Graduate-level students and tutors are a unique group, given their career-mindedness, intense programs, non-traditional age demographic, and complex lives outside school. This session will realistically assess common challenges while also exploring the special benefits a graduate-level tutoring program can provide.
10	10/3/2018	9:00 AM	9:50 AM	Red Jacket	Concurrent, Live Streaming	Elisha Teague		Diversifying Your Academic Support Services to Meet the Needs of Distant/Online Learners	In the past decade, many universities have seen a significant increase in their online/distant learner population. This change is causing Learning Centers to reevaluate their academic support offerings to ensure they are meeting the needs of all students. This session will explore Franklin University's journey to diversify our academic support services to meet the needs of our distant learners. With just a few tweaks, we were able to use our own tutors to provide robust online academic services (tutoring, online writing review, targeted outreach, and online workshop & SLA programs) Come learn how you may be able to replicate this at your institution!

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11	10/3/2018	9:00 AM	9:50 AM	Tesa	Digital Poster	Glenna Heckler-Todt		Evolution of an Early Alert System at a 4-year Institution	Participants at this session will learn about how a 4-year institution developed its early alert system and the interventions done as a result of an early alert. The presenter will discuss how the early alert system grew from a homegrown system to part of a larger student retention platform as well as how academic advising at the institution grew as well. The discussion will include the challenges with implementing an early alert system, facilitating a cultural change of early interventions among faculty, and doing outreach with poor performing students. Participants will come away with tips and have time for questions.
12	10/3/2018	9:00 AM	9:50 AM	Taylor	Digital Poster	Andrew Dentzau		Special Populations - College Students with Bipolar Disorder	The onset of bipolar disorder is a stressful and life-changing event. Students with bipolar disorder face unique challenges navigating the onset of these symptoms and maintaining academic excellence.
13	10/3/2018	10:00 AM	10:50 AM	Porter	Concurrent	James Breslin	Kristen Wallitsch & Drew Thiemann	The More You Know: Using Predictive Analytics for Good in Student Success	Whether from campus administrators or board members, we all hear the questions: why do they struggle? Why do they leave? What do we know about those who do not persist? Predictive analytics, sometimes called big data, offer a promise of answering these incredibly complex questions, but tools have been expensive, time consuming, and fail to incite action. This session tells the tale of a campus that has moved past those issues, implementing a low-cost, high-impact predictive model. Join us to learn how we built a model collaboratively, navigated ethical issues, and created an action-oriented approach embraced on our campus.
14	10/3/2018	10:00 AM	10:50 AM	Olmstead	Concurrent	Amanda Shah		Development of a Learning Skills Inventory to Guide Identification and Intervention	This session will review the benefit of using assessment to personalize academic support intervention for students. In the Academic Success Center at Kent State University, a learning skills inventory was the basis for personalization of academic coaching for undergraduate students. This session will detail the development of a learning skills inventory, including purpose and implementation, item development, item and factor analysis, associated program results, and tool refinement. Future plans for the inventory, including predictive analytics, will be previewed.
15	10/3/2018	10:00 AM	10:50 AM	Cataract	Concurrent	Jade Smith	Carol Adams & Dede deLaughter	Sell yourself! Designing a data strategy to get what you want.	While Learning Center professionals understand that the services they provide to students are often integral to their academic success, many have a difficult time providing the statistical assessment of what they do to support resource allocation and promote buy-in among students and internal constituents. This presentation will be conducted in the style of a workshop to guide participants through the steps necessary to create a data strategy that aligns with their individual institutional goals as well as their current benchmarking tools.
16	10/3/2018	10:00 AM	10:50 AM	Red Jacket	Concurrent, Live Streaming	Bonnie Ostrand		Rethinking Diversity Tutor Training: Addressing Blind Spots and Biases in Tutoring	This training will explore the webinar content I developed for tutors on diversity. The content was inspired by two texts, Blind Spots: Hidden Biases of Good People (Banaji, M.R. & Greenwald, A.G., 2013) and Whistling Vivaldi: How Stereotypes Affect us and What we can do (Steele, 2010). The tutor training is titled "Understanding Hidden Blind Spots and Biases: Strategies for Tutoring". The training presents interactive tutor exercises to demonstrate unconscious bias, along with practical tutor scenarios which further explore how bias can present itself. The presentation closes with strategies for counteracting bias. Guided discussion will accompany the content overview.

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17	10/3/2018	10:00 AM	10:50 AM	Taylor	Digital Poster	Dave Ehren	Becky Graham, Stephanie Alden & Jake Mohan	How Do You Interact with Students Outside Your Center?	The goal is to help students, but what if they never cross the threshold? We asked the students who didn't come in how we could still help them. This meant we had to find them.
18	10/3/2018	10:00 AM	10:50 AM	Tubman	Digital Poster	Armando Garza	Roberto Rivera	Using Interdepartmental Collaboration for Procedural Improvement	Time is essential for every Learning Center/Tutoring Lab. At the UTRGV Learning Center we used to spend lots of time every semester looking up and manually entering information from paper records regarding College Reading and Learning Association (CRLA) training. Now, with access to our institutions Learning Management System, Blackboard, we have been finding ways to save time, as well as streamline data collection. We will cover how this initial problem helped create a working relationship with the Center for Online Learning & Teaching Technology (COLTT) and how we are looking to the future to make things easier for our student employees, students and ourselves.
19	10/3/2018	10:00 AM	10:50 AM	Tesla	Digital Poster	Nathan Hamlin		Tutor Training at the WSU MLC	A discussion on how tutor training can address common tutoring dilemmas, at a Math Learning Center in a 2 hour training meeting involving group work and other forms of participation by the tutors.
20	10/3/2018	11:00 AM	11:20 AM	Cascades I	Mini-Engagem	Heather Anderson-Bibler		Using Collaboration to Unleash the Power of Under-Represented Students' Learning	Students will learn and practice 3 collaborative learning strategies, how they can be used to impact under-represented students' learning, and how their peers are already using similar strategies in their institutions. Participants will take home 3 ready-to-use strategies they can implement immediately with minimal adjustment needed. These strategies can be used in trainings, SI Sessions, tutoring sessions, courses, meetings, and many more settings. They can increase student learning for all, but can be especially useful for marginalized populations.
21	10/3/2018	11:00 AM	11:20 AM	Cascades II	Mini-Engagem	Katie Bjorkman	Janet Bowers	Queue Systems: Increasing Efficiency and Equity in Drop-In Tutoring	This session will describe the use of an electronic "queue" system in a drop-in mathematics tutoring center. Implementation of this system has allowed for greater efficiency in deploying tutors to help students with questions. It has also increased equity by creating a centralized system to manage requests for tutor assistance in the order they are received. Additionally, the data collected in the queue system may be of use for evaluation and research. The perspectives on the queue system's influence on drop-in tutoring practices of the center's director, tutors in the center, and a researcher studying the center will be shared.
22	10/3/2018	11:00 AM	11:20 AM	Schoellkopt	Mini-Engagem	Kaitlyn Crosue		Creating Student Leaders	West Chester University (WCU) employees over 100 tutors in the Learning Assistance and Resource Center (LARC). With only three members as part of the professional staff, they allow students the opportunity to take leadership positions at the LARC. Tutors who has completed Level III training through the College Reading and Learning Association may apply for the position of Peer Tutor Coordinator (PTC). The PTCs are the direct supervisors to a group of tutors and have numerous responsibilities. People who attend this session will gain the knowledge and may be able to implement ideas learned into their own learner center.

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23	10/3/2018	11:00 AM	11:20 AM	Porter	Mini-Engagement	Michele Doney		Conquering the Chaos: How I Learned to Stop Worrying and Love Blackboard	Audience members will take a tour of our center's Tutor Training Blackboard Organization and learn how we used Blackboard not only to bring the asynchronous portions of our training program online, but also how we use the Grade Center to enable collaboration among supervisory staff to track dozens of tutors completing multiple requirements at three different levels of training.
24	10/3/2018	11:00 AM	11:20 AM	Olmstead	Mini-Engagement	Olivia Fitch	Irshad Prasla, Marcus Spann & Linda Brown	Implementation of Online Academic Coaching Tools	We operate under the assumption academic coaching is universally beneficial to all students. Our obstacle is finding an effective strategy to deliver that information. Tasked with providing academic coaching to over one thousand students, in thirteen different programs, covering bachelors, masters, and doctoral education, our academic success center (with only 2 full time employees), has developed strategies to optimize our presence. In this workshop, we will teach you the effective strategies to organize your resource delivery aimed at reaching the most students. We conclude with an interactive demonstration on how to use google documents to share interactive and protected documents with your students.
25	10/3/2018	11:00 AM	11:20 AM	Governors	Mini-Engagement	Michael Giannetto		How to Structure an Online Summer Bridge Program	This mini-engagement session will provide the scaffolding for coordinating and supervising an online summer bridge program where most of the students and student employees are not local. This would include staffing structure, online systems, communication channels, documentation management, assessment, outreach to both student and employees, training and partnerships. In 2018, we currently have 2 staff members, 7 graduate students and 61 math coaches all working to help over 800 incoming students increase their math placement. Participants will gain scalable techniques that could enable their programs to grow.
26	10/3/2018	11:00 AM	11:20 AM	Hennepin	Mini-Engagement	Trisha Lamers		Recall vs. Recognition - Prepare to be Surprised!	In this session, participants will learn, through a hands-on activity, the difference between the concepts of recall and recognition. Participants will explore the importance of this distinction and be amazed at how the human mind works. The goal is that each person who comes to this session will leave with ideas on how to increase student awareness on how to study effectively.
27	10/3/2018	11:00 AM	11:20 AM	Whitney	Mini-Engagement	Anne Raines	Kristen Karpinski	Power to the Leaders: Keeping Your Head above Water with a Train-the-Peer-Trainer Model	Illustrating the power of student employees to serve as versatile resources within our centers, this session will review a model created to effectively train 150 SI leaders. An organizational structure incorporating teams, mentors and weekly meetings empowers mentors to train fellow leaders while developing mentor leadership skills to a deeper level. Scaffolding delivery of materials for on-going, semester-long training and professional development using a train-the-trainer model allows just-in-time delivery of content, removes training fatigue, and simplifies training logistics.

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28	10/3/2018	11:00 AM	11:20 AM	Cataract	Mini-Engagem	Diane Stoelting	Virginia Pasceri	Map to Success: How to Support Students During their First Semester	Niagara University's Divisional Support Program (DSP) is a program designed for conditionally admitted freshmen to develop their academic strengths and support their transition to college life. During their first semester they meet weekly with a member of the Office of Academic Support staff to monitor their academic progress and discuss various study strategies, as well as campus resources. The presentation will consist of a summary of the program and then a "show and tell" of handouts and resources. The goal is to provide the audience with a strong foundation to set up (or enhance) a similar program.
29	10/3/2018	11:00 AM	11:20 AM	DeVeaux	Mini-Engagem	Chelsey Vincent		Using Ongoing Training to Create a Positive Environment for SI Leaders to Thrive	Our SI Leaders bring great value to our colleges and universities through their work with students. SI Leaders have many demands in both their personal and professional lives. As SI Supervisors, we have the opportunity to create a positive environment to encourage SI Leaders in both their personal and professional lives. The International Center for Supplemental Instruction requires certified SI programs to provide Ongoing Training Meetings for SI Leaders. This session provides SI Supervisors with a curriculum to use Ongoing Training Meetings as a way develop a positive environment that empowers SI Leaders.
30	10/3/2018	1:30 PM	2:20 PM	Cascades II	Concurrent	Ashley Babcock	Ramon Daines	The Power of Collaboration: Empowering Students Through Learning Center Partnerships	When learning center professionals are not engaged with faculty members, it limits the ability to promote student achievement. This presentation offers insights on bridging classroom experiences and learning center coaching sessions based on a pilot program to increase faculty-coach-student communication. Presenters will discuss the process of implementing the pilot program, including gaining buy-in from stakeholders and empowering students to become active facilitators of their learning. This interactive session will include artifacts from the pilot to start the conversation about how participants can leverage learning center partnerships at their institutions.
31	10/3/2018	1:30 PM	2:20 PM	Porter	Concurrent	James Breslin	Maryann Kope & Joannah O'Hatnick	Students as Colleagues: Operationalizing a New Paradigm for Peer Educators	As learning center professionals, we often have the opportunity to work with students in peer educator roles. They provide direct services, administrative support, and sometimes engage in marketing, assessment, or even supervision. While much of our practice relies on peer educators, we have little theory or research that explores how we conceptualize students in these roles and how the way we make sense of these relationships impacts our work. This session explores a powerful new paradigm for our relationships with peer educators and invites participants to develop specific ideas for implementing this new framework in their programs.
32	10/3/2018	1:30 PM	2:20 PM	Cascades I	Concurrent	Melissa Brocato		Using Data-based Evidence to Demonstrate the Value of Learning Centers	The current emphasis on student retention gives learning centers a unique opportunity to demonstrate their value to a range of stakeholders. The Center for Academic Success at LSU has been on a decade-long journey to find data and research that links its services to student persistence. As a result, the CAS has increased funding, advanced its profile with administration, and faculty and is viewed as a leader in student success and persistence. This session will demonstrate how learning centers are poised with new data and information to show their impact on students and the university as a whole.

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33	10/3/2018	1:30 PM	2:20 PM	Schoellkopt	Concurrent	Amy Caton	Laurissa Noack & Alex Mitchell	From Culture Clash to Cohesive Commons Community	Learning Commons centers and programs are often idealized common spaces campuses look to for student success, retention, and engagement. By untethering our thinking about program boundaries, identities, and alliances and radically reforming, we can generate interest, passion, and opportunities across campus. The force of redistributing identity, authority, and alliances for student workers reshaped thinking about student success, high impact practices, and active learning at the highest levels. This session explores best practices utilized by Texas A&M University at Galveston to create The Learning Commons peer community. Participants will develop considerations that they can take back to their own campus.
34	10/3/2018	1:30 PM	2:20 PM	Governors	Concurrent	Justine Chasmar	Benjamin Smith	Hunter Boylan Research Award: Tutoring QR or tutoring for QR courses? Time to change the narrative	We will overview background, demonstrate portions of the module with attendees, and share materials for use at attendee's institutions. We will pilot training activities in the allotted time and distribute materials in-person and electronically, including pre- and post-assessment, activities, research literature, and handouts. We will share pilot results of the tutor training module. The interactive portion of the session will serve as further validity testing, and we will use suggestions to continue adapting our module(s). A brainstorming mini-session about how to best use this or a similar module in their tutor training and further training that should be developed in the Q-center field.
35	10/3/2018	1:30 PM	2:20 PM	Whitney	Concurrent	Jane Lerner	Ashley Pease	Creating Community to Support Student Success: A Multidimensional Training Approach for Supplemental Instruction and Peer Tutoring	Fostering connections with our students is often the cornerstone of the work we do, playing an important role in creating community within our institutions. Through the use of a multidimensional training approach, we can be intentional in our efforts to foster a community culture within our peer academic support programs. Supervisors can help SI leaders and peer tutors develop the skills necessary to ensure that students connect with each other, their faculty, and the students they support. Whether you are a learning center director or a supervisor of a specific program, we will outline the critical components needed to build an effective and inclusive training program.
36	10/3/2018	1:30 PM	2:20 PM	DeVeaux	Concurrent	Ana Torres-Ayala		Unleashing the Power of the Scholarship of Learning Centers	Articles and conference presentations by learning center (LC) professionals are of value to higher education; however, they often go unrecognized as scholarly work. In this session, we will explore how Boyer's Model of Scholarship is relevant to LCs. The results of an analysis of recent TLAR articles and NCLCA conference presentations will be presented to help audience members recognize Boyer's four scholarship categories: discovery, integration, application, and teaching [and learning]. This will enable LC professionals to view and advocate for their work as a scholarly pursuit, as well as to identify other opportunities to present their LC work.

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37	10/3/2018	1:30 PM	2:20 PM	Red Jacket	Concurrent, Live Streaming	Saundra McGuire	Eric Kaldor, Skye Mendes & Sajida Shaikh	When Learning and Teaching Collide, Student Learning Soars!	Institutions typically have a learning center that is focused on helping students and a teaching center focused on helping faculty improve their teaching. However, these two units are often housed in different administrative units and rarely work together to offer programming. When learning center and teaching center professionals work together to help faculty develop approaches for teaching learning strategies to students, faculty can serve as a direct resource for struggling students instead of just sending them to that mysterious black box called the learning center. This session will present the impact of collaborations between learning and teaching centers.
38	10/3/2018	1:30 PM	2:20 PM	Cataract	Roundtable	Lauren Brown		A comprehensive retention initiative: Success Connect	According to the U.S. News & World Report (2016), as many as 1 in 3 first-year students won't make it back for their sophomore year. Therefore, universities are under pressure to develop intentional retention initiatives. This roundtable discussion will allow attendees to learn about the University of South Carolina Student Success Center's comprehensive retention initiative: Success Connect. From there, attendees will partake in an interactive discussion to identify key components, existing resources, stakeholders, as well as needs and challenges, in order to develop an action plan for creating or restructuring early alert programs for their respective campuses.
39	10/3/2018	2:30 PM	3:20 PM	Cascades I	Concurrent	Geoff Bailey	David Reedy	Powerful Currents: LC professionals and Servant Leadership Theory	Learning center professionals deal with complex situations, politics, and personalities every day. Understanding how to navigate these interactions requires not only tact and diplomacy but also self-awareness and a willingness to forego power struggles that are disruptive and limit mutually beneficial collaborations. This session will allow participants: an opportunity to reflect on their leadership style; learn about servant leadership theory and its applicability to learning center contexts; and develop a strategic approach for incorporating servant leadership tenets into supervision, professional development, and daily projects that require collaboration with key partners.
40	10/3/2018	2:30 PM	3:20 PM	DeVeaux	Concurrent	Hilary Bateman		Preempting Probation	Washington College recently implemented a formal 'Pre-Warning' program as a part of our Academic Recovery program. Some of the pieces of this program are present in early alert systems or programs at many other institutions. This presentation will discuss why the Pre-Warning program was added to the already robust academic recovery program, the success it has shown already in one academic year, as well as the opposition that has been presented to the program.
41	10/3/2018	2:30 PM	3:20 PM	Porter	Concurrent	James Breslin		Work Smarter! Implementing Tech Tools for Learning Center Leaders	Feel like the email will never end? Completely covered your desk in post-its? Spend time digging through binders, notebooks, or file folders? It doesn't have to be this way! Learning center leadership is incredibly demanding and requires you to wear so many hats. Implementing some simple, low/no-cost apps can make it all more manageable but taking the time to explore and experiment is just one more item on your task list. Come to this session to learn how one learning center leader has streamlined this kind of work and make plans to take your productivity to the next level!

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42	10/3/2018	2:30 PM	3:20 PM	Schoellkopt	Concurrent	Susan Chiappone		A Guide for Working with Students with Disabilities	Staff and faculty search for ideas to help reach students who have disabilities. The presenter will help to eliminate some of the fears and provide a toolbox filled with useful information to help with students who may or may not disclose their diagnosis. This presentation will offer suggestions on communicating with students who may be diagnosed with a learning disability or an intellectual disability. Tips for engaging the student and reducing the frustration of instructors will be provided.
43	10/3/2018	2:30 PM	3:20 PM	Governors	Concurrent	Alan Craig	Elaine Richardson & Jacqueline Harris	Unleash the Power of an Advisory Board for Your Learning Center!	NCLCA considers the use of advisory boards for learning centers a best practice and an important criterion for Learning Centers of Excellence certification. The presentation will include results of an online survey (n = 230, administered in 2017) on use of advisory boards for learning centers. Results indicated 27 centers (11.7%) had active advisory boards. Presenters will discuss current status, mission, staffing, and operation of advisory boards in learning centers. Based on survey results, reasons why centers do not have an active board will be discussed. Session participants will take away practical information on starting and operating an advisory board.
44	10/3/2018	2:30 PM	3:20 PM	Cataract	Concurrent	Sharon Green	Michael Durfee & Martha Krupa	Re-designing a Summer Bridge Program to Increase Student Engagement	For many years, Niagara University's four-week Summer Bridge Program for opportunity students consisted of noncredit skills courses. But students couldn't apply these skills to a "real" course until the fall. In 2016, we placed a three-credit history course, "USA in the Contemporary World," at the center of the program. Students now immediately apply reading, writing, and study skills to a course in which they have a stake, while experiencing the demands of a college course. The course's focus on race, class, gender, sexuality, and place-based inequality is highly engaging. Students who pass the course begin college with three credits.
45	10/3/2018	2:30 PM	3:20 PM	Cascades II	Concurrent	Lauren Hensley		I can, and it matters: The expectancy-value approach to motivation	Helping students develop their study strategies is at the core of our work as learning support professionals. Learning is incomplete without motivation, however, and there is often a divide between learning about study skills and putting this knowledge into action. One framework that is particularly helpful for understanding and bridging this divide is expectancy-value theory. In this session, you will learn about expectancy-value theory and explore the importance of students' beliefs about both themselves and the academic tasks in front of them. You will also learn practical ways to help students build these beliefs and take action.

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46	10/3/2018	2:30 PM	3:20 PM	Whitney	Concurrent	Theresa Mooney		Adding Appreciative Inquiry to Already Varied Tutor Training	This session will illustrate the range of tools that provide initial, on-the-job, and refresher training for Austin Community College's Learning Lab tutors, with emphasis on Appreciative Inquiry, a newer tool we've added to the mix. This session will include a mini-workshop with Appreciative Inquiry; attendees will be encouraged to participate in this AI exercise. ACC's Learning Lab professionals include peer tutors, professional tutors, instructional associates, and tutoring specialists. Although our blend of tutors may be atypical of most centers, discussing our training tools and conducting the AI exercise may prompt attendees to incorporate some of our shared ideas. Training tools to be discussed include start-of-semester orientation materials, online modules (Tutor Lingo and in-house), information from our 2017 Tutor Conference (tutors helping tutors; faculty collaborating with tutors), and three professional development workshops the college requires of all employees.
47	10/3/2018	2:30 PM	3:20 PM	Event Center CR	Concurrent	Andrea Vahl		A Deep-Dive into Facebook Groups: Collaboration, Connection, Creation	Conference attendees will learn: Specific tactics for ideas covered during the keynote, intermediate strategies to engage social media following, and answers to other questions during the sessions Q&A portion
48	10/3/2018	2:30 PM	3:20 PM	Red Jacket	Concurrent, Live Streaming	Joel McGee		Developing an All Hands on Deck Approach to Helping Students on Probation	Students on Academic Probation or Warning are one of the highest risk populations on our campuses. This presentation will discuss our multi-faceted approach to helping these students get back on track at Texas A&M. Probation students are invited to a Fresh Start orientation at the beginning of each semester and are given an overview of our services. Students have several options to complete a certificate program including semester long classes, 3-week workshops, academic coaching, or a hybrid model. We also monitor student progress and provide reports to Deans, academic advisors, or others who refer them to our office.
49	10/3/2018	10:00 AM	10:50 AM	Cascades II	Concurrent	Jennifer Bebergal	Ning Christopher	The Power of a Year-Long "Summer" Bridge Program in Enhancing Student Success	FAU Jump Start began as a summer cohort-based program for 200 first-year students. Within one year it replaced the existing summer bridge program and by 2018 has evolved into a year-long program for 1400 students with embedded peer coaching and specific Jump Start courses. In this session, learning center administrators/professionals will understand the value of coordinating a long-term bridge program for incoming students as it relates to student success and persistence. While the scope of this program may not fit all institutions, benefits of incorporating the elements of Jump Start and how they can be used (in whole or individually) to develop or enhance existing bridge or probationary programs at other schools along with program data will be discussed.
50	10/3/2018	10:00 AM	10:50 AM	Cascades I	Concurrent	Santos Cortez	Russ Hodges	LSCHE, A Web Portal for Learning Support Professionals	The renovated design of the LSCHE web portal more readily bridges the divide between learning support practitioners (e.g. learning lab directors and staff, peer-educators, researchers, classroom instructors) and rich and robust collections of resources. These assets include historical documents, instructional and tutor aides, seminal scholarship, and other documents and websites underscoring the importance of learning center leadership and management, professional development, and best practices, among many other topics that will be presented to the audience.

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1	Date	Time Start	Time End	Room/Location	Type of Session	Lead presenter	Co-Presenter(s)	Title of Presentation	Summary
51	10/3/2018	10:00 AM	10:50 AM	Governors	Concurrent	Jacqueline Harris	Martin Golson, Jennifer Haley, Juan Jimenez & Kristie Keuntjes	NCLCA Learning Center Leadership Certification (LCLC)	NCLCA's LCLC 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. This session outlines the four levels of certification and includes LCLC reviewers in a panel discussion. Attendees will have an opportunity to ask reviewers questions and gain insights from their experiences.
52	10/3/2018	10:00 AM	10:50 AM	DeVeaux	Concurrent	Sari Katzen		Utilizing Co-Teaching in Peer Instructor Education to Increase Student Engagement	The Learning Centers at Rutgers-New Brunswick offers a pedagogy course (Peer Instructor Education) for student peer leaders and applies different co-teaching model approaches (team-teaching, floating co-instructor, and instructor observations) to a flipped classroom and active learning environment. The use of co-teaching in this course has benefitted both students and instructors, leading to increased levels of engagement as well as additional classroom support from a curricular standpoint. Evaluations completed by students in either co-taught pedagogy sections or sections taught by one instructor, as well as the benefits and challenges resulting from our co-teaching findings, will be further discussed.
53	10/3/2018	10:00 AM	10:50 AM	Schoellkopt	Concurrent	Jack Truschel		Integrating Academic Coaching into the Learning Center: Learning theories put into practice	Academic coaching is an interactive process focused on student success. The student along with the academic coach, can examine the students learning style, habits of working, current goals and any difficulties or barriers to success. Exploring student strengths and challenges can help them to reach their full academic potential. This presentation will focus on developing a Coaching based program within the learning center.
54	10/3/2018	10:00 AM	10:50 AM	Whitney	Concurrent	Kathryn Zepeda	John De La Rosa & Johanna Dvorak	My Class is at 8? In the morning?	Time is no one's friend, especially the student trying to schedule their classes. Students typically do not look at the whole picture when scheduling their classes. Quite often they fail to take into consideration their daily lives. Approximately 80% of the student populations are first generation in their family to attend our university, Texas A&M San Antonio. Typically these students are so excited just to be coming to a university they forget to take into account travel time, work schedule, and family obligations. In a collaborative manner, Academic Advisers and Student Success Coaches teach time management skills to the student through the use of various tools, where the student can physically see how their day is planned.
55	10/4/2018	9:00 AM	9:50 AM	Taylor	Concurrent	Santos Cortez		How Effective is Military Veteran Peer Tutoring in Learning Assistance Centers?	We believe that student veterans (SV) in Developmental Education (DE) can benefit academically and holistically from peer tutor pairing with other student veterans in post-secondary learning assistance centers. Many student veterans that enter post-secondary institutions are highly motivated and have developed a mission first mentality that they apply towards certificate and degree attainment; yet student veterans under perform academically nationally in comparison to traditional students. Results from this study may help underscore the importance of this tutoring resource in learning assistance centers.

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56	10/4/2018	9:00 AM	9:50 AM	Governors	Concurrent	Carol Dochen		Beyond the Bachelor's: Learning Center Services for Graduate Students	<p>Learning center services typically target undergraduate students, but many graduate students need academic assistance beyond writing support. Students are earning college credit hours in high school, graduating from college earlier, and entering graduate school at younger ages, often without essential learning strategies and self-regulation skills.</p> <p>This session will cover learning center services for graduate students—content tutoring, learning and study strategies presentations, and programs designed for general and specific graduate student populations (i.e., physical therapy, social work, veterans, prelaw). Partnerships with the Graduate College and other departments to offer programs for prospective and current graduate students will also be included.</p>
57	10/4/2018	9:00 AM	9:50 AM	Cascades I	Concurrent	Johanna Dvorak		Online Tutoring Research: Results of the NCLCA Brenda Pfaehler Professional Development Grant	<p>The focus of presentation is to share current research in online tutoring and academic support services to find out how college learning centers are currently offering these services, and to analyze progress and challenges of current tutoring/online academic support initiatives. Research was conducted to determine current use of online tutoring/academic support services by college learning centers. An online survey administered to learning center directors. Questions focused on the scope of service, the type of technology used, formats for online academic support, external or internal options, training, marketing, and evaluation of services.</p>
58	10/4/2018	9:00 AM	9:50 AM	Whitney	Concurrent	Mary Fischer		Creating Meaningful Assessment: Measuring Learning in Academic Coaching	<p>Academic coaches are well-situated to assist students with developing an understanding of how to think about their learning, and ultimately, how to learn. Yet, many academic coaches struggle to conduct meaningful assessment of student learning in academic coaching sessions. The presenter will discuss her decision to anchor her academic coaching practice with strong student learning outcomes, and share her process for conducting meaningful qualitative and quantitative assessment of student learning. Participants will have an opportunity to reflect on their own academic coaching program goals, and to consider an assessment plan that meets the needs of their unique learning center.</p>
59	10/4/2018	9:00 AM	9:50 AM	DeVeaux	Concurrent	Taylor Fortney		Giving Tutors the Tools to Engage Students with Disabilities	<p>This presentation will explore the TECHniques Center's strong approach to supporting and challenging students with learning disabilities, AD/HD, and Autism Spectrum Disorders. I will first begin outlining the universal design strategies that we employ on a daily basis, and how we train our tutors to be comfortable in these strategies. Then, I will break down specific strategies that can be used to accommodate each specific diagnosis, and how they can be applied in a one-on-one tutoring environment. Lastly, I will show how academic coaches can engage students with learning disabilities and better support their success.</p>

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60	10/4/2018	9:00 AM	9:50 AM	Olmstead	Concurrent	Charles Haas		The Smell of Popcorn: How to Conduct an Effective Marketing Campaign	Go beyond the basic white flyer pinned to a campus bulletin board. Learn how to design eye-catching marketing materials and craft an effective marketing campaign that will build excitement around the school and bring students (and faculty and staff) to your center. You will walk out of this session with the knowledge and ability to immediately implement over a dozen simple, inexpensive (or free!) ways to make your learning center the most popular place on campus.
61	10/4/2018	9:00 AM	9:50 AM	Tubman	Concurrent	Ashley Hurst	Clara Easterling	Merging Centers: How Writing Center Scholarship Awaits Content Tutor Training	With budget cuts on the rise, more and more universities are merging academic support programs into centralized learning commons structures, but how do these seemingly collaborative mergers affect staff dynamics and most of all—staff training? For years writing centers have lead the scholarship trends in tutor training, providing an invaluable spring board for developing content tutoring, which seems to be under-represented in the tutor-training conversation. This presentation will follow Midwestern State University's learning center transition as we export the writing center structure to interrogate the pre-existing content tutoring program. The presentation will highlight questions, challenges, and successes we are encountering during this pedagogical transfer.
62	10/4/2018	9:00 AM	9:50 AM	Porter	Concurrent	Sandra McGuire	Elzbieta Cook	How Metacognitive Learning Strategies Saved the Day in General Chemistry	Presenting a 50-minute session on metacognitive learning strategies has been shown to result in a significant increase in scores on the next exam. The presentation, provided after students received the results of their first exam, included such strategies as doing homework without using examples as models, conducting mock teaching sessions to ensure mastery of information, and using the study cycle (preview material-attend class-review class content-implement focused study sessions), and monitoring one's learning every step of the way. This presentation will discuss what focus groups uncovered about what strategies the successful students implemented and the psychological impact on their learning journey.
63	10/4/2018	9:00 AM	9:50 AM	Cascades II	Concurrent	Henry Rand	Deanna Starr & Trevor Arnold	We Need to Talk: Founding a Center for Speaking and Presentation	This interactive session will explore the development of the Center for Speaking and Presentation at Villanova University. Specifically, we will discuss the preliminary planning and communication necessary to open a new campus-wide tutoring center, along with the strategies and partnerships needed to ensure a new tutoring service will thrive on campus. An analysis of our usage data over first three semesters of operation will be shared in order to evaluate the effectiveness of these strategies. We invite attendees to reflect on their experiences in planning and implementing a tutoring center on their campus.
64	10/4/2018	9:00 AM	9:50 AM	Tesla	Concurrent	Susan Rinaldi		The Power of the Learning Center – Using the Cycle of Inquiry to Spur Institutional Innovation	The Learning Centers has a unique system-wide vantage point for the university through the students that we serve and in how we assess and report our findings. Using the cycle of inquiry, this presentation will demonstrate how our learning center staff collects and analyzes data, proposes solutions or innovations, re-assesses, and fine tunes the solution for scale.

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65	10/4/2018	9:00 AM	9:50 AM	Red Jacket	Concurrent	Laura Sanders	Diana Garland	CAS Standards for Learning Assistance Programs: Your Guide to Self-Assessment	Based on their involvement with the Council for Advancement of Standards in Higher Education (CAS) and the self-assessment process, the presenters will review the recently updated Learning Assistance Program Standards (2017) and the process used for self-assessment. Information will also be provided to the participants on resources available to assist with the self-assessment process.
66	10/4/2018	9:00 AM	9:50 AM	Cataract	Concurrent	Liz Scarbrough	Gail Powers-Schaub, Jenny Haley, Katie Boswell & Rashawn Green	Using SMART Planning to Harness the Power of Your Learning Center	The 2017 NCLCA Institute challenged participants to select and plan a project for their Learning Centers. From developing measurable student learning outcomes, to devising an assessment strategy, to pursuing certification, participants had the opportunity to network with colleagues across the spectrum of experience from Learning Centers far and wide, while tapping the expertise of seasoned mentors in designing and tweaking their action plans. Join a panel presentation of NCLCA Institute attendees and mentors from the 2017 summer Institute as they share their experiences and results. Participants are encouraged to come with their own plan ideas and questions.
67	10/4/2018	9:00 AM	9:50 AM	Schoellkopt	Roundtable	Jane Neuburger	Jen Ferguson	Constructing Items for the New NADE Guides on Tutoring Programs	Participants will be actively involved in conceptualizing and writing both essential and recommended items for the new edition of the NADE Self-Evaluation Guides, Tutoring Services chapter.
68	10/4/2018	10:00 AM	10:30 AM	Schoellkopt	Mini-Engagement	Valerie Balester	Anna Transue & Marissa Gossett	Making Face: Creating an Inclusive Marketing Campaign	We'll share our marketing plan and help participants create their own, taking into account their goals, data, and resources. While we can require probationary students to visit us, focus on that alone can give us the reputation of being remedial. It's harder to attract a broad range of students who can benefit from our services. We focus on creating an ethos (face) that is welcoming and that clarifies our offerings and audiences. Since our plan is a work-in-progress, we'll show them a bit about our past and our future efforts.
69	10/4/2018	10:00 AM	10:30 AM	Porter	Mini-Engagement	Rachel Cordy		There are MORE Session Activities for That!	Four activities will be demonstrated that are ideal for peer-facilitated study sessions in a variety of content areas. The presenter will give an overview and directions for each activity and attendees will be encouraged to participate. The presenter will engage the audience in a large group discussion about how these activities can be implemented or adapted to work for their respective programs. Some activities may also work as training exercises for staff. The goal of the session is to have fun and give practitioners new activity ideas to share with the staff who facilitate their academic support services!
70	10/4/2018	10:00 AM	10:30 AM	DeVeaux	Mini-Engagement	Charles Haas		Marketing Your Center: Moving Beyond the Flyer	Whether you're a novice tutoring professional or a veteran learning center administrator, this session will provide you with at least 10 free or inexpensive ways to market your learning center and attract students. All marketing strategies can be quickly and easily implemented.

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71	10/4/2018	10:00 AM	10:30 AM	Cascades II	Mini-Engagem	Holly Hunt	Todd Rakes	Using Graphic Organizers as Powerful Tools for Learning Course Material	This interactive workshop will highlight how the integration of graphic organizers can supplement the basic foundations of reading and note review to enhance retention of course material. The session will focus on reviewing common graphic organizers (e.g., concept map, matrix, etc.), matching graphic organizers with courses, and implementing graphic organizers into a study routine. Participants will also explore how graphic organizers could be used with a diverse student population and incorporated into learning centers and tutoring/study sessions. Copies of graphic organizers will be provided along with a review of an online model to make graphic organizers available for student use.
72	10/4/2018	10:00 AM	10:30 AM	Olmstead	Mini-Engagem	Anne Raines		Envisioned Tutoring: Accommodating Writers with Visual Impairments	When tutors encounter writers with visual impairment, they instinctively recognize pedagogy must be adapted. However, uncertain of appropriate adaptations, they often make few adjustments to avoid inappropriate action or base interactions in contexts of uninformed cultural narratives. To bridge the gaps inherent in the writing process and tutorials for these students, directors must determine what training will equip tutors to facilitate access to texts and engagement in a recursive revisional process. In order to increase awareness and share best practices, a brief review of training materials and tutor resources will be included in the session.
73	10/4/2018	10:00 AM	10:30 AM	Governors	Mini-Engagem	Sarah Sanders		Unleashing the Power of Cooperation	Student success and increasing retention rates are concerns of all universities. Cooperation between university departments is an integral part of student success and increasing retention rates. The presenter will discuss how the Center for Academic Student Achievement engages with other departments on campus to promote student success and increase retention rates. This interactive presentation will involve group discussions as well as a question and answer session to provide the tools necessary to begin engagement within departments at the participant's university.
74	10/4/2018	10:00 AM	10:30 AM	Cataract	Mini-Engagem	Dawn Shedd		Tutors in the Classroom - Increasing Student Success and Center Usage	The presentation will outline an embedded tutoring program utilized in the SSC at Central Campus for the past year. The program is a hybrid of Supplemental Instruction and tutoring in the center. It allows for faculty to customize the structure based on their needs and the needs of their students. For the presentation portion, I will explain how the system works at our campus, provide data and faculty feedback that show how embedded tutoring has positively impacted the campus, and dispense handouts relevant to the program.
75	10/4/2018	10:40 AM	11:30 AM	Porter	Concurrent	Christine Deacons		Promoting and Supporting Self-directed Learning	Structured study tables with drop-in tutoring is one way to help students adopt the practice of self-directed learning. EMU has an established study tables program where students log over 75,000 hours annually. An analysis of the program over a 3-year period was completed this spring. A backwards regression analysis controlling for 54 variables, study tables participation was identified as a better predictor of academic student success than SAT/ ACT scores.

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76	10/4/2018	10:40 AM	11:30 AM	Red Jacket	Concurrent	Jennifer Dempsey		Blazing the (Meta)Trail: Helping Tutors Navigate Identity, Priority, and Pedagogy Through Metacognitive Training	Tutors exist in an unusual space, often caught between student affairs and academic affairs, peer and professional. This session will explore metacognitive approaches learning center administrators can introduce in hiring, training, and daily practice to help tutors understand and expand their awareness of who they are, what they do, and how they do it. Exploring research by J. H. Flavell, R. Fogarty, and others and analyzing tutor training activities employed at Laramie County Community College, we will discuss practical strategies to strengthen tutors' metacognitive skills, invigorate their tutoring approaches, and support the discovery of their own power.
77	10/4/2018	10:40 AM	11:30 AM	Cascades II	Concurrent	Emmy Dixon	Jonathan Barefield	Planting a Seed: Encouraging Vocal Heterogeneity in the Writing Center	Research shows multilingual students can be discouraged and confused when their voices—dialectical speech, foreign markers, unique sentence structures—are pruned by well-meaning writing center consultants trained to assimilate them into the formal academic register. These students need to be active participants in their chosen fields, even if only peripherally. So, let's plant a seed. I have created an online diversity journal to publish all types of linguistically distinct voices. This journal will simultaneously empower diverse student authors and welcome them into the writing center, as well as their chosen fields, increasing their confidence, authorial voice, and educational satisfaction.
78	10/4/2018	10:40 AM	11:30 AM	Cascades I	Concurrent	Julie Hohmann	Johanna Dvorak	Why you should consider or reconsider utilizing online tutoring in your learning center	Online tutoring has been an emerging trend in college learning centers, but how do we manage the service in a successful, yet cost-effective manner? Find out how 18 campus learning centers are doing just that from results of a recent research study. Highlighted is one campus whose tutoring administrator will share how her learning center implemented an online tutoring program to benefit both students and tutors. The presenters will outline the following effective online tutoring practices: developing successful partnerships; moving to a free, user-friendly, academically-focused online platform, GoBoard; online tutor training, and outreach/marketing strategies to increase utilization.
79	10/4/2018	10:40 AM	11:30 AM	DeVeaux	Concurrent	Gabrielle Lathrop	Stephanie Toohey	Best Practices of Academic Support for Student-Athletes	Although Niagara had a part-time Academic Coach, we received a one-time grant from the NCAA to hire an additional 10-month full-time Academic Coach to expand the academic support provided to our student athletes and increase their progress towards graduation. Through individual and group meetings, our Academic Coaches assist students with course and time management, course-specific study strategies, understanding NCAA eligibility and university policies, navigating university systems, and much more. Our presentation will include a summary of the strategies and resources that our Academic Coaches developed to support our student athletes and how their support has impacted student athletes.

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80	10/4/2018	10:40 AM	11:30 AM	Tesla	Concurrent	Seana Logsdon	Daniel McCrea	Creating "Just-in-Time" Digital Open Educational Resources to Develop Core Academic Skills	Often students enter college with core academic skills that may not be developed to levels needed for college success. This is further complicated by the fact many faculty may feel ill-equipped to teach these core skills, and/or they may feel reluctant to divert class time away from their content areas. In addition to these difficulties, we also know that many students are reluctant to seek academic support, even when there is great need for it; therefore, academic support that is seamlessly embedded within a course and easily accessed is a key concern.
81	10/4/2018	10:40 AM	11:30 AM	Tubman	Concurrent	Kay Lopate		Quick and Easy Learning and Reading Strategies that Get Results	Assisting college freshmen who have low reading ability succeed in their classes is a continuing challenge. A mismatch between a student's reading level and textbook is a serious concern. Typically, strategies such as SQ3R are taught but many students find SQ3R too time consuming. Often, students use the same strategy for every assignment and for every course. Because assignments differ, different strategies are needed--as assignments change, so should the strategy. I will present four "easy to implement" reading/learning strategies. The goal is to equip students with a variety of strategies to help them achieve in every class.
82	10/4/2018	10:40 AM	11:30 AM	Cataract	Concurrent	Christine Murphy		Slicing and Dicing Tutoring Data	Most Learning Centers (LC) continue to struggle with how to best assess their tutoring program, and often utilize mixed-methods across time. Ideally, for those students utilizing tutoring, the DFW rates are lower, course grades are higher, and increased usage improves student success. However, in reality, while qualitative assessments often provide evidence of increased self-efficacy and confidence, aggregated tutoring data comparing users to non-users sometimes does not reflect improved outcomes, as evidenced by a recent longitudinal study at this LC. The findings from a logistic regression model, with a focus on the timing and frequency of tutoring utilization will be presented.
83	10/4/2018	10:40 AM	11:30 AM	Event Center CR	Concurrent	Sally Neal	Kate Miller	Connecting Data and Student Success	In 2013, we created and administered our First-Year Checkpoint Survey, now sent annually to all first-year and transfer students. The survey consists of just six questions. Analysis of five years of data indicates that this survey, and the actions taken by the Center, have been statistically significant in positively impacting 3rd semester retention. In addition, in 2016, we added an Academic Alert program; data provides statistical evidence of students' elevated GPAs. Session participants will take away information on how to implement these extremely cost-effective programs, collect data, share results, collaborate with faculty, and further support the academic well-being of students.
84	10/4/2018	10:40 AM	11:30 AM	Olmstead	Concurrent	Janet Norton		Simple Stats to Showcase Student Success	There are many ways to assess the effectiveness of academic support such as one-on-one tutoring, group review sessions, and skill workshops. But sometimes it's challenging to demonstrate the positive impacts. That's when being flexible with some basic statistics can reveal a clearer picture of how students benefit from our services.
85	10/4/2018	10:40 AM	11:30 AM	Governors	Concurrent	Laura Sanders		Learning Center of Excellence Criteria	Learn about the Learning Center of Excellence Certification and process

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86	10/4/2018	10:40 AM	11:30 AM	Whitney	Concurrent	Jeanne Wiatr		Supporting Students on the Autism Spectrum – Reaching Beyond Academic Content	This presentation highlights what modifications and accommodations are federally mandated for college students with Autism Spectrum Disorders (ASD) and what tutors may need to prepare to address when providing services for students with ASD. The extensive list of components involved in a successful support scheme will be examined. Resources for academic support centers and suggestions to enhance training of peer tutors and group leaders will be explored
87	10/4/2018	10:40 AM	11:30 AM	Schoellkopt	Roundtable	Sarah Sheeley		Battling the Weed-Out Course: A Roundtable for STEM Learning Centers	STEM (Science, Technology, Engineering and Mathematics) courses and majors are in high demand, but present a specific challenge for the learning center professional: when STEM classes are required for all undergraduates, how can we overcome the “weed-out” course mentality students bring to the center? This roundtable discussion is open to STEM learning center staff, and to attendees interested in learning more. Participants are invited to describe their center operation, share experiences and discuss challenges particular to STEM.
88	10/4/2018	1:00 PM	1:50 PM	Cascades II	Concurrent	Elizabeth Berry	Amanda Devaney	Partnering with Advisers and Student Leaders to Empower Struggling STEM Students	This presentation reviews the first year of our Learning Center’s partnership with Engineering advisers to better-attract those students to our services to increase campus engagement and retention. Our offices collaborate to offer a combined study skills workshop designed for Engineering students and advising session. Successful Engineering students present, providing positive anecdotal evidence for the success strategies and motivating struggling lowerclassmen to work hard and join their ranks as student leaders. We will discuss what we’ve learned, how we’re improving, and what we have planned for the future, including expansion into other demanding and potentially-underserved majors.
89	10/4/2018	1:00 PM	1:50 PM	Event Center CR	Concurrent	Dylan Charles		Revamping the SI Planning Process: Making Leaders Adaptable and Accountable	My presentation will demonstrate a uniquely adapted-for-SI version of Bloom’s Taxonomy that allows leaders to respond to session challenges, make proper adjustments to different student types, and give her/him more confidence starting out. This involves a brand new planning sheet and approach, utilized at UNF for the past several semesters. The presentation will cover the framework for Bloom’s, how it has been revised for SI purposes, and real examples of it across several disciplines.
90	10/4/2018	1:00 PM	1:50 PM	Red Jacket	Concurrent	Stacey Davis	Jody Conway & Paula Pack	Coach Training: Unleash the Power of Combining Theory with Practice	The University of Tampa has designed a peer coaching training program that applies theory to practice through various modes of instruction, ultimately establishing an innovative approach to peer education. Utilizing theoretical constructs and mixed training methods that promote an engaged learning approach, has resulted in an enriched and cyclical developmental process. This session will highlight several theories that have guided the program in its development. Learning center professionals and coaches will be provided with a functional framework to apply theoretical constructs to training for a more deliberative approach to peer learning.

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91	10/4/2018	1:00 PM	1:50 PM	DeVeaux	Concurrent	Carla Fowler		Together Everyone Achieves More (T.E.A.M.): Collaborating to Ensure Student Success	This presentation will LR's University Study Hall Program as an extension of the Lohr Learning Commons' support services. Discussions will be centered around specifics in requirements, methods of delivery, key stakeholders for success, budgetary and staffing requirements, and incorporation of current Learning Commons' services. This incorporation has been key to the Study Hall Program's success. Student-athletes utilize services such as the Math Tutorial Lab, Speech Preparation Lab, and Writing Center as part of required study hall hours. These services provide essential support for student success in the classroom. Follow up discussion will engage the audience in ways this program may be utilized within their own institutions and how the program is applicable to other student populations in addition to student-athletes.
92	10/4/2018	1:00 PM	1:50 PM	Porter	Concurrent	Kristen Goldberg		Unleashing the Power of your Student Staff: The Tutor and SI Leader Experience as High-Impact Practice	The Association of American Colleges and Universities (AACU) highlights the importance of high-impact practices to the overall retention, engagement, and success of college students. Recently, in their 2018 book, A Good Job: Campus Employment as a High-Impact Practice, McClellan and Creager discussed the importance of viewing student work as an avenue for personal development. In this highly interactive session, participants will have the opportunity to reflect on their own student staff's experience and to create plans to redesign aspects of the tutor and/or SI Leader experience to better support student learning.
93	10/4/2018	1:00 PM	1:50 PM	Whitney	Concurrent	Delana Gregg		Assessment matters! Using program assessment to demonstrate the value and impact of our work	Program assessment (goals, learning outcomes, assessment tools, data analysis) helps us gather information to improve our programs and help students learn. Come learn how UMBC's Learning Resources Center formalized our student and program assessment processes. Specific assessment practices will be shared (surveys, observations, rubrics, post-tutoring memos), along with examples of planning and information sharing tools we use to help make program decisions based on assessment data and report to campus stakeholders about the impact we are having on student success. Come and share your own assessment practices to help us all improve our data collection, analysis and reporting.
94	10/4/2018	1:00 PM	1:50 PM	Cascades I	Concurrent	Jennifer Haley	Jim Mills & Elizabeth Fallon	Designing Fun and Interactive Tutor Training In-Services	You are faced with a group of expectant (and sometimes skeptical) tutors for a training session...now what? How can you make this training engaging, relevant, interactive, and applicable to tutoring practice, all within sixty minutes? We will share our plans and materials from several different in-services, including but not limited to such topics as group tutoring, 16 personalities, motivation, time management and organizational skills, academic emergency sessions, and working with students with disabilities, all of which comply with CRLA's ITTPC certification requirements. You will emerge with a full set of lesson plans and materials as well as a list of additional topic ideas and activities for tutor training in-services.

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1	Date	Time Start	Time End	Room/Location	Type of Session	Lead presenter	Co-Presenter(s)	Title of Presentation	Summary
95	10/4/2018	1:00 PM	1:50 PM	Olmstead	Concurrent	Derek Holbrook	Lauren Loper	Providing Holistic Support for Nursing Students through Peer Mentorship	As a Hispanic Serving Institution, UT Health San Antonio educates a diverse cohort of nurses, comprised of first generation college students and several underrepresented student populations. These students are commonly underprepared for the challenges of nursing school and, typically, suffer from transfer shock. To assist students in overcoming these barriers, peer mentoring was introduced as an opportunity for intervention. Each academic semester, second semester nursing students serves as peer mentor for first semester nursing students. The opportunity for individualized support offers each incoming nursing student a peer's perspective of nursing school and increases the overall likelihood of their success.
96	10/4/2018	1:00 PM	1:50 PM	Tesla	Concurrent	Nancy Katz		Collaborative Learning at Thiel College: Models of Successful Academic Support	This presentation will describe the three types of peer-led, collaborative learning services our office administrates [Supplemental Instruction (SI), Peer Assisted Learning (PAL), and Test Reviews (TR)] to assist students achieve academic success. The session will include a review of their history and evolution at our institution, comparisons and contrasts of their features, and statistical analysis of our assessment data and costs. The benefits accrued to students through these services coupled with their cost effectiveness have driven the expansion and dedication of our support and resources at Thiel College.
97	10/4/2018	1:00 PM	1:50 PM	Schoellkopt	Concurrent	Joanna Kourtidis		Drowning in Data: Surviving Assessment through Careful Planning	Learning Center performance is critical to the health of an institution, but measuring the success of a center can be difficult. How do you define success? How can you measure value-added to students, the institution, your tutors and center employees? Crafting an effective assessment plan is critical to answering these questions, but when centers are pulled in a variety of directions, accounting for all the outcomes and measures seems impossible, so centers need to maximize assessment through alignment and triangulation. After reviewing best practices and a case study, participants will leave with a strategy for re-vamping assessment on their campuses.
98	10/4/2018	1:00 PM	1:50 PM	Hennepin	Concurrent	Kolene Mills	Alex Pritchett	How to support Computer Science students through interactive tutoring	During this presentation, Kolene Mills and Alex Pritchett will go over the ways that Utah Valley University (UVU) has adopted engaging models of academic assistance to support a new wave of students learning Computer Science. Through initiatives such as opening up a separate Computer Science Lab to providing students with engaging ways to connect in with Computer Science tutors virtually, UVU has built a system of collaboration and access.
99	10/4/2018	1:00 PM	1:50 PM	Cataract	Concurrent	Arianna Thobaben	Su Karl	The Power of Professional Development: Using Make It Stick to Expand the Reach of Your Center	Two years ago at the NCLCA conference, Keynote Speaker Mark McDaniel introduced us to Make It Stick, a book that overturns common wisdom about how people learn. Reading this book affirmed our emphasis on "learning to learn" and moved us to share this research with others. Since then, we have developed a comprehensive approach to introduce the book's message to our student staff, administration, and faculty through trainings and book circles. Participants will hear our experiences, consider key concepts, and explore how to incorporate learning research as part of a campus-wide professional development strategy.

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1	Date	Time Start	Time End	Room/Location	Type of Session	Lead presenter	Co-Presenter(s)	Title of Presentation	Summary
100	10/4/2018	1:00 PM	1:50 PM	Governors	Concurrent	Kathleen Volk	Patricia Maher	Providing Academic Support for Graduate Students	While learning assistance services have focused primarily on undergraduate student success, many graduate students encounter their biggest learning challenges in this new level of coursework and expectations. This session will discuss the growing need for graduate support and offer suggestions for getting started on your campus. An academic coaching model that helps students analyze their approach and includes a framework to customize their strategies that best align with task demands will be shared along with other techniques and success stories. Participants will discuss the needs of these learners and their own institutional charges in providing graduate-level support.
101	10/4/2018	2:00 PM	2:50 PM	Cascades II	Concurrent	Geoff Bailey		Over the Edge! Emporium Math Models to Improve Knowledge, Self-Efficacy, and Performance	Emporium math courses offer an evidence-based instructional model that are particularly effective for enhancing performance among underprepared student populations. Discover how the University of Louisville has utilized this model to significantly improve course completion rates, academic performance, academic self-efficacy, and reduce instructional dollars.
102	10/4/2018	2:00 PM	2:50 PM	Governors	Concurrent	Hilary Bateman	Brianne Parker	A Tale of Two Programs	Coastal Carolina University and Washington College both had the goal of developing and implementing a student led academic skills coaching or tutoring. At both institutions these programs were suggested and supported by the administration, but one came together and the other did not. We will discuss the reasons why programs work at one institution but not another. The issues focus largely on not only institutional support, but centralization and control over the programs, as well as issues of funding and those related to institution size.
103	10/4/2018	2:00 PM	2:50 PM	Red Jacket	Concurrent	Allyson Gardner	Olivia Wood	Unleashing the Power of Peer Support: The Impact of Coaching for At-Risk Students	We will discuss the results from spring 2018 for a peer academic coaching program provided for at-risk students. The results will include GPA differentials, likelihood to maintain or improve academic standing, and retention in special programs. Results from regression analyses will be shared to provide evidence that the coaching program played a more significant role than variables known to impact student success (i.e. TSI status, ethnicity, previous academic performance). We will also provide the context, background, and structure of the program to highlight possible reasons for the success of the program.

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104	10/4/2018	2:00 PM	2:50 PM	Cataract	Concurrent	Leonard Geddes		Rescuing Students from the Six Deadly Transition Traps	<p>When students envision their college career, they imagine the many wonderful opportunities and experiences that await them. But these wide-eyed students don't realize that they must first navigate a gauntlet of hidden traps before they can obtain the academic success they desire.</p> <p>Even though students enter college with similar numbers of schoolwork hours, they all don't transition into college successfully.</p> <p>Many are unable to escape the Transition Traps.</p> <p>New college students must navigate six transition traps. These entanglements represent specific experiential differences between precollege work and college learning.</p> <p>Each trap presents distinct challenges. If students get caught up with any of them, they will quickly fall behind and struggle to catch up.</p> <p>This workshop reveals the six transition traps await students in college. that are most responsible for college students' frustrations and failures. Learn what they are, how to navigate students around them, and how to rescue those who are unknowingly ensnared.</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> •Identify the six transition traps that obstruct students' academic success, •Understand how students become trapped, Navigate students around these traps, and •Rescue those who are unwittingly entangled.
105	10/4/2018	2:00 PM	2:50 PM	Porter	Concurrent	Kelley Hartnett		Academic Probation: Giving students a choice when they feel there is none.	<p>Students on academic probation face a multitude of expectations set by their Departments and Colleges, yet can tend to feel as though they have little decision power in the probationary process. Our Center serves as a central campus resource that students interact with during their time on academic probation; students are given choices and options in how they seek guidance and skills to work their way off academic probation. This session will provide an overview and explanation of our Center's available tracks for students on probation, including credit-bearing courses, workshop seminars, and one-on-one academic coaching meetings.</p>
106	10/4/2018	2:00 PM	2:50 PM	Cascades I	Concurrent	Julie Hohmann	Rex Mann	Going with the flow, demystifying technology in pursuit of productivity	<p>As academic support professionals we all know that there is never enough time. We feel overwhelmed with repetitive tasks that take us away from helping students and the recovery time shifts focus from our critical mission. However, it doesn't have to be this way. In fact, you probably already are familiar with the solution because of it's ubiquity in everyday life. Technology, sometimes scary and mysterious can be demystified by borrowing from best practices in the tech sector to streamline tasks which can free us up to focus on what really matters: student success.</p>

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107	10/4/2018	2:00 PM	2:50 PM	Olmstead	Concurrent	Joel Johnston		Your Students in the Drivers' Seat: Unleashing the Power of Personalized Learning	Come see the power of genuine personalized learning. It may be the catchy phrase now, but hear the story of one student who persevered by understanding himself as a learner through an advanced learning system that has helped over 450,000 for over 20 years. Like him, participants will complete a web-based learning inventory, develop a Personal Learning Profile, and discuss their outcomes. They will decode a sample assignment and select personalized learning strategies to complete it. This approach empowers participants to stand and face their challenges through effective self-awareness—achieved through genuine personalized learning.
108	10/4/2018	2:00 PM	2:50 PM	Tesla	Concurrent	Megan McClure	Kelley Hartnett	Motivation Matters: Helping Students Discover Their Motivation to Succeed	When students need academic assistance beyond the normal study skill toolbox or course content, maybe it's time to look at WHY they aren't performing to the best of their ability- could it be a matter of motivation? This session will describe Motivation Matters, a workshop series offered for students on academic probation. A description of the development and implementation of the workshop will be provided, as well as content for each of the six class meetings. Feedback from informal evaluations will be presented with subsequent changes made. Challenges and lessons learned will also be included.
109	10/4/2018	2:00 PM	2:50 PM	DeVeaux	Concurrent	Arielle Roberts	Nanjie Caihua	Fostering Academic and Campus Community Support for First Year Students.	For the presentation, we will discuss Rensselaer Polytechnic Institute's current Learning Assistant Program. Our Learning Assistant Program was developed to assist our first year students in becoming active, independent, and successful learners. Learning Assistants (LA's), who are upperclassmen students, are assigned to specific residence halls, and assume responsibility for interacting with the residents of that hall. The LA duties are to provide academic related programs and assistance to all freshmen, including meeting the needs of international and minority students. LA's also function as a liaison between the Advising and Learning Assistance Center and their first year students.
110	10/4/2018	2:00 PM	2:50 PM	Schoellkopt	Concurrent	Ana Torres Ayala		Charting the Production of Learning Center Knowledge	Work shared in publications and conferences contributes to the production of knowledge on learning centers. In this session, we will explore how learning center knowledge has been presented in professional publications within the field. The results of an analysis of the topics in recent TLAR articles and NCLCA conference presentations will be discussed. These salient topics in the field of learning support will be compared to previously stated definition(s) of learning centers. Attendees will develop a better structural understanding of the learning center field.
111	10/4/2018	2:00 PM	2:50 PM	Whitney	Concurrent	Mark Woolwine		Unleashing the power of e-Learning and gamification	This session will review the current research on e-Learning and gamification and demonstrate how the University of Louisville has used this research to develop a robust online series of study skills workshops for students.

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112	10/4/2018	2:00 PM	2:50 PM	Event Center CR	Concurrent	Betty Zane Taylor		Embracing Servant Leadership	Embracing the concept of facilitating Servant-Leadership is a daily practice or a lifestyle (Greenleaf 1970). The definition of Servant-Leadership is a natural feeling that one wants to serve, to serve first the prioritized needs of others. It is viewed as a genuine behavior. The ten characteristics: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people and building community. The mechanism of servant-leadership functions by putting their followers first. This approach encourages deep-seated interests in helping others to excel. It is an engaging approach of leadership with positive outcomes and a time of refreshing for participants.
113	10/4/2018	3:00 PM	4:30 PM	Cascades II	ACTLA	Lindsay Laney	Ray Sanchez	Online Tutoring Standards	In Spring 2018, a robust group of learning assistance practitioners and for-profit online tutoring company representatives convened at the Association for College Tutoring and Learning Assistance (ACTLA) conference to discuss the creation of Online Tutoring Standards. The topics discussed included accessibility, delivery, evaluation, interaction, and training. There are more topics to discuss. Please join us as we continue the important work to further develop the topics discussed at the ACTLA conference and flush out additional standards.
114	10/4/2018	3:00 PM	3:50 PM	Schoellkopt	Concurrent	Shane Conto	Steven Mark	University Culture for Student Success: Faculty Collaboration and Embedded Support	How do we increase self-efficacy and persistence of students learning mathematics? For decades, weak students were placed into a remedial, not for credit mathematics course. Through researching best practices and collaborating with faculty, we proposed an alternative approach: placement into a credit-bearing mathematics course coupled with embedded support. This partnership fast-tracked student success and improve outcomes.
115	10/4/2018	3:00 PM	3:50 PM	Cataract	Concurrent	Joshua Edwin	Sara Remedios & Stephen O'Connell	Uniting Tone and Message in Resilience Programming	Optional resilience programming can be extremely beneficial for vulnerable students--assuming that they choose to opt in. This session explores techniques for uniting the tone and message of a learning center's communication to the student body in order to draw students into an optional resilience program and also help make the program effective. A successfully deployed combination of tone and message can create a natural-seeming continuum of support for students that encourages them to pursue resilience programming.
116	10/4/2018	3:00 PM	3:50 PM	Red Jacket	Concurrent	Tadiyos Gebre		Comprehensive and Engaging Tutor Training that's Manageable for Learning Centers	Providing comprehensive training for your tutors is key to improving the experience of your students and your learning center outcomes. This presentation will share how to maximize the reach and effectiveness of your tutor training, including using an online, self-paced tutor training course that is endorsed by CRLA. Learning centers face barriers developing in-house training, such as lacking time and resources, finding a time that all tutors can attend, or providing a one-time training that meets all tutors' needs. This presentation will share strategies to provide ongoing training for tutors that address these challenges within a learning center's capacity.

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117	10/4/2018	3:00 PM	3:50 PM	Cascades I	Concurrent	Julie Hohmann	Rex Mann	Releasing the Power of the Mind: How Mindset & Emotional Intelligence Can Impact Student Success	Perhaps one of the more challenging tutoring situations is seeing students who have set academic goals for themselves but are unable to reach them due to their inability to manage their emotions and get in the right mindset. This session will discuss how emotional intelligence plays a key role in academic performance and how using tutoring techniques to intentionally nudge students towards a growth mindset can help them become more resilient and motivated to succeed.
118	10/4/2018	3:00 PM	3:50 PM	Whitney	Concurrent	Melanie Marine	Gena Frey	From Start to Finish, Implementation of a Course for Students on Academic Probation	Six years ago, UW Oshkosh began a multi-year effort to increase the retention rate. One of the goals was to target students on Academic Probation and entice them to take a one-credit course called "Higher Ed and You." Through hard work, trial, error and many partnerships on campus, the two-credit Strategies for Academic Recovery course was born. It is not only a High Impact Practice; it's also an important piece of our retention efforts. To date, roughly 75% of the 100 students who take this class each year, raise their cumulative GPA...and we make money on it!
119	10/4/2018	3:00 PM	3:50 PM	DeVeaux	Concurrent	Monica Quintero		The Power of Student Employment: Strategies for Developing Career Readiness	This presentation will explore practices and techniques for enhancing the professional development of student tutors and other student employees. Strategies for developing career readiness and identifying learning outcomes for student employees will be discussed, including an introduction to the National Association of Colleges and Employers (NACE) competencies of career readiness and the Iowa GROW method for guided reflection. Participants will also be invited to share their own strategies for professional development to further the spread of ideas and resources surrounding these important opportunities for student employees.
120	10/4/2018	3:00 PM	3:50 PM	Porter	Concurrent	Michael Saenz	Julie Murphy	Campuswide Mentoring Buy-in: An institutional framework	The University of Texas at Dallas Institute for Peer Mentoring is a model designed to streamline the peer leader training process and develop high quality peer leaders across campus. This session explains how the model works and how participants can build a campuswide peer mentoring institute that fits their needs.
121	10/4/2018	3:00 PM	3:50 PM	Olmstead	Concurrent	Ben Smith	Amy Gaffney & Jennifer Ambrose	Assessment Driven Administration: Training, Marketing, and Collaboration	While assessment can reveal what is working well within a Center, it can also reveal opportunities for enhancing services. This presentation will provide attendees with results from one such formative assessment effort conducted by three academic resource center directors at a small liberal arts college. The session will include an overview of the assessment approach as well as the application of the results toward improving training of peer tutors, marketing of support programming, and overall collaboration between the three centers. Attendees will have an opportunity to workshop with colleagues on ways to apply similar strategies to their own campuses.
122	10/4/2018	3:00 PM	3:50 PM	Governors	Concurrent	Jack Trammell		Learning Alone: Academic Capital and Learning Assistance Program Success	Social capital is a well-known variable that contributes to life success. The academic equivalent-academic capital- is a relatively new concept, but vitally important in 2018 to academic success. Learning centers already inherently create academic capital, but need to become much more intentional. This session will present methods to accomplish that goal.

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1	Date	Time Start	Time End	Room/Location	Type of Session	Lead presenter	Co-Presenter(s)	Title of Presentation	Summary
123	10/4/2018	3:00 PM	3:50 PM	Hennepin	Roundtable	Stacie Varnson		Tips, Tricks, and Tech: Rev up Your Online Tutoring Program!	<p>Presentation, demonstration, and sharing of tools, technology, and strategies to provide tutoring online. There are lots of apps and programs (many of them free) to share screens, video chat, record/play back, demonstrate techniques, work problems, and review writing. Online techniques work for both online and on-campus students, and can help learning centers extend their services beyond their physical location and regular operating hours.</p> <p>Everyone has a favorite app or program, but there are so many of them out there that it can be hard to find just the right thing. Getting people together to share their favorites and what works for them will provide attendees with a nice group of tools to either get started with online tutoring, or enhance their existing program.</p>
124	10/4/2018	4:00 PM	4:50 PM	DeVeaux	Affiliate - Florida			Affiliate meeting - Florida	This is a time for your affiliate to get together at the National conference
125	10/4/2018	4:00 PM	4:50 PM	Governors	Affiliate - Louisiana			Affiliate meeting - Louisiana	This is a time for your affiliate to get together at the National conference
126	10/4/2018	4:00 PM	4:50 PM	Schoellkopt	Affiliate - Maryland			Affiliate meeting - Maryland	This is a time for your affiliate to get together at the National conference
127	10/4/2018	4:00 PM	4:50 PM	Olmstead	Affiliate - Ohio			Affiliate meeting - Ohio	This is a time for your affiliate to get together at the National conference
128	10/4/2018	4:00 PM	4:50 PM	Cascades I	Affiliate - Southeastern			Affiliate meeting- Southeastern	This is a time for your affiliate to get together at the National conference
129	10/4/2018	4:00 PM	4:50 PM	Porter	Affiliate - Wisconsin			Affiliate meeting- Wisconsin	This is a time for your affiliate to get together at the National conference
130	10/4/2018	4:00 PM	4:50 PM	Red Jacket	Affiliate Interest	Pat Maher		Informational meeting on how to organize a new NCLCA Affiliate	Learn from the experienced. This session is for anyone interested in organizing a new NCLCA Affiliate in areas currently not represented by one of the six affiliates.
131	10/4/2018	4:00 PM	4:50 PM	Whitney	ATP	Justine Chasmar		ATP Certification Opportunities: Why, How, and Now!	The presenter will overview how to create and submit a certification application and preview up and coming certifications through Association for the Coaching and Tutoring Professions (ACTP).
132	10/4/2018	4:00 PM	4:50 PM	Cataract	Concurrent	Roberta Schotka		CRLA: From Belief to Certainty: CRLA Mentor & Tutor Training Program Certification	Implementing mentor and tutor training programs that are research-based and strategically deployed can have a powerful impact on your learning assistance program. Explore the College Reading and Learning Association's Tutor Training Program Certification (ITTPC) and Mentor Training Program Certification (IMTPC). Learn what is involved in developing these programs including the benefits of certification; the stages and levels of certification available to institutions; the four essential components of a certified program; the application and review process and the fees associated with certification. Come join the 1,500 plus certified ITTPC and IMTPC programs in the US and abroad!

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1	Date	Time Start	Time End	Room/Location	Type of Session	Lead presenter	Co-Presenter(s)	Title of Presentation	Summary
133	10/4/2018	4:00 PM	4:50 PM	Hennepin	NADE	Patrick Saxon	Jane Neuburger	Scholarship in Developmental Education: SHSU's Online Developmental Education Administration Doctoral Program	Developmental education has advanced in terms of research, scholarship, and professional development opportunities. As this occurs, research that identifies and validates best practices and contributes to student success is more likely to emerge and proliferate. This session will contain information about these advances and a discussion of a doctoral study opportunity. In particular, information on the Sam Houston State University fully online Doctor of Education in Developmental Education Administration program will be offered. This program is accessible to any and all interested professionals in the field of developmental education and learning support. Participants will have time for discussion and questions.
134	10/5/2018	9:00 AM	9:50 AM	Governors	Concurrent	Melissa Brocato		Metacognition: the Foundation of the 21st Century Learning Center	"In order for the 21st century learning center to thrive and succeed, it must adopt a role defined by its ability to address current learning issues within the context of its environment... One of the most pressing challenges in higher education today is that many students who begin college do not know how to learn in their new environment (Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013; Jaffee, 2012). All of these challenges must be addressed for learning centers to accomplish their underlying goal — to empower students with effective, transferable strategies and resources for educational success and to facilitate independent, lifelong learning (Brocato, Roche, & McGuire, 2014)."
135	10/5/2018	9:00 AM	9:50 AM	Cataract	Concurrent	Daniel Buffone	Melissa Meireles	Defining & Refining Learning Center Programs via Business Modeling	Learning Centers are often required to respond to student academic struggles by designing, implementing, and assessing programs in the moment. When in the moment programs are not often designed, reviewed, and assessed at the highest level. Through developing a modified version of formal business modeling diagrams we have gained clarity, efficiency, and a circular workflow. We have taken functional flow diagrams, cross-functional flow diagrams, and process flowcharts to map one of our six programs: Exam reviews. The visual mapping paired with process documents provides guidance, responsibility, and organization to run an effective support program.
136	10/5/2018	9:00 AM	9:50 AM	DeVeaux	Concurrent	David Byrd	Vanessa Meling, Cody Chumbley & Derek Holbrook	Enhancing Student Transition: Transfer Support in an Academic Health Science Center	The Student Success Center for the School of Nursing at UT Health San Antonio serves as a focal point for aiding underrepresented transfer students in their transition to an academic health science center. In this presentation, we will cover the history and theoretical underpinnings that led to the creation of the Student Success Center, the programming and technological elements within the Student Success Center and how each influences student transition and academic success, and the future of the Student Success Center when it comes to providing support for underrepresented transfer students.

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1	Date	Time Start	Time End	Room/Location	Type of Session	Lead presenter	Co-Presenter(s)	Title of Presentation	Summary
137	10/5/2018	9:00 AM	9:50 AM	Tesla	Concurrent	Marcia Harris		Do You Have What it Takes to Jumpstart your Brain for Educational and Personal Success	YOUnique Whole Brain Life Skills inspires leaders to embrace and jumpstart their amazing brain. Use of this Whole Brain strategy results in personal growth and insight, a great value.in leading student workers. The end result for the trainers, tutors, and mentors will be the ability to maintain a positive and energetic mindset as they use the presented strategy along with this newly developed resource. Learning Center Leaders and their employees will be prompted to act with a sense of urgency in pursuing their assignments and inspire others to do the same. Our focus is to first understand the needs and goals of others in order to provide the tools and opportunities leading to educational and personal success
138	10/5/2018	9:00 AM	9:50 AM	Porter	Concurrent	Kelley Hartnett		Academic Coaching: Metacognition in the form of Motivational Interviewing.	Today's university student enters college-level work expecting to approach it with the same effort they did at the high school level, only to realize they don't have the necessary tools or skills to perform as well as they expect. Our Learning Centers do a great job of helping students when it comes to course material, but what are we doing when the students' needs go beyond content- when our students need more of a holistic approach? This session will talk about using Motivational Interviewing skills to teach college students how to learn, when they already know what to learn.
139	10/5/2018	9:00 AM	9:50 AM	Whitney	Concurrent	Lois Jones		Campus Connections; How Do They Benefit the Student and the School	Retention and Student Success are more than completing classes and having a good GPA. In order for our students to feel successful, they need to have a connection to someone on campus. To establish a connection, there needs to be a relationship. Knowing the student's name, acknowledging the student's effort with praise and encouragement, are just two of things that will let the student know they are valued. This presentation will provide ways to establish a relationship with the students, research to support the student benefits of establishing a relationship, as well as, the impact on student success and retention.
140	10/5/2018	9:00 AM	9:50 AM	Schoellkopt	Concurrent	Curtis Line, Jr.		Creating a New Supplemental Instruction Program and the Effects of SI on Student Success	Delaware Technical Community College is a two-year college that has served the needs of Delawareans for over 50 years. Throughout these years, low pass rates in certain courses have been a noticeable problem. In order to help mitigate this problem, the college implemented a new program in supplemental instruction. SI is a peer-led academic support service characterized by study skills sessions incorporating group collaboration and various learning strategy activities. In this presentation, I will describe the process in creating a brand new SI program, the effects that the SI program had on student success in the first two years, and the lessons learned by the SI leaders and coordinators.

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1	Date	Time Start	Time End	Room/Location	Type of Session	Lead presenter	Co-Presenter(s)	Title of Presentation	Summary
141	10/5/2018	9:00 AM	9:50 AM	Cascades II	Concurrent	Stephen O'Connell	Sara Remedios Bloom & Joshua Edwin	Creating a Feedback Loop: Assessment Culture and Professional Development for Peer Tutors	Peer tutors are the front lines of academic support. Among their crucial responsibilities is providing feedback to their tutees on content mastery and study practice. How can we ensure tutors are offered the same opportunity for constructive feedback and are given thoughtful opportunities to hone their professionalism and develop skills to be used when entering the workforce? This presentation will share insights and best practices on building a feedback loop and cultivating an assessment culture for student employees in a learning center, focused especially on tutor-tutee relationship building, group tutoring strategies and best-practices, and tutee skill development over time.
142	10/5/2018	9:00 AM	9:50 AM	Cascades I	Concurrent	Mike Ruwe		Who's in Charge Here? You Are. Session focus: definitions of leadership, styles of leadership, and learning center leadership.	You are a leader. But what does that mean? We will explore the definition of leadership. Once we know what a leader does, examining various leadership styles will inform us how a leader does it. Finally, the uniqueness of leading a learning center provides its own rewards and challenges. Tutor training procedures, utilizing technology, budget issues, and campus duties are some of the concerns that learning center leaders share. The session will conclude with a discussion of best practices for each of our unique leadership situations.
143	10/5/2018	9:00 AM	9:50 AM	Red Jacket	Concurrent	Gloria Thomas	Pam Ball	It Takes a Village: Building Campus Partnerships	Essential for any learning center are thriving partnerships and collaborative relationships with faculty, staff and students across campus. The LSU Center for Academic Success, an NCLCA Learning Center of Excellence, uses various strategies to engage various audiences, solicit feedback, gain buy-in, and develop advocates for the learning center's programs and services. Topics to be discussed include communication strategies and effective partnerships, CAS advisory and working groups (including our Faculty Partners, Academic Support Interest Group, and Student Advisory Board) and collaborative outreach activities (such as an Academic Kickoff and a Counselor Kickoff).
144	10/5/2018	9:00 AM	9:50 AM	Hennepin	Concurrent	Brecken Wellborn		Unleashing the Power of Mentorship: The SI Leader Mentee Program	This presentation overviews the University of North Texas SI Program's development and initiation of a new mentorship opportunity. The program matches current senior level SI leaders with high performing newer SI leaders with the goal of providing benefits for both the mentor and mentee – the chance for continued professional development for newer student staff and the opportunity for our senior SI leaders to further develop their mentorship skillset. The presenters will explore the mentee program's inspiration, pilot stage, and refinement, as well as review feedback from the student leaders involved in the program.

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1	Date	Time Start	Time End	Room/Location	Type of Session	Lead presenter	Co-Presenter(s)	Title of Presentation	Summary
148	10/5/2018	11:00 AM	11:50 AM	Red Jacket	Concurrent	Brandon Johnson		Data-Powered Decisions: Transitioning to a Hybrid Tutoring Model	Amid a university budget reduction, the Center for Academic Achievement (CAA) at Florida Gulf Coast University recently augmented its tutoring program from drop-in only, to a hybrid of drop-in and appointment-based tutoring. This presentation will discuss the assessment, evaluation, and rationale behind this dramatic shift in how we provide tutoring. Additionally, participants will learn about the outcomes of the programmatic changes which, despite a reduced tutoring staff, yielded a 13 percent increase in tutoring contacts compared to the previous year.
149	10/5/2018	11:00 AM	11:50 AM	Hennepin	Concurrent	Valerie Johnson	Melissa Berry	Leveraging Resources to Maximize Student Support	This presentation will outline the implementation process for adding online, real-time support using a software platform within the existing infrastructure of a learning center. With the added expectation of meeting students where they are, the demand for expanded student support services continues to rise while budgets remain static.
150	10/5/2018	11:00 AM	11:50 AM	Cascades I	Concurrent	Ana Mack		Unleashing the Power of Assessment to Improve your Learning Center	Learning center administrators engage in assessment and program evaluation in response to institutional initiatives driven by accreditation agencies and pressure to demonstrate the impact of their services. This presentation will provide an overview of the assessment process at a learning center in a large public university. The discussion will focus on the development of student learning outcomes, data collection, measurement instruments, reporting, as well as the use of assessment results for quality improvement of programs and services.
151	10/5/2018	11:00 AM	11:50 AM	Cataract	Concurrent	Tamara Miller-Bowden	James Truman	Responding, Not Reacting: Empowering Our Peer Tutoring and Writing Center Student Employees to Respond Proactively to Challenging Client Behaviors	As Learning Center professionals we often work closely with other campus student support offices and programs to empower our staff to work with all students—and that often includes students whose behaviors might be unusual or extreme. If we are going to continue to create inclusive spaces for all student learners, it is imperative we build systems that unleash the ability of our tutors to work with all students more effectively and keep all those involved emotionally and physically safe. This interactive session will consider our mission to create an inclusive, inviting environment where all students thrive.
152	10/5/2018	11:00 AM	11:50 AM	Schoellkopt	Concurrent	Gary Ritz		Empowering International Students: Open Discussion on Learning Center Practices for International Students	This session will explore current research and practices related to academic success for international students (with specific emphasis on Chinese students). Miami University-Ohio has a large population of international students coming from China each year with unique academic needs. The Rinella Learning Center at Miami has seen a large number of these students struggle academically and started to explore some of the concerns and unique struggles these students have had in/out of the classroom. This session will discuss some of these struggle areas including the international student transition-to-college struggles, language barriers, campus belonging, and plagiarism. Also included will be some basic Mandarin language skills/words/phrases that might be used by centers to help these students feel welcome in seeking help at a learning center. The session will encourage attendees to share their current practices when addressing the unique needs of this special student population.

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1	Date	Time Start	Time End	Room/Location	Type of Session	Lead presenter	Co-Presenter(s)	Title of Presentation	Summary
153	10/5/2018	11:00 AM	11:50 AM	Whitney	Concurrent	Rodriguez Beatriz	Casey, Chaviano	Are we Making a Difference? Using the LASSI to Measure Success in a Study Skills Seminar	GT2100: Seminar on Academic Success is a course designed for students returning from academic dismissal. The success of the course was previously measured by a student's GPA and graduation rates, which didn't accurately reflect learning outcomes. This session will explore how the Learning and Study Strategies Inventory (LASSI) is used as a more accurate effectiveness assessment tool. Participants will have an opportunity to learn about different ways to implement assessments beyond grades and gain information that is diagnostic and informative.
154	10/5/2018	11:00 AM	11:50 AM	Cascades II	Concurrent	Daniel Sanford		Implications of Cognitive Load Theory for Peer Tutoring	Cognitive Load Theory is a theory with broad empirical support, incorporating and building on many of the most important developments that have emerged from the cognitive sciences in the last two decades. It's also a model that has clear, implementable implications for educators. However, while the approach is often used in curricular design, it's been largely overlooked in the arenas of academic support and peer-led learning. This presentation will provide an overview of Cognitive Load Theory, and lead participants in a discussion of the outcomes of the model for tutoring and coaching.
155	10/5/2018	11:00 AM	11:50 AM	Governors	Concurrent	Vicenta Shepard	Juliette Acosta-Santiago, Aaron Armbrister, Han Ng & Adrian Perez	Enhancing International Student Academic Success	FIU's learning center recently established a partnership with an on campus bridge program that aims to support international students' acclimation to the university's academic and cultural environment. After a year of collaboration, tutors have inductively identified obstacles that international students have experienced during their transition to the college environment, varying on regional differences and subject matter. The session has three goals: identify the most significant obstacles that foreigners experienced in comparison to their American peers, share the most effective methods and strategies to mitigate these challenges, and explore other approaches that learning centers could utilize to address these concerns.
156	10/5/2018	11:00 AM	11:50 AM	Porter	Concurrent	Amanda Sinodis		The Power of Policy: Helping Tutors Set Boundaries	Writing/study skills tutors often get emotionally invested in the work and success of their students. Such investment may result in tutors providing too much help for students, or even doing more work than students do during tutoring sessions. At Wake Tech Community College, we clarified our policies through improved training and professional development to help tutors establish boundaries and better assist students in their learning process. This presentation will detail how Wake Tech trained tutors in these policies and provide tips for maximizing student learning and independence.
157	10/5/2018	11:00 AM	11:50 AM	Olmstead	Concurrent	Chelsey Vincent	Kendall Billingsley	A Team Effort: Hiring Students Who Will Make Great SI Leaders	A unique aspect of Supplemental Instruction (SI) is its interconnectedness with students, SI Leaders, faculty, SI Mentors, and SI Supervisors. Each group of people are important team members that make up the SI Program at our institutions. When hiring students to become SI Leaders, it is especially important to get input from each team member. Participants in this session will be introduced to a team leadership model and how this model can guide the decisions that we make for SI Programs as it relates to the hiring process.

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158	10/5/2018	10:00 AM	10:50 AM	Cataract	Concurrent	Geoff Bailey	John Segovia, Carol Dochen & Russ Hodges	Building Bridges: Mentoring New Professionals into the Field of Learning Assistance	The formal study of postsecondary academic mentoring has been traced back to the University of Michigan's engineering faculty in 1911 (Crisp & Cruz, 2009). Research has indicated positive outcomes from mentoring between college faculty and various student populations in regard to students' persistence and academic achievement (Coles, 2011). This presentation provides guiding principles to mentor young professionals and/or graduate students to enhance their experience in the field of postsecondary learning assistance. These principles include defining, initiation, and cultivating the relationship; abiding by confidentiality; committing to honesty; listening and creating a working partnership—among others.
159	10/5/2018	10:00 AM	10:50 AM	Red Jacket	Concurrent	Courtney Barry		Flourish by Diversifying Your Funding Sources	<p>Move your learning assistance illusory goals to reality by actively diversifying your funding sources with both internal and external funding resources. Connect with your colleagues by sharing and expanding your efforts in obtaining diverse income streams. This session will center on sharing advice about key funding sources to promote, strengthen, and transform your learning center's student support services, course redesign, technology expansion and more.</p> <p>State and local funding are decreasing so learning assistance professionals need to seek out innovative funding sources to provide retention and student success initiatives. As learning assistance professionals, we need to cultivate an entrepreneurial spirit to diversify our funding sources to implement student success initiatives.</p>
160	10/5/2018	10:00 AM	10:50 AM	Cascades I	Concurrent	Alicia Cesar	Ojuolape Mayungbo	How to Keep Students Wanting More?	College students face various obstacles throughout their academic careers, especially if they are first-generation college students. There is a significant amount of research that indicates that institutions of high education need to connect out of class experiences with in-class academics. Arthur Chickering's (1969) student development theory has provided evidence on what needs to take place to bridge the connection between academic and social in an attempt to increase success and retention of opportunity program students at an urban commuter college.
161	10/5/2018	10:00 AM	10:50 AM	DeVeaux	Concurrent	Lea Douglin	Karen Guerrette	Smarthinking Online Academic Support - Anytime....Anywhere!	Smarthinking is an online tutoring and academic support service focused on student academic and career readiness, retention to completion, and preparation for the 21st century workplace. Students can receive online tutoring assistance live on a whiteboard or through question or essay submission. Stop by to see how Smarthinking can help prepare your students for success!
162	10/5/2018	10:00 AM	10:50 AM	Governors	Concurrent	Mike Dvoracek		I Don't Need Another Boot Camp Developing Programs to Engage Student Veterans	Student veterans are a unique sub-set of non-traditional students. Most have some gap between their last formal academic experience and full time college enrollment. Their military experience has taught them to solve problems on their own, which often leads to a reluctance to seek help when struggling academically. Texas A&M has developed several programs to proactively engage these students to improve their academic success, persistence, retention and graduation. We will discuss these programs, look at their success to date, and share ideas for how learning centers can improve outreach and service to these students.

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163	10/5/2018	10:00 AM	10:50 AM	Hennepin	Concurrent	Leonard Geddes		Data from the Trenches: A Close-up Look at Intel from Metacognitive Learning Assistance Programs	<p>Learning centers are uniquely positioned to solve the challenges their institutions face. The daily interactions learning assistance staff have with students can provide critical keys to student success, retention, persistence and more. This workshop shares how extracting data from the trenches has made long term improvements in student learning, dispelled persistent, destructive myths, elevated learning centers, and solved entrenched institutional problems.</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> * Understand the powerful service they can provide their institutions, * Compare their data report with metacognitive data reports, and * Present new ways to tackle entrenched problems upon returning to their institution.
164	10/5/2018	10:00 AM	10:50 AM	Schoellkopt	Concurrent	Tiffany Patterson Hedges		Thinking Sustainably: Creating the Paperless Office with TutorTrac	<p>Do you wish for a paperless processing system? Why not put TutorTrac features to work for you? From initial hiring documents to tutor certification documentation such as College Reading and Learning Association (CRLA), attendees will learn how our tutoring program went paperless by using the Consultant Certifications and Docs tabs in the TutorTrac application to greatly simplify our records process. A step-by-step guide on how to make this change happen for your own system, as well as how to use the reporting features in TutorTrac to prepare employee record inventory, will be presented.</p>
165	10/5/2018	10:00 AM	10:50 AM	Whitney	Concurrent	Anna Phan		Unleashing the power of tutors: creating a strong team out of a diverse group	<p>Professional development and team collaboration are important parts of building a strong tutoring team. This session will provide training strategies for both individual tutors and tutoring teams as a whole with specific activity examples for each. Methods to get tutors' buy-in as well as specific challenges to anticipate will also be introduced. We will also examine feedback gathered from a survey to consider see tutors' perspectives on the value of a variety of training experiences. Interactive discussion opportunities will be integrated throughout the session.</p>
166	10/5/2018	10:00 AM	10:50 AM	Cascades II	Concurrent	Sara Remedios Bloom	Joshua Edwin & Stephen O'Connell	Jumpstart: A One-Week, Low Cost Bridge Program for Nontraditional Learners	<p>Transitioning to the college classroom can be especially challenging for students who identify as first-generation, low-income, and/or nontraditional. For many of these students, the most common pre-matriculation support intervention – the summer bridge program – is not an option due to financial and family responsibilities. As well, offering such programs can be prohibitively time- and resource-intensive for many learning centers. In this presentation we will introduce participants to the ARC Jumpstart Series, a one-week bridge program for under-resourced and nontraditional learners that offers a replicable model for a high quality, low cost, limited duration support intervention.</p>

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167	10/5/2018	10:00 AM	10:50 AM	Porter	Concurrent	Holly Shinn	Amarilis Castillo	Unleashing Learning: The Power of an Online Learning Frameworks Course	The presenters taught an online learning frameworks course. The purpose of the course was to enable students to develop effective academic strategies and behaviors for college success. Using the text of the course creators, what was previously a face-to-face class was adapted by one of the presenters into an online pedagogical tool that includes a balance between theoretical underpinnings and the experiential application of learning strategies. Session discussions and activities will include the focus of the course, which was on research and theory in the psychology of learning, cognition, and motivation; factors that impact learning; and application of learning strategies.
168	10/5/2018	10:00 AM	10:50 AM	Olmstead	Concurrent	Becky Varian		The Impact of Mindset on Learning: It All Starts With Belief	The Center for Student Progress at Youngstown State University has had academic coaches working with at-risk students since 2001. Although the coaches were adept at using learning theory, meta cognition and neuroscience (as related to learning), a consistent method of motivating students was missing. The presenter will share how the academic coaches at the Center for Student Progress implemented Carol Dweck's Mindset Theory in 2016 as a way to motivate at-risk students.