

February 2016



NATIONAL
COLLEGE LEARNING CENTER
ASSOCIATION

NCLCA Newsletter

TECHNOLOGY IN THE LEARNING CENTER

The Challenge of Remaining Student Centered in a World of Constantly Changing Technology



Dedicated to Supporting Learning Assistance Professionals

In This Issue

<u>President's Corner</u>	2
<u>Practitioner's Corner: Virtual Workshops as SI</u>	3
<u>Practitioner's Corner: Scheduling Technology</u>	4
<u>Practitioner's Corner: Departmental Merger</u>	6
<u>LCLC Certifications</u>	7
<u>Campus Visit: University of West Georgia</u>	9
<u>Practitioner's Corner: Technology & Retention</u>	10
<u>Affiliates' Corner</u>	11
<u>Announcements</u>	13
<u>Publication Guidelines</u>	13

A Message from the Editor:

This month, we look at technology within our profession. Thank you to everyone who participated.

May Newsletter Theme: Developing Learning Center Staff. Please submit great articles about techniques for improving the knowledge, professionalism, customer service skills, and /or other skills of learning center staff (student or professional). Publication guidelines are listed on page 13. (**Submission deadline: 22 April 2016**)

Changes to the newsletter:

- ◆ This is our first month accepting advertising in our publication. We welcome those who have chosen to reach out to our members. Revenue from advertising supports the Julia Visor Award, which provides scholarships to graduate students presenting at the NCLCA conference.
- ◆ We have created a new section for announcing upcoming opportunities and events.

From the President's Desk

Jennifer Haley
Learning Center Science and Humanities Coordinator
University College
Ball State University



Dear NCLCA Members,

Happy Valentine's Day! This is my love letter to you all! We really appreciate and care about our members!

Our job, as the Executive Board, is to serve you. This is why I'm going to pose three questions. Please shoot me an email with your thoughts.

- ◆ What additional resources could we provide to our members? You pay membership dues: tell us how you can get the most bang for your buck.
- ◆ What topics would you like to see in our Webinar and Workshop Series (WOWs)?
- ◆ We need to set a membership goal and conduct a membership drive: whom should our audience be? How do we reach out to learning center professionals who have never heard about us? Who has some super-creative ideas?

I recently posted a message to the LRNASST-L listserv asking people to contact me if they had any questions about NCLCA. Within a day, I had heard from a member in Spokane, Washington, and she had a brilliant idea about launching an official, organized mentorship program within NCLCA. We had a fantastic phone conversation, and I was very happy to realize that not only does she have the kernel of a great idea, she is willing to develop it and administer it.

And that is where the "love letter" comes in: I've never belonged to an organization that inspires such a feeling of warmth, excitement and willingness to share ideas and resources. In a time in which many in higher education are striving to sell a product, it is heartening to realize how many learning center professionals there are within NCLCA who just want to help each other to help students.

We have many exciting events coming up:

- ◆ Our new website launch
- ◆ The Call for Proposals for our Annual Conference in Tampa, Florida, September 28-October 1
- ◆ The NCLCA Institute in Albany, New York, June 27-29
- ◆ Application due dates for our many grants and awards (need research money or recognition? Apply for a grant or award!),
- ◆ Elections (YES! There will be some openings on the Board!),
- ◆ And a few more surprises I'm not going to reveal quite yet.

Engage, participate, and let us serve you!

Jenny
jhaley@bsu.edu

Practitioner's Corner: Bridging the Gap - Virtual Workshops as Supplemental Instruction

by Alicia Casey and Rose Smith
Tallahassee Community College

Since the Florida legislature passed Senate Bill 1720 (SB 1720) in the 2013 legislative session, Florida colleges have sought to address challenges associated with drastic reformation in placement and instruction for developmental math, reading, and English courses. SB 1720 “prohibits requiring placement testing or developmental education for students who entered ninth grade in a Florida public school in the 2003-2004 school year and after, provided the student earned a standard high school diploma”; active duty military personnel also are exempt (Hu). Depending on their previous performance records, students are rigorously advised to take placement exams and developmental courses when appropriate. However, many exempt students are opting out, and learning centers throughout the state must meet the needs of this population with no additional funding or resources. The Learning Commons’ staff at Tallahassee Community College is exploring ways to utilize existing technology to improve student services at no cost to the institution.



Alicia Smith (left) and Rose Smith

The legislation outlines developmental instruction reform including modularized, compressed, and contextualized courses, as well as “corequisite developmental instruction or tutoring that supplements credit instruction ” (Hu). After the passage of SB 1720, Communications staff developed a series of modularized, supplemental grammar workshops created in the College’s existing LMS, Canvas, and piloted them in the fall semester of 2015 in a cohort of three composition courses (ENC 1101) with one primary instructor. Based on instructor-identified needs and keeping efficiency and convenience in mind, we decided to offer virtual workshops on a voluntary basis. We developed several of these to address the designated grammar topics and selected “Avoiding Fragments, Run-ons, and Comma Splices” as the pilot skill. A measurable outcome was established for students, staff, and the instructor to gauge the results of this pilot. Any gain in the post-assessment compared to pre-assessment would be considered a successful outcome. We designed the virtual workshop to conform to the Quality Matters (QM) rubric for online learning, offering easy navigation, clear outcomes, and ADA compliance.

After taking the pre-assessment, students were presented with a series of skill development activities, including videos and practice assignments promoting learner engagement. After students completed the learning activities, they took a post-assessment , which measured their performance. An analysis of performance data indicated that 89% of students showed improvement, and 47% of students improved their initial score by 20-40%. A post-workshop survey was provided for students to give qualitative feedback. Of the students who completed the survey (16), 100% strongly agreed or agreed that “the topics covered are relevant,” and “the learning outcome is clearly defined.”

Using existing resources and technology, the Learning Commons staff created a series of virtual workshops to provide additional support to underprepared students in college composition. These can be utilized in the future to assist learners across the curriculum, and, as we progress, additional workshops are planned with increasingly advanced skills. This method actively promotes student success and easily can be adopted by other institutions.

Reference:

Hu, S. (2015). *Learning from a bold experiment*. Retrieved from <https://www.insidehighered.com/views/2015/01/29/essay-making-most-floridas-remedial-reform>

Practitioner's Corner: Using Technology to Facilitate Tutor Scheduling

By J. P. Jorissen
Austin Peay State University

When I first started as a supervisor at the Academic Support Center, creating schedules for our tutors was very complicated. With a student-dominated workforce, there are numerous class and work schedules to accommodate for our tutors. Developing work schedules that fit the tutors' other obligations while also supporting the subjects and availabilities we require takes serious consideration, coordination, and more than a little trial and error. I knew the process could be made much easier with the use of appropriate software. We already have TutorTrac for appointment booking and attendance records, but it wasn't designed as a user-friendly tool to create schedules. I wanted something simple that would help me and the other supervisors plan our tutors' schedules for the semester. I saw nothing on the market that we could use, and using Excel documents over a shared drive was not ideal. I decided the only way to have an application that did exactly what I wanted was to make one. I could not be happier with the results. Our solution has saved us much time and many headaches.



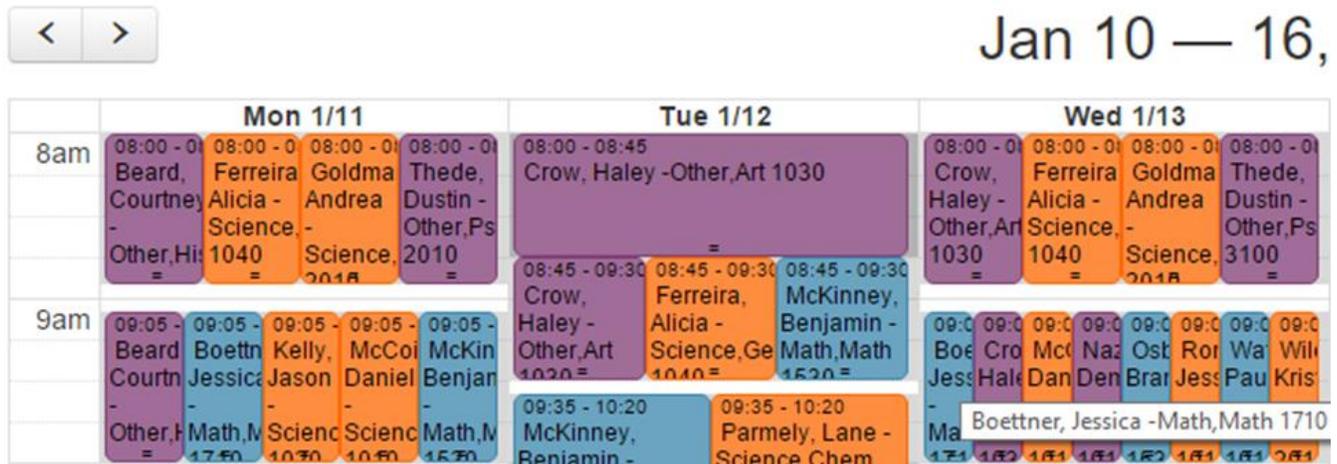
The ASC has various programs that we support and staff. In addition to having our own student workers for Structured Learning Assistance Leaders (similar to SI), Lab Attendants, and Peer Tutors, we work closely with and provide tutors to TRIO Support Services, Full Spectrum Learning (a program for students on the autism spectrum), Community Tutoring, and Austin Peay's Fort Campbell Campus. To further complicate matters, some employees work in multiple positions and fall under more than one supervisor. Due to the involvement of so many people and departments, meeting the needs of every organization without overbooking workers becomes a balancing act. It is very difficult to have a logical organization of what is being assigned to every center while also keeping track of numerous individual tutor schedules and class schedules when every document is on paper. Previously, we had a sub-master schedule for each supervisor which was constantly being updated (on a spreadsheet) to reflect every tutor's individual schedule. This process felt clunky and cluttered and was very time-consuming.

Because our solution, ASC Schedule, is a web-based application, organization and coordination for scheduling are greatly improved. Every supervisor working on a schedule is able to view and edit tutors' sessions, and these changes are reflected on every other supervisor's version of the schedule. This allows supervisors to stop worrying about creating conflicts or overbooking tutors because they are easily able to see when the tutor in question still has open availability without the need to pass emails back and forth or use a shared drive. The supervisors no longer need four or five tutor schedules, a master schedule, and a document with a list of what subjects tutors support spread in front of them all at the same time. They simply apply some search filters and look at the results (**See image at right**).

The screenshot shows the 'Scheduling' interface with filters for Facilities (9), Departments (36), and 1 Employee. The main view is a calendar grid for Jan 10-16. The grid shows time slots from 8am to 12pm. Color-coded boxes represent different sessions: blue for Math, green for Class, and orange for Science/Phys. The text below the screenshot reads: 'Color-coded boxes differentiate among courses, subject areas supported, and locations where the student is working.'

Practitioner's Corner: Using Technology to Facilitate Tutor Scheduling (continued from previous page)

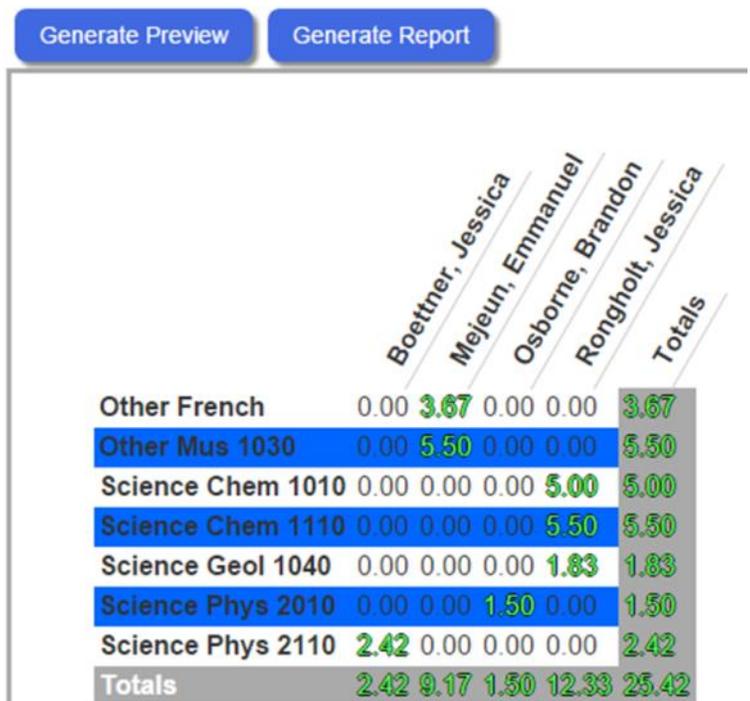
Once some schedules have been edited, the person coordinating the scheduling process can now easily verify that the schedule does not exceed the space and resource limitations for the center. For tutoring in the ASC, we know we have space for no more than eight concurrent tutoring sessions. When I apply the appropriate filters, I can tell at a glance if there are any problem areas (See image below).



Entries are color coded by the subject area supported so that supervisors can quickly determine the amount of support offered in each area.

If a quick look at the master schedule is not enough to know if certain requirements are being met, I can use the "Reports" tool to make it much easier to keep track of what I have. To make sure our tutors are not exceeding their limit of allowed hours, I can filter to show only those tutors and click "Generate Preview" (See image on right). This alone probably saved us several of hours of just counting and recounting times and sessions.

Finally, once every schedule looks just right and all of our requirements are met, schedules are ready to be distributed to tutors. I open the "Exports" tool, click a button, download an Excel file, and send some emails or print some copies. While the ASC Schedule program required an investment of time to create, it has greatly benefitted the Academic Support Center. Anyone desiring more information may contact me at jorissenj@apsu.edu.



The report shows supervisors the number of hours each student is scheduled and the number of hours dedicated to each subject.

Practitioner's Corner: How a Department Merger Deepened what "Learning Assistance" Could Mean

Lawrence Gilius

Mt. Hood Community College

It's rare that a community college faces an "embarrassment of riches" in its Learning Center offerings, but that's what Mt. Hood Community College in Gresham, Oregon, faced in 2012. That's when MHCC became the second in the Pacific Northwest to create an Advancement Via Individual Determination (AVID) Program--normally focused on empowering college aspirations among middle and high school students-- for its own college students. The AVID Center was placed on the same floor as the college's already highly successful Learning Success Center, serving the college since the 1980's.

The intent was not to merge the two organizations; they had different focuses and areas of expertise. The AVID Center was to develop Learning Communities of linked developmental-level courses and offer a space uniquely suited to serving those students, many of whom were first-generation students who were limited in "college knowledge." In contrast, the Learning Success Center had relatively less experience with that group of students, but had tutoring and tutor training expertise, as well as a body of study skills knowledge that complemented that of the AVID program.

Yet the existence of two tutoring centers adjacent to one another confused students, faculty, and even the staff of both organizations. When the Learning Success Center manager moved to a new position across campus in 2014, the AVID Coordinator was tapped to lead a newly-combined organization.

Difficult questions remained: most importantly, how could the work roles of the two areas be blended to best serve students? With AVID concentrated in its own physical space, staff members of the two organizations had few opportunities to work side by side. The students and faculty who used the AVID Room had limited knowledge of what the Learning Success Center had to offer, and many LSC staff were unaware of the AVID strategies and audience.

After a year of trial and error, the new organization branded itself as AVID/Learning Success Center and turned the AVID Center into a test ground for a new way of serving students. Reconceived as the central starting point for all tutoring students, the AVID Center became a room where students could get drop-in help along a large spectrum of services: basic academic advising, financial aid questions, computer questions, study skills, and referrals to other tutoring and campus services as needed. In addition, the writing tutors were stationed there to support all writing and reading needs, including scholarship application writing and the particular needs of English language learners. The "Learning Specialists" of the Learning Success Center and those of the AVID Center began to work side by side to provide the newly-blended services.

For both staffs, the reorganization expanded what they thought of as their realms of responsibility. But through working together in the AVID Center and through cross-trainings, staff members are growing their knowledge and skills, and feeling a part of a single organization. AVID/LSC is growing ties to faculty and staff college-wide who understand that, through this reorganization, AVID/Learning Success Center is more than ever a logical early stop for all students, a place to find direction, skill, and confidence. With this reorganization, the shared goal of the previously separate organizations—to make one's college dreams come true—draws nearer.



The AVID/LSC staff at Mt. Hood Community College



LCLC (Learning Center Leadership Certification) provides individual learning assistance professionals a nationally-recognized credential and set of standards by which to foster future growth and development. Find out more at nclca.org/certification.htm.

Congratulations to our newest certified leaders.

Martin Dornbaum
Learning Center Leadership Certification—Level 4
Hunter College

Tera Lessard
Learning Center Leadership Certification—Level 2
Spokane Community College

Rebecca Lemmel
Learning Center Leadership Certification—Level 1
Albright College

49TH ANNUAL CRLA CONFERENCE

Tracking Student Transitions

November 3-6, 2016



PROPOSAL SUBMISSIONS OPEN FEBRUARY 1, 2016 AND CLOSE APRIL 4, 2016

A vital new resource for learning center professionals

TEACH STUDENTS HOW TO LEARN

Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation

**Saundra Yancy McGuire
With Stephanie McGuire**

Foreword by Thomas Angelo

Paper | 978 1 62036 316 4 | \$32.00



"If you are already convinced—or are at least willing to consider the possibility—that your students could learn more deeply and achieve more success than they are at present, this book is for you. If you are frustrated by students who seem unmotivated and disengaged, this book is for you. If you find it challenging to teach underprepared students, **this book is for you.** And if you care about educational equity and fairness, this book is for you."

—THOMAS A. ANGELO
University of North Carolina – Chapel Hill

"This book provides us with practical, yet powerful learning strategies and metacognition techniques that can be easily incorporated into our courses, and which in turn, will improve student learning . . . **should be read and utilized by all.**"

—KATHLEEN F. GABRIEL
*Associate Professor, School of Education,
California State University, Chico*

SAUNDRY YANCY MCGUIRE has been teaching chemistry and working in the area of learning and teaching support for over forty years. A former assistant vice chancellor and professor of chemistry, she is a member of NCLCA with Level 4 Lifetime Learning Center Certification, and a Council of Learning Assistance and Developmental Education Associations (CLADEA) Fellow.



15% DISCOUNT & FREE SHIPPING
for NCLCA members through March 31, 2016.

USE CODE **NCLCA6**.

TO ORDER: CALL 1-800-232-0223 FAX 703-661-1501 E-MAIL StylusMail@PressWarehouse.com WEBSITE www.Styluspub.com

[Back to Page 1](#)

Campus Visit: Center for Academic Success, University of West Georgia

by Stephanie Westine
University of West Georgia

The newly-formed Center for Academic Success at the University of West Georgia was created in Fall 2013. We are centrally located on campus in the University Community Center, a building that also houses Academic Advising, the Student ID office, Athletics Academic Support, Center for Adult Learners and Veterans, post office, and a food court. We are part of the Division of Student Affairs and Enrollment Management and report to the Associate Vice President for Enrollment Management. Serving a university of 10,000+ undergraduates, we've seen tremendous growth in our center over the past few years.

The Center for Academic Success provides peer tutoring, Supplemental Instruction, academic coaching, academic workshops, and in-class presentations, all of which are free to students. Our department consists of a Director, Associate Director, four coordinators (Peer Tutoring, Supplemental Instruction, First Year Programs, and Second Year Programs), and an Office Manager. We have 100 student employees including tutors, SI leaders, academic coaches, and administrative workers.

Supplemental Instruction started in Fall 2011 with 10 sections. As we begin Spring 2016 the program has grown to over 60 sections! In our outreach campaign, we enlist the assistance from the college deans in sending out our message. As a result, faculty are reaching out to learn more about implementing Supplemental Instruction in new courses. We have seen an increase in faculty encouraging other faculty to utilize the SI program as well. Our graduate assistant teamed up with our communications department to create a high-quality video about the benefits of SI. During summer orientation, we were able to show the video to all incoming students and their families.

Peer tutoring has been on the rise at our university as well. We employ approximately 50 tutors to cover the core curriculum courses with Math, Chemistry, and Accounting as our three most requested subjects. Our tutoring center is a flexible space with 10 tables and moveable whiteboards and is generally full every afternoon. We offer appointment-based tutoring in our center Monday-Thursday from 9am-7pm with extended hours from 7-9pm in the library, and Fridays from 9am-5pm in the center. We also support drop-in tutoring in two of the residence halls from 7-10pm Sunday-Wednesday.

Academic Coaching is a new undertaking in our office; we offer peer or professional academic coaching to students on campus. We focus our outreach efforts on all first year and second year students, as well as students who are on probation, academic warning, or students who have been identified by an early alert. In addition, campus partners including financial aid, student conduct, and orientation encourage (or mandate) students to utilize our coaching services as part of student success plans.

The Center for Academic Success's mission is to support undergraduate students' effort to set and achieve their academic goals, to thrive academically at UWG, and to become lifelong learners.



A comfortable, caring environment awaits students in the Center for Academic Success

Practitioner's Corner: Technology and Retention - Using an Early Alert Program to Augment Student Success

by Danielle L. Archambault and Chelsey J. Vest
Wesley College

An Early Alert program (EAP) is an effective technological tool for retention that identifies struggling students and redirects them toward academic success by connecting them with campus-wide resources. While research endorses the use of EAPs to support academic needs, Wesley College utilizes an EAP to support students who encounter a wide variety of academic, transitional, and behavioral concerns.



Wesley College fully implemented Lantern, an EAP case management system by Pharos360, in the fall of 2013 with the goal of connecting students to appropriate campus resources at the ideal time. Lantern enables the campus community to submit electronic referrals for students facing academic, behavioral, social, familial, or other life concerns. Referrals are submitted directly to a designated triage person.

As with many EAPs, some of the most common referrals reported various academic concerns, such as attendance inconsistencies and low mid-term grades. However, recognizing that class attendance and academic performance are not the only factors impacting success, Wesley uses the software we selected as a holistic tool for reporting other challenges and promoting success. Other concerns sent via electronic referral include leaving a sport's team, illness, injury, death in the family, completion of major requirements, and long-term career goals.

After a referral is submitted, the Student Success Outreach Coordinator (SSOC) is notified via email. The SSOC assesses the referral and directs to the appropriate course of action. Often times the SSOC reaches out to the student directly to arrange a meeting. This meeting is designed to further assess the situation and create a personalized plan to redirect the student towards success. Campus resources such as tutoring services, advising, career services, counseling services, the athletic department, the registrar, and student affairs are often involved in developing the student's revised success plan. The SSOC typically follows up on the student's case and facilitates interdepartmental communication. This use of technology improves efficiency of communication so that more time can be devoted to personally interacting with the student one-on-one.

Students whose cases have been managed through Lantern and had a meeting with the SSOC have a much higher persistence rate than Wesley's overall rate. The 8% increase in persistence is significant because Wesley College serves many first-generation, minority, and Pell Grant eligible students. The EAP allows Wesley to meet the unique challenges faced by a minority-serving Institution whose students are more likely to experience adversity within and beyond the classroom.

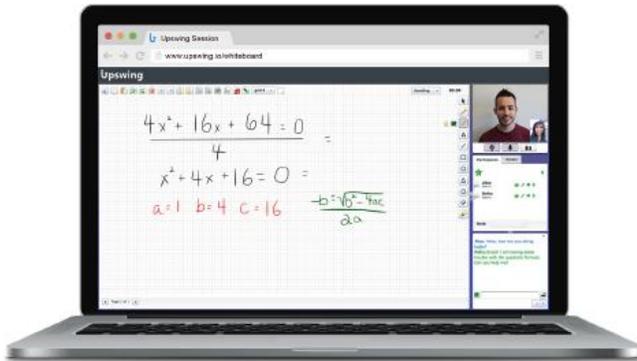
Overall, our technological platform facilitates communication, promotes transparency, and allows for interdepartmental collaboration while working toward the common goal of promoting student success at all stages of the college experience. Lantern allows the campus community to connect students with a variety of resources that will most benefit them, but also increases campus-wide communication and accountability while developing meaningful relationships with students.

Upswing

IMPROVE STUDENT SUCCESS

Make a meaningful impact on student retention with Upswing

By combining student support (tutoring, advising, mentoring) with early alerts, colleges are able to see a true leap in student success.



See what Upswing can do for your school.
Learn more at Upswing.io or email speak@upswing.io

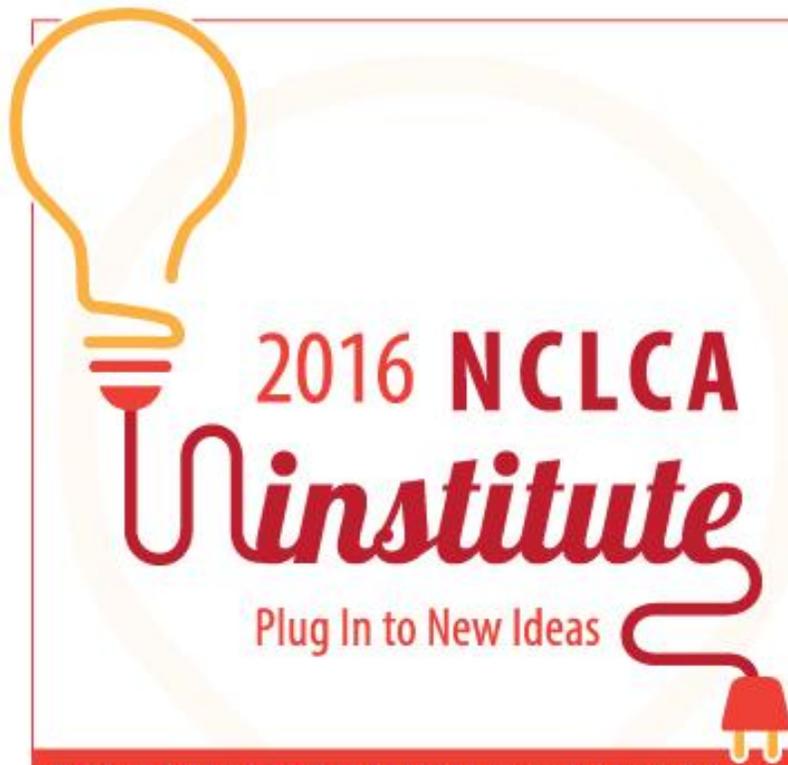
Affiliates' Corner



FCLCA, your Florida state affiliate, will be in the most magical place – Orlando, Florida - to showcase how our learning centers are “MAKING MAGIC HAPPEN” for student success during our 3rd annual state conference, April 7-8, 2016. Join FCLCA with our hosts from the University of Central Florida and co-host Seminole State College, as we share ideas and network on a state level. Visit www.floridacollegelearning.org for more information or contact Dr. Jennifer Bebergal, President FCLCA bebergal@fau.edu.

For more information about any of the NCLCA affiliates, be sure to check out their websites.

- Florida College Learning Center Association (FCLCA):
<http://www.floridacollegelearning.org/>
- Louisiana College Learning Center Association (LCLCA):
<http://nclca.org/louisiana.htm>
- Southeastern College Learning Center Association (SECLCA):
<http://nclca.org/southeastern.htm>



2016 NCLCA

*W*institute

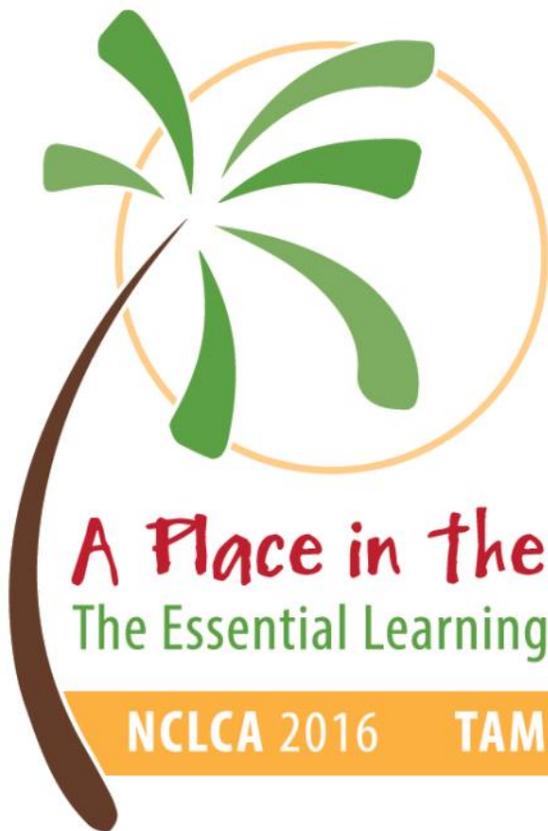
Plug In to New Ideas

June 27–29, 2016

The Desmond Hotel | Albany, NY

Apply for the Karen Quinn Scholarship to cover the cost of tuition, room and board.

FOR MORE INFORMATION contact Peg Mitchell at peg.p.mitchell@wilmu.edu or visit www.NCLCA.org



A Place in the Sun:
The Essential Learning Center

NCLCA 2016 TAMPA, FL

Conference is Coming

Sep 28-Oct1

- ◆ Great People
- ◆ Loads of Good Ideas
- ◆ Fun Events
- ◆ Delicious Food
- ◆ Florida Sunshine

Prepare to hear much more in upcoming newsletters

CRLA White Paper

The College Reading and Learning Association (CRLA) is pleased to announce the release of our third white paper, which is now available online for free download.

The paper, *Meeting the Needs of Linguistically Diverse Students at the College Level*, was written by Christa de Kleine of Notre Dame of Maryland University and Rachele Lawton of The Community College of Baltimore County. The paper provides a comprehensive review of the scholarship related to language diversity in postsecondary context, and includes evidence-based practical suggestions for improving institutional support for linguistically diverse college students. The authors note that the paper aims “to increase overall awareness of linguistic diversity so that policies, pedagogy, and support services may be ‘linguistically informed.’”

The paper (as well as the CRLA's first two white papers) is available at the following link:

<http://www.crla.net/index.php/publications/crla-white-papers>

Announcements

- ◆ The new NCLCA website is coming soon.
- ◆ Did you notice the new logo at the top of the newsletter? Credit for the new design goes to our graphic artist, Erin Lund.

Calendar Items

- ◆ FCLCA Affiliate Conference: Apr 7-8, 2016 in Orlando, FL
- ◆ NCLCA Innovative Use of Technology Award: Submission deadline May 31, 2016
- ◆ NCLCA/LSCHE Website Excellence Awards: Submission deadline May 31, 2016
- ◆ SECLCA Annual Conference: Jun 17 in Charleston, SC
- ◆ NCLCA Institute: Jun 27-29, 2016 in Albany NY
- ◆ NCLCA Conference: Sep 28–Oct 1, 2016 in Tampa,

Newsletter Publication Guidelines

Affiliates Corner

- ◇ Submissions must be from one of the organization's officers.
- ◇ Limit contributions to 150 or fewer words.
- ◇ Include contact information for any announcements.

Tutor Spotlight

- ◇ Submissions should include a photograph of the tutor.
- ◇ Limit contributions to 250 or fewer words.
- ◇ Include certifications earned (if any).

Book or Article Reviews

- ◇ Limit contributions to 300 or fewer words.
- ◇ Include publication information.

Campus Visit:

- ◇ Description of a learning center, including successful programs, organizational structure, marketing techniques, training strategies, hiring practices, and collaborative efforts.
- ◇ Limit contributions to 500 or fewer words.

Practitioner's Corner

- ◇ Specific techniques and strategies for building different aspects of successful learning center programs.
- ◇ Limit contributions to 500 or fewer words.

Other Articles

- ◇ Articles should focus on the topic selected for the upcoming newsletter.
- ◇ Please limit contributions 500 or fewer words.

All Submissions

- ◇ NCLCA reserves the right to make minor revisions during the editing process.
- ◇ Include name and institution of the author(s).
- ◇ Authors are encouraged to provide an author photo, photos of facilities, explanatory charts, and other visuals.
- ◇ Discuss overlong manuscripts with the editor prior to submission.
- ◇ Send submissions to Martin Golson at golsonm@apsu.edu

Thank you to everyone who contributed to this edition of the newsletter and the editorial staff: Karen Agee, Stacey Blackwell, Kolene Mills, Jon Mladic, Barton Price, Wendy Simmerman, Jainesh Singh, and Kathleen Volk