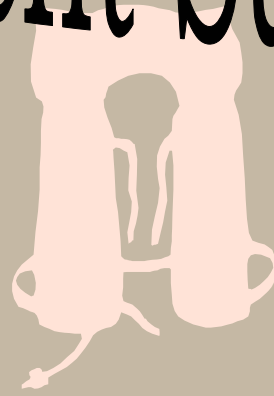


Sailing to Student Success



19th Annual Conference

September 29-October 1, 2004

Towson, Maryland



*National
College
Learning
Center
Association*

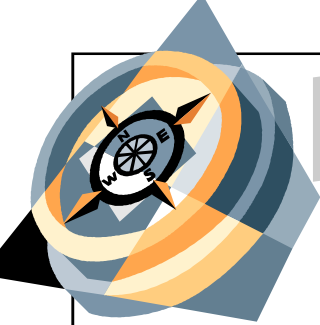
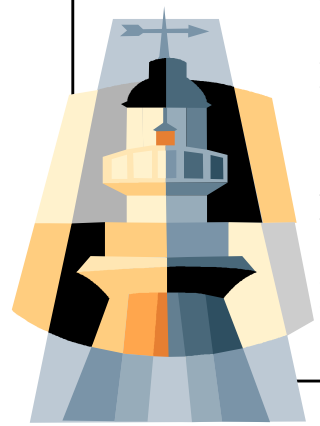


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Conference At A Glance



Wednesday, September 29

8:00 am—11:00 am	NCLCA 2003-2004 Board Meeting	Cole
1:30 pm—4:30 pm	Pre-Conference Institute	Duncan
4:30 pm—8:00 pm	Welcome Reception, SIG Table Discussions, Regional Meetings	Warfield's Ballroom
6:00 pm—11pm	Dinner on the Town Options	Sign-up at Registration

**Registration
Open
12pm-6pm**

Thursday, September 30

7:30 am—8:30 am	Continental Breakfast Sponsored by Redrock Software Opening of Exhibits	Atrium
8:45 am—9:00 am	President's Welcome	Lindsay A, B & C
9:15 am—10:15 am	Concurrent Sessions A	Breakout Rooms
10:30 am—11:30 am	Concurrent Sessions B	Breakout Rooms
11:30 am—1:00 pm	SIG Break Lunch on your own OR Trip to Goucher College	Atrium (SIG) Sign up for Goucher Trip at Registration
1:00 pm—2:00pm	Concurrent Sessions C	Breakout Rooms
2:15 pm—3:15 pm	Concurrent Sessions D	Breakout Rooms
3:15 pm—3:45 pm	Afternoon Break Visit the exhibits	Atrium
3:45 pm—4:45 pm	Concurrent Sessions E	Breakout Rooms
5:00 pm—6:30 pm	Cash Bar Reception	Fitzgerald Ballroom
6:30 pm—9:30 pm	ACDEA Fellows Induction Ban- quet Keynote: Mr. Wilbert Bryant	Fitzgerald Ballroom
10:00 pm—11:30 pm	ACDEA Fellows Induction After-Party	Presidential Suite

**Registration Open
7:15am-4pm**

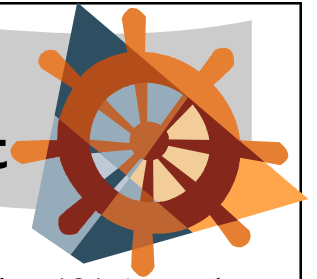
Friday, October 1

7:30 am—8:30 am	Continental Breakfast Business Meeting 2004-2005 Board Installation	Lindsay A, B & C
8:30 am—9:30 am	Concurrent Sessions F	Breakout Rooms
9:45 am—10:45 am	Concurrent Sessions G	Breakout Rooms
11:30 am—2:00 pm	NCLCA Awards Luncheon Keynote: Dr. Michael Siegel	Warfield's Ballroom
2:15 pm—5:00 pm	Post-Conference Institutes	Duncan & Grason
6:00 pm—11pm	Dinner on the Town	Sign-up at Registration

**Registration Open
7:15am-8:30am**



Welcome from the NCLCA 2003-2004 President



Johanna Dvorak, University of Wisconsin-Milwaukee

Welcome to the National College Learning Center Association 19th Annual Conference! It has been a productive year for our association. With our roots in the Midwest, we are growing as a national organization, and happy to host to our first conference in the East. We encourage you to be part of our growth here and in your region of the United States.

NCLCA is dedicated to helping learning center professionals improve their expertise in managing academic support programs. We also welcome teaching staff, faculty, administrators, tutors, advisors, librarians, and other college personnel across America who share common goals for college student achievement. Our conference will provide the opportunity to network with other professionals, meet and hear key leaders in our field, and participate in 50 breakout sessions.

As a founding member of NCLCA in 1985, I have great personal satisfaction in seeing how far our profession has come in recognition and stature. Administrators at our post-secondary institutions have come to rely on us to help fulfill the missions of our campuses. There is still much work to be done. NCLCA works closely with our sister organizations as a member of American Council of Developmental Education Associations (ACDEA). This organization, led by Hunter Boylan, is meeting at our conference to help build a stronger coalition of our organizations to make a difference nationally. We are also part of a Blue Ribbon Commission which is outlining an agenda for the future. Please share your ideas with me, Nancy Bornstein, or Jackie Robertson, NCLCA's representatives.

ACDEA recognizes individuals as Fellows who have achieved distinction in the fields of learning assistance and developmental education. We wish to congratulate NCLCA nominee Nancy Bornstein of Alverno College as one of several new ACDEA Fellows. Nancy is a past NCLCA President and co-editor of our journal, *The Learning Assistance Review*.

Our congratulations also go to the other new inductees: Carol Bader, David Caverly, Phoebe Helm, Lucy MacDonald, Georgine Materniak, and Gladys Shaw. Meet our new fellows who will be inducted at our banquet Thursday evening. Nancy Bornstein will also lead a panel of new fellows on Thursday afternoon from 2:15-3:15 so you can hear more about their expertise and vision for the future.

This year NCLCA is honoring Martha Maxwell with our Lifetime Achievement Award. Thank you to Martha for your inspiration, leadership, and commitment to learning assistance. We will be honoring others with several awards. Our thanks especially goes to Frank Christ, who spearheads an award for outstanding learning center websites, and who will be guiding us in a post conference dedicated to professional development. The Frank L. Christ Outstanding Learning Center Award honors Frank for his enthusiastic dedication to all of us.

Thank you to the NCLCA Board, who has worked diligently this past year: Mark May, Linda Dixon, Mary Knasinski, David Reedy, Jennifer Haley, Susan Busenbark, Gretchen Marcus, and this year's conference chair, Lisa D'Adamo-Weinstein. I encourage you to get involved in NCLCA. There is a great reward in helping and learning from each other.

We hope you will plan to attend next year's NCLCA conference, which will be held at the Wyndham Hotel in downtown Milwaukee from October 5-7, 2005. We are hosting a reunion in our founding state, Wisconsin, to celebrate our 20th year.

Enjoy the conference! Johanna

What is NCLCA?



The National College Learning Center Association (NCLCA) is an organization of professionals dedicated to promoting excellence among learning center personnel. The organization began in 1985 as the Midwest College Learning Center Association (MCLCA) and "went national" in 1999. The name change to the National College Learning Center Association (NCLCA) better represented our growing nationwide and Canadian membership. NCLCA welcomes any individual interested in assisting college and university students along the road to academic success.

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

The Mission and Goals of NCLCA

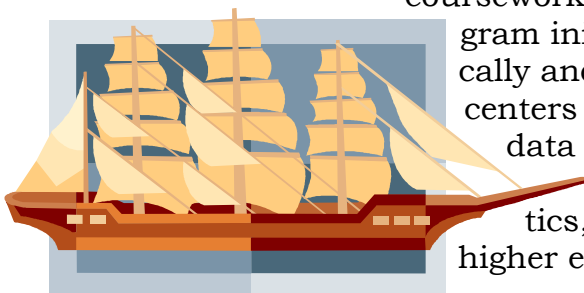
The mission of NCLCA is to support learning assistance professionals as they develop and maintain learning centers, programs, and services to enhance student learning at the post-secondary level.

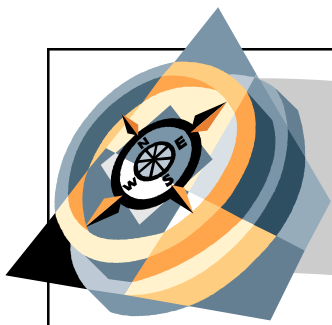
This support includes the following:

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

What specific needs does the National College Learning Center Association address?

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





Special Conference Services & Features

Shuttle Service:

Several shuttle companies provide service for BWI Airport. The Sheraton recommends the Super Shuttle. For Super Shuttle service, call (800) 258-3826. The cost is 1 person/1 way \$21.00. Pick up is at the Sheraton Baltimore North hotel is by reservation only. Reserve by calling (410) 858-0800 at least two hours in advance the day service is required. Please call the number for exact departure times from the hotel.

Share Table:

This table will be located in the Atrium across from Cole next to Registration. Feel free to leave materials to share with other conference participants.

Need Internet Access?

Wireless Internet is free throughout the hotel, including in your room. If you do not have a laptop, you can access the Internet through your television in your room for a fee. There will also be a computer set up next to the Registration for participants to check their e-mail.

You Are Here!

The hotel is connected by skywalk to Towson Town Center Mall and is located:

- 5 miles from Baltimore's light rail transportation into Baltimore
- 8 miles from Baltimore's inner harbor (hotel buses will provide transportation to the inner harbor)



The National Tutoring Association's 13th Annual Conference

**April 16 - 20th, 2005
Chicago, Illinois**



**National
Tutoring Association**

Tutors: We're On A Mission

**For further information call (866) 311-6630
or visit our website at www.ntatutor.org**

Keynote Speaker

Fellows Banquet

Deputy Assistant Secretary Wilbert Bryant



Since December 5, 2001, Wilbert Bryant has served as Deputy Assistant Secretary for Higher Education Programs. On May 21, 2003, Bryant was also appointed Counselor to the Secretary for the White House Initiative on Historically Black Colleges and Universities (HBCUs). In this role, Bryant serves as the designated federal official advising the Secretary of Education on strengthening our nation's HBCUs and on advancing the opportunities for HBCUs to fully participate in federally supported programs.

A native of Goulds, Florida, Deputy Assistant Secretary Bryant earned a Bachelor of Science in Mathematics from Florida Agricultural and Mechanical University and it was his years at this university that would instill in him a lifelong interest in education. Upon receipt of his undergraduate degree, he was commissioned a second lieutenant in the United States Army. Bryant went on to earn a

Master of Education from Howard University and was honored with the opportunity to attend the Defense Department's highest-level military service school, The National War College. A Vietnam veteran and highly decorated officer, Bryant served in the Regular Army nearly 28 years, retiring in 1990 after a distinguished career with the rank of Colonel.

After his retirement from the Army, Deputy Assistant Secretary Bryant served as the Vice President for Student Affairs at Virginia Union University. While at VUU, Bryant was a member of the President's cabinet and had supervisory responsibility for Student Activities, Residence Life, Administrative Hearing Officer, Student Health Services, Career Planning and Placement, Campus Ministry, Student Leadership Development and the Student Counseling Center.

In 1994, Governor George Allen appointed Bryant to be the Deputy Secretary of Education for the state of Virginia. In this position, Bryant assisted with numerous education initiatives including Virginia's Standards of Learning, which established rigorous academic standards for K-12 students in English, Mathematics, Science and History.

In 1998, Deputy Assistant Secretary Bryant was appointed to the position of Virginia Secretary of Education by Governor James S. Gilmore III. As a member of Governor Gilmore's cabinet, he had oversight of 37 educational and cultural agencies of the Commonwealth, including the Virginia Department of Education, the State Council of Higher Education, the Virginia Community College System, 15 colleges and universities, vocational and technical training centers, five public museums, the Library of Virginia and two teaching Hospitals. In addition he had oversight of a biennial budget of more than \$17 billion. During his tenure as Virginia's Secretary of Education, Deputy Assistant Secretary Bryant served on numerous boards and commissions including: The Virginia Research and Technology Advisory Commission; Virginia Workforce Council; Virginia Advisory Council for Adult Education and Literacy (Ex-Officio); the Board of Directors, Education Leaders Council; Commission on Information Technology; Commission on Educational Infrastructure; Advisory Council of the Virginia Business Education Partnership; Governor's Blue Ribbon Commission on Higher Education; Governor's Commission on School Construction; Board of Trustees of the Jamestown-Yorcktown Foundation (Ex-Officio); Governor's Distance Learning Steering Committee; Virginia Environmental Education Advisory Committee; and the Virginia National Guard Diversity Advisory Committee. He is a former member of the Board of Trustees, Florida A & M University.

Deputy Assistant Secretary Bryant has received numerous awards and commendations throughout his military career, including the Legion of Merit, and has been honored with an Honorary Doctorate of Humane Letters from Virginia State University in Petersburg, Virginia, and Shaw University in Raleigh, North Carolina.

Keynote Speaker

Closing Luncheon

Dr. Michael J. Siegel



Michael J. Siegel is a consultant with Noel-Levitz and serves as Research Fellow with the Policy Center on the First Year of College, located at Brevard College in Brevard, North Carolina. The Center was founded in 1999 with a grant from The Pew Charitable Trusts, and continues with grants from The Atlantic Philanthropies and Lumina Foundation for Education. Born into an academic family, he has been involved in higher education nearly all of his adult life. He is responsible for a wide range of projects and research initiatives aimed at improving the first college year, including the development and dissemination of assessment instruments, tools, and practices. With the Center he directed the Mississippi Four-Year Institution

Consortium for the First College Year, aimed at improving first-year programming and retention in Mississippi, and managed a pilot study of the Data Audit and Analysis Project, a collaborative project with the National Center for Higher Education Management Systems (NCHEMS) designed to help institutions inventory campus data and data sources. In 2003, he published a book on first-year assessment titled, Primer on Assessment of the First College Year, which is available from the National Resource Center on the First-Year Experience and Students in Transition.

Siegel holds a doctorate in higher education and a minor in anthropology from Indiana University Bloomington. He also received an M.S. in counseling from Georgia State University and a B.A. in psychology from Wake Forest University. His research interests include new college and university presidents, newcomer socialization, student expectations, and the study of colleges and universities as culture-bearing organizations.

Prior to his work with the Policy Center, Siegel was the project manager of the College Student Experiences Questionnaire (CSEQ) Research and Distribution Program at Indiana University, where he managed several research databases, processed institutional data, and conducted special statistical analyses for college and universities. Before attending Indiana University, he was Assistant to the Executive Vice President at Reinhardt College in Waleska, Georgia, and also served as Instructor of Sociology. In 1996, he received a Reinhardt College Honor's Day Award for his varied accomplishments and contributions to the college's faculty, staff, and students. Siegel is a member of several professional organizations and has presented at many conferences in both the United States as well as the United Kingdom.

Siegel often remarks that education is a "family-held business," and he is the most recent member of his family to receive a doctorate. Notable in his academic background: His mother, Dr. Betty Siegel, is president of Kennesaw State University; his father, Dr. Joel Siegel, is Municipal Judge Pro Tem in Kennesaw, Georgia, and a former college English professor at Dalton State College; and his brother, Dr. David Siegel, is Director of Corporate and Foundation Development in the Kenan-Flagler School of Business at the University of North Carolina at Chapel Hill.



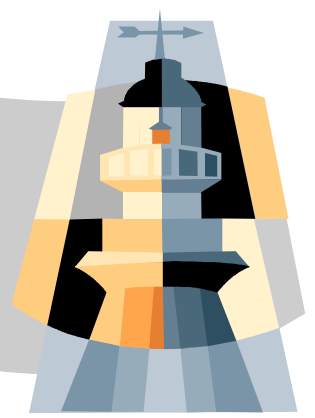
Index of Concurrent Sessions Presenters

*Presenters are listed in alphabetical order.
Each presenter's session number is listed for easy location in the
Concurrent Sessions portion of the program.*

Anderson, Greg	#31, #43	Kirkwood, Barb	#31, #43
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Berardini, Claire	#25	MacDonald, Lucy Tribble	#4
Booth, David	#30	Maher, Patricia A.	#11
Bornstein, Nancy	#28	Marquez, Jean	#46
Boylan, Hunter	#41	Materniak, Georgine	#28
Bruce, Jenny	#21	May, Mark	#17
Caverly, David	#28	McClure, Sue	#1
Cocca, Monica	#34	Mead, Jenny	#25
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Cox, Ann Catherine	#19	Morgan, Carol	#22
Czarnecki, Annette	#35	O'Neal, Janie J.C.	#14
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Dougherty, Mac	#23	Pratt, Tammy	#39
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Gilmore, Linda	#3, #14	Shaw, Gladys	#28
Goodspeed-Chadwick, Julie	#5	Smith, Susan L.	#40
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Higbee, Jeanne L.	#8	Symons, Laura	#44
Jarrett, Courtney	#5	Trammell, Jack	#21
Jarrett, Jayson	#5	Verbais, Chad	#7
Keck, Sue	#31, #43	Walz-Chojnacki, Mary	#38
		Whetstine, Christina R.	#18

Pre-Conference Institute

Wednesday, 29 September
1:30-4:30pm — Duncan



Learning the Ropes: How to Certify Your Tutorial and Mentoring Programs through College Reading and Learning Association (CRLA)

Kate Sanberg, Nancy Kosmicke, Anna Crockett, Theresa Davis, Terri Massie-Burrell, Jonas Merrill, and Annette Schlossnagle

The coordinators of CRLA's International Tutor and Mentor Certification Programs and two directors who have their programs certified will highlight the advantages, challenges, components, and procedures of certification. Through discussion and small-group activities, participants—whether new or seasoned professionals—will learn how to use the certification process to improve their tutorial and mentoring programs.



College
Reading &
Learning
Association

Come to Our Conference!

Deadline for Pre-registration: September 10, 2004

37th Annual Conference
October 13 - 16, 2004
Kansas City, Missouri

**Rhythms
of Learning:
Orchestrating Success**

For more information and to register:

Visit the CRLA website: www.crla.net
or the Conference Website:

<http://www.txstate.edu/~rh12/crla/>

Or contact:

Russ Hodges, CRLA 2004 Conference Chair
rh12@txstate.edu





Post-Conference Institute A

Friday, 1 October
2:15-5:00—Duncan

Professional Challenges/Opportunities: Network. Learn. Research. Publish

This interactive workshop focuses on practical activities to sensitize administrators and faculty at all levels--campus, district, state-wide, and national--on the importance of learning support centers. Meeting this challenge will enhance both the careers of learning support center professionals and the image of the learning assistance profession.



Frank Christ is the co-director/coordinator of the Winter Institute and has been actively involved with learning assistance for the past 25 years. He was the founder and past coordinator (1972-1990) of the award-winning Learning Assistance Support System at CSU Long Beach. He is the author of the SRSE II, a computer-based diagnostic and prescriptive study skills survey, six study skills textbooks, and many articles on learning assistance, study skills, and technology as it impacts on teaching and student learning.

Frank is a past president of the College Reading and Learning Association. His editorial contributions include guest editor and contributor to the Jossey-Bass New Directions for Learning Assistance series (1981), founding columnist (1981-87) of the Journal of Developmental Education "Techtalk" Series, and co-editor of Starting up a Learning Assistance Center: Conversations With CRLA Members Who Have Been There and Done That (2000). In addition, Frank is an ACDEA Founding Fellow (2000).

Frank is a NCLCA member who has been a presenter/mentor at the 1989 NCLCA Summer Institute at the University of Wisconsin-Parkside, a luncheon keynoter at the 2001 NCLCA Annual Conference in Evanston, Illinois, and workshop presenter at the NCLCA 2002 Annual Institute in St. Louis. Currently, Frank is Emeritus, CSU Long Beach, CA, a Visiting Scholar, University Learning Center, University of Arizona, and Adjunct Professor of Educational Leadership, Grambling State University, teaching on-line graduate courses on learning support centers in higher education.

Post-Conference Institute B

Friday, 1 October
2:15-5:00—Grason



Using Peer Assistants to Integrate Academic Support Services into the General Education Curriculum

We review a critical competencies improvement program called Einstein's Protégés designed for high-enrollment general education classes. This peer-assisted learning program empowers undergraduate preceptors to bring academic support services into instructors' classrooms. Its university-wide scalability reaches far more students than learning specialists can do on their own.



Dr. Harold P. Larson is a Professor of Planetary Sciences in the Department of Planetary Sciences at the University of Arizona. He earned his Ph.D. in Physics at Purdue University. Dr. Larson joined the faculty of the Department of Planetary Sciences at the University of Arizona in 1969 to develop a new generation of airborne astronomical instrumentation to use in NASA's pioneering airborne astronomy program. For the next 22 years, he led a program of airborne, ground-based, and laboratory spectroscopic studies that produced more than 100 refereed science publications, including discoveries of water in multiple extraterrestrial environments (*e.g.*, Jupiter, Comet Halley, the interstellar medium). In 1998, Dr. Larson received NASA's Medal for Exceptional Scientific Achievement for his contributions to the airborne science program.

Dr. Larson has been Chair of the Department of Planetary Science's Curriculum Committee continuously since 1993; he served on several university-level committees that led to the University's new general education program in 1998; he served as Chair of the University-Wide General Education Committee from 2002-2004; and he led faculty efforts in his department to create multiple new general education science courses. He is Project Director of the university-wide Teaching Teams Program and Einstein's Protégés Program, both of which were created with support from the U. S. Department of Education (FIPSE) with additional funding provided by the Kellogg Foundation and the Hewlett Foundation. Professor Larson has received multiple teaching awards from the University of Arizona and in 1999 he was named Arizona's Professor of the Year by the Carnegie Foundation.



Dr. Guillermo Uribe is the Director of the University Learning Center at the University of Arizona, where he previously held the post of Manager of Learning Technologies and Information Systems. He holds a Ph.D. in Applied Mathematics from the University of Arizona. His recent publications include "The Effects of Peer Tutoring on Undergraduate Students' Final Examination Scores in Mathematics" in the *Journal of College Reading and Learning*. Dr. Uribe was the manager of the LRNASST listserv until 2003; the Winter Institute Systems Manager until 2001; is the co-founder a reviewer of the LSCHE Website award; he serves on the Design and Development Committee of the University of Arizona's Integrated Learning Center, and is a Grant Writing Instructor and Teaching Teams Program participant.



Concurrent Sessions Thematic Strand Overview

Specific strands are assigned to each room, with a few unavoidable exceptions. This will allow for fewer time conflicts for presentations within the same strand. Some presentations fall under the domain of two or more strands, so please consult the summaries for more details. For the purposes of this overview, each presentation is listed only under the strand that best describes it.

Award Winners/Professional Development — All in DUNCAN



THURSDAY

- | | |
|-------------|---|
| 9:15-10:15 | Southwestern Illinois College's Success Center, Winner of the 2003 Frank L. Christ Outstanding Learning Center Award for a Two-Year Institution |
| 10:30-11:30 | Writing and Reviewing for <i>The Learning Assistance Review</i> |
| 1:00-2:00 | Brenda Pfaeler Professional Development Grant: The Turning Point Retention Program (TPP) & Campus Area Retention Effort (C.A.R.E.) at Bradley University |
| 2:15-3:15 | Baruch College, CUNY, Winner of the 2003 Frank L. Christ Outstanding Learning Center Award for a Four-Year Institution: Cross-Training Tutors for Success |
| 3:45-4:45 | Professional Development through the Kellogg Institute |

Vendor/Technology — All in AMPITHEATRE



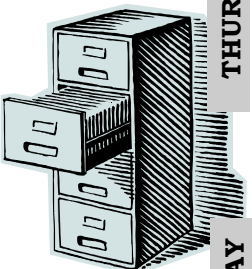
THURSDAY

- | | |
|-------------|--|
| 9:15-10:15 | Using Modern Technologies, Achieving Student Success: Computers, Calculators and Chalkboards |
| 10:30-11:30 | A Tour of Accutrak, Learning Center Administration Software |
| 1:00-2:00 | Online Tutoring: Evaluation Strategies in Asynchronous and Synchronous Modalities |
| 2:15-3:15 | Online Tutoring: How Your Learning Center Can Implement an Effective Program |
| 3:45-4:45 | Maximizing Center Resources with TutorTrac Software |

FRIDAY

- | | |
|------------|--|
| 8:30-9:30 | Encouraging Learning and Establishing Connections Through Web-Mail Communications |
| 9:45-10:45 | Analyzing Your Academic: Hard Data, Easy Analysis, and Growing Your Lab with Excel |

Learning Center Administration — All in Grason unless otherwise noted



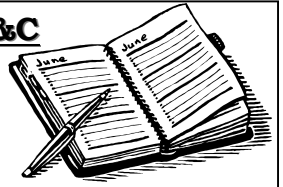
THURSDAY

- | | |
|-------------|---|
| 9:15-10:15 | 101 Ways to Collaborate With Faculty |
| 10:30-11:30 | Navigating a Successful Supplemental Instruction Program: Who is at the Helm? |
| 1:00-2:00 A | Building Partnerships to Reach Groups of At-Risk Students Using Electronic Newsletters, Workshops, Special Programs, and First Year Experience Courses. |
| 1:00-2:00 B | Program Evaluation for Learning Centers NOTE LOCATION — LINDSAY A |
| 2:15-3:15 | Creating a Balancing Act |
| 3:45-4:45 | Smoothing Rough Waters: Integrating Academic Support and First Year Programs |

FRIDAY

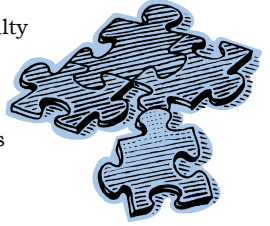
- | | |
|--------------|---|
| 8:30-9:30 | Is It Fair? Is It Legal? Classroom Policies and Practices |
| 9:45-10:45 A | Smooth Sailing with Academic Support: Getting the Students to Come In |
| 9:45-10:45 B | Power to the Program NOTE LOCATION — DUNCAN |

Study Skills & Resources: Cognition & Learning — All in Lindsay B&C



THURSDAY

- 9:15-10:15 Keeping Your Boat Afloat
- 10:30-11:30 The Integration of Metacognition and Reflective Practice in Learning Strategies Classes
- 1:00-2:00 Workshops for the Millennials: Creating a Workshop Series for Struggling & Performing College Students
- 2:15-3:15 Using Case Studies to Reach At-Risk Students: A New Approach to Study Skills
- 3:45-4:45 The Effectiveness of a Winterterm Study Skills Program for Students in Academic Difficulty



FRIDAY

- 8:30-9:30 What Does it Mean to Understand? Exploring Student Learning, Asking Good Questions

Training/Evaluation — All in McIntosh

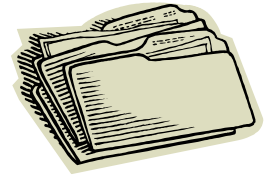
THURSDAY

- 9:15-10:15 In Praxis: Theory and Training in the Learning Center Environment
- 10:30-11:30 Addressing the Challenges of Evaluations in the Learning Center's Labs
- 1:00-2:00 The ABC's of CRLA Tutoring Certification
- 2:15-3:15 Giving Voice to Academic Assistants (How Well Do You Really Know Your Student E...)



FRIDAY

- 9:45-10:45 Super Tutors: Cross-Training for Smooth Sailing in Your Center



Learning Communities/Program Development — All in Burke

THURSDAY

- 9:15-10:15 Structured Study Groups: A Study Strategy for Learning Communities
- 10:30-11:30 Success Centers Network 101
- 1:00-2:00 Language Learning for Academic Success: A Proactive Approach to Retention of Second Language learners Using a Learning Community Model with Intentional Advising
- 3:45-4:45 Challenging Students to Achieve: An Idea that Works



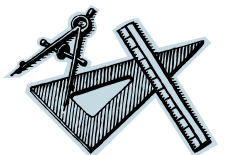
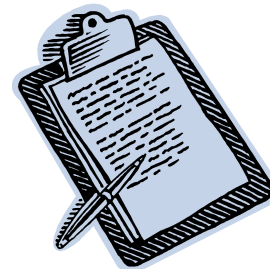
FRIDAY

- 8:30-9:30 Assisting High Achieving Students through Collaboration Promoting the Seven Principles of Good Practice in Undergraduate Education
- 9:45-10:45 Power in Collaboration: Peer-Led Team Learning

Math and Writing — All in Lindsay A

THURSDAY

- 9:15-10:15 Navigating the Digital Sea in the S.S. Writing Center
- 10:30-11:30 Writing Process on the Half-Shell: Restarting the Writing Process
- 3:45-4:45 A Multimedia Response to Math Anxiety



FRIDAY

- 8:30-9:30 Navigating Math and Science Using Telecommunication and Computer Technology: A Learning Center's Outreach
- 9:45-10:45 Charting a Course for Student Success: Creative Activities for Teaching & Learning Developmental Mathematics

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- faculty has included recognized experts such as James Anderson, David Arendale, Barbara Bonham, Hunter Boylan, Nancy Cariuolo, Martha Casazza, Frank Christ, Susan Clark-Thayer, Chuck Claxton, Anita George, Gene Kerstiens, Georgine Materniak, Martha Maxwell, Ross MacDonald, Ed Morante, Genevieve Ramirez, John Roueche, Gladys Shaw, Pat Smittle, Barbara Soloman and Milton Spann
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- uses learning from the residency
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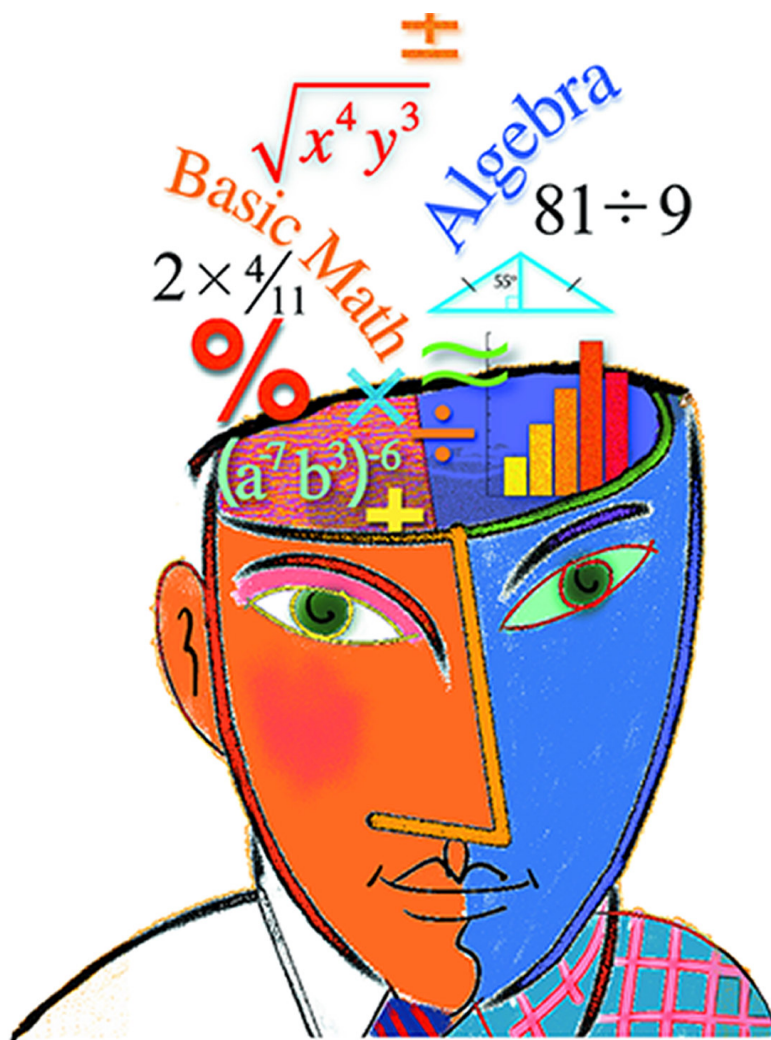
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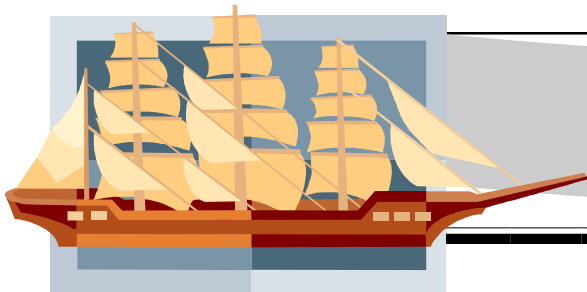
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Concurrent Sessions

Concurrent Sessions A Thursday, September 30, 9:15-10:15

1. Duncan
Southwestern Illinois College's Success Center, Winner of the 2003 Frank L. Christ Outstanding Learning Center Award for 2 Year Colleges
Sue McClure, Southwestern Illinois College
Five primary activities are housed in the Success Center: academic tutoring, an online writing lab (OWL), workshops, an early alert system, and learning supplements such as computers for academic support, instructional videos and equipment, handouts, microscopes, and biology and chemistry models. This presentation will give you a glimpse of the many facets of this high-tech, high-touch learning center.
2. Ampitheatre
Using Modern Technologies, Achieving Student Success: Computers, Calculators, and Chalkboards
Walter Poelzing, Ohio Dominican University
This seminar will present a new "radical" angle on using the power of visual technology to create a more literary-oriented student. Word, Excel, and TI-83's will be used. The focus will be on how these technologies can be used to assist with all types of learning styles. All disciplines are welcomed and encouraged.
3. Grason
101 Ways to Collaborate with Faculty
Linda Gilmore and Kelly Russell, Carroll Community College
Do you sometimes feel alone or overworked? Are you working with limited staff but still want to provide effective services? We have some ideas for you that have worked for us. This workshop will offer participants practical guidelines for building strong relationships with faculty members and examples of collaborative projects based upon current research.
4. Lindsay B&C
Keeping Your Boat Afloat
Lucy Tribble MacDonald, Chemeketa Community College
"It's 2 am and I have to write a Biology report, but the learning center is closed. Help!" Where are the learning resources to help the students keep their boat afloat, when the dock is closed? Learn where the learning and writing strategies are and how to access them.
5. McIntosh
In Praxis: Theory and Training
Dr. Jackie Robertson, Julie Goodspeed-Chadwick, Jayson Jarrett, Courtney Jarrett, Ball State University
Specialized tutor training and the implementation of theory into practice concerning the tutoring of writing; study strategies for standardized tests; tutoring of content for core classes; and training for in-class assistance will be discussed. The panel addresses variations of training specifically within the learning center environment.
6. Burke
Structured Study Groups: A Study Strategy for Learning Communities
Martha Sanburg, University of North Carolina Charlotte
Structured Study Groups are an effective way to enhance and reinforce learning. Often new freshmen need specific study strategies to assist them make the transition from high school to the college environment. Students who study with others in small groups are often more successful in their classes.
7. Lindsay A
Navigating the Digital Sea
Chad Verbais, Southern Illinois University Edwardsville
The presenter will discuss and demonstrate how writing center professionals can incorporate computer technology into their repertoire of techniques provided to students. Foundational concepts associated with language, as well as ideas concerning text and pictures (specifically ekphrasis, or the disappearance thereof), will be discussed. Audience discussion will be encouraged.

Concurrent Sessions B
Thursday, September 30, 10:30-11:30

8. Duncan

Writing and Reviewing for *The Learning Assistance Review*

Jeanne L. Higbee and Irene M. Duranczyk, University of Minnesota

This workshop will inform members of NCLCA interested in preparing a manuscript for submission to The Learning Assistance Review about the process and how to enhance the likelihood of publication. New and returning editorial board members are encouraged to attend this session, which will also discuss criteria for manuscript review.

9. Ampitheatre

A Tour of AccuTrack, Learning Center Administration Software

Jayne Stenger, Engineerca Systems, Inc.

See how to use AccuTrack in streamlining your center's operations and meeting grants reporting requirements. Benefits include visits and services tracking, demographics query, appointments scheduling, tutor work hours tracking, session log, traffic analysis, and more. Attendees will receive an evaluation copy of the software.

10. Grason

Navigating a Successful Supplemental Instruction Program: Who is at the Helm?

Kendall Andersen Friedman, Rider University

Our Supplemental Instruction program owes its success to the strong collaboration between the faculty and SI Supervisor who serve as co-captains, supporting the students and each other. In this interactive presentation, the techniques used to entice faculty to come aboard and the resulting benefits will be highlighted.

11. Lindsay B&C

The Integration of Metacognition and Reflective Practice in Learning Strategies Classes

Dr. Patricia A. Maher and Claudia Ruiz, University of South Florida

Individuals who attend this program will have an opportunity to actively participate in a metacognitive analysis process by taking and interpreting the Learning Connections Inventory (LCI) and learning how it is applied as a reflective practice tool in the Learning Enhancement and Academic Resources Network (L.E.A.R.N.) Program at the University of South Florida in Tampa.

12. McIntosh

Addressing the Challenges

Nanci Barker, Carroll Community College

A challenge for Learning Centers is to obtain useful evaluation data efficiently. In the Academic Center's labs at Carroll Community College, various evaluation formats have provided critical data for effective changes that improved the labs' services and student and faculty perceptions. Different format and techniques will be shared, such as "bucketizing" data from open-ended evaluations.

13. Burke

Success Centers Network 101

Paula Ottinger, Montgomery College

Professionals who work in academic support centers make a valuable contribution to student success. What support do we need, in turn, to help us be successful? And how can we provide that support to one another? In this informal session, we'll discuss formation of a success centers network—why and how the network was formed, its goals and activities, its benefits, and more. Would such a network work at your campus?

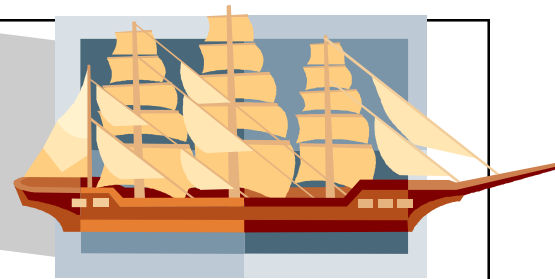
14. Lindsay A

Writing Process on the Half Shell: Restarting the Writing Process

Janie J.C. O'Neal & Linda Gilmore, Carroll Community College

We have found that so-called "non-traditional" returning adult students generally want to receive help in the writing process during a one-time visit. In this interactive role-playing workshop and oral presentation, we define and discuss this trend and illuminate the critical need for proper first-time writing assistance.

Concurrent Sessions Continued...



Concurrent Sessions C Thursday, September 30, 1:00-2:00

15. Duncan
Brenda Pfaehler Professional Development Grant: The Turning Point Retention Program (TPP) & Campus Area Retention Effort (C.A.R.E) at Bradley University
Carolyn Griffith, Bradley University
This presentation will address the implementation of C.A.R.E (Campus Area Retention Effort), made possible by funding received from Brenda Pfaehler Professional Development Grant, and the effect of C.A.R.E. on the Turning Point Retention Program (TPP) a required program for students on academic probation at Bradley University.
16. Ampitheatre
Online Tutoring: Evaluation Strategies in Asynchronous and Synchronous Modalities
Dr. Christa Ehmann, SMARTHINKING, Inc.
This presentation considers assessment and evaluation strategies for online tutoring interactions (both synchronous and asynchronous). These observations help frame broader research for theory generating work about the processes and efficacy of online tutoring and how to prepare instructors for online environments.
17. Grason
Building Partnerships to Reach Groups of At-Risk Students Using Electronic Newsletters, Workshops, Special Programs, and First Year Experience Courses.
Mark May, Western Kentucky University
Are you affiliated with a learning center that wants to have a bigger impact? Does your budget seem too small to accomplish what needs to be done? Attend this workshop to discuss working with others to reach more students using alternative means of instructional delivery. Sample materials provided.
18. Lindsay B&C
Workshops for the Millennials: Creating a Workshop Series for Struggling and Performing College Students
Christina R. Whetstine, Miami University
Workshops for the Millennials is designed to offer ideas and tactics on how to create a semester-long workshop series on study skills and learning strategies for both struggling and performing college students.
19. McIntosh
The ABC's of CRLA Tutoring Certification
Cheryl A. Rice and Ann Catherine Cox, State University of West Georgia
This presentation will use the information gained from the State University of West Georgia's EXCEL Center's recent CRLA tri-level certification to offer a how-to, hands-on approach to CRLA certification. Each participant will receive a workbook of certification requirements.
20. Burke
Language Learning for Academic Success: A Proactive Approach to Retention of Second Language Learners Utilizing a Learning Community Model with Intentional Advising
Gael Mericle, Minnesota State University
This program addresses the needs of the increasing number of students with permanent US residency or naturalized citizenship status, who are either recent immigrants or refugees and/or whose home language is not English. This group of students often find themselves on the probation/suspension treadmill because of lack of academic success due to poor academic language skills. The program is formulated after two successful programs at a comprehensive four year institution; learning communities and contract admission.

Concurrent Sessions D
Thursday, September 30, 2:15-3:15

22. Duncan

Baruch College, CUNY, Winner of the 2003 Frank L. Christ Outstanding Learning Center Award for a Four-Year Institution: Cross-Training Tutors for Success

Carol Morgan, Baruch College, CUNY

Learn how to equip your tutors with a broad skill-set that translates into student satisfaction. Following the guidelines of CRLA, Baruch College has developed a rigorous Level 1 and 2 tutor training program that considers and addresses the multifarious needs of students attending a large, four-year, urban institution. This session will share how the college's one hundred tutors manage time and schedules to learn a wide range of skills.

23. Ampitheatre

Online Tutoring: How Your Learning Center Can Implement an Effective Program

Mac Dougherty, AskOnline Corporation

Have you thought about offering online academic support to your students? Join us as we discuss the benefits of online tutoring, and highlight the keys to implementing a program that effectively integrates online support with your current in-person support offerings. A demonstration of AskOnline's innovative e-tutoring platform will be offered.

24. Grason

Creating a Balancing Act

Arlene Krellwitz and Jane Pole, Ferris State University

Do you want to work and still have time for your family life? Learn how to buck the trend and create a new job situation that juggles work and home. Find out how two people have taken a 40-hour full-time position, divided the duties and supervised an extremely busy and productive learning center.

25. Lindsay B&C

Using Case Studies to Reach At-Risk Students: A New Approach to Study Skills

Dr. Claire Berardini and Jenny Mead, Pace University

When developed to focus on academic habits, attitudes, and learning strategies, case studies promote active, engaged learning about learning. This exploration, in turn, gives students ways to think critically about themselves as new college students without having to first reveal their own difficulties or weaknesses.

26. McIntosh

Giving Voice to Academic Assistants (How Well Do You Really Know Your Student Employees?)

Betsy J. Banner, Alverno College

How well do you really know your student employees? The results of this year-long qualitative research study provide an interesting glimpse at the self-perceptions of peer academic assistants. Learn how a candid sample of assistants view their role within the college community, their relationships with faculty and staff, their training needs and requirements, and benefits of their work.

27. Burke

Moderated Study Groups: Are They Successful?

Don Dawson, University

This interdisciplinary research, data, and intrusive encouragement will examine if moderated study groups are being successful. Discussion will center on what determines a successful study group, what can be done to encourage participation on a regular basis, and what does the future hold for group study in higher education.

28. Lindsay A

ACDEA 2004 Fellows Panel

Nancy Bornstein, David Caverly, Lucy Tribble MacDonald, and Georgine Materniak,

Join the American Council of Developmental Education Associations newest Fellows for conversation. ACDEA Fellows are honored as those whose research, publications, service, or leadership skills have made a lasting contribution to the field.

Concurrent Sessions E
Thursday, September 30, 3:45-4:45

29. Duncan

Professional Development through the Kellogg Institute

Sandy Drewes, Appalachian State University

Discover the personal and professional benefits of becoming a scholar practitioner. Let the theory and research of best practices guide you in your class and program development. Learn more about the Kellogg Institute and how it creates an environment for living and learning together—an opportunity for professional development and renewal.

30. Ampitheatre

Maximizing Center Resources with TutorTrac Software

David Booth, Redrock Software Corp.

Participants will be able to develop a practical approach to designing and implementing a tracking system in their center.

31. Grason

Smoothing Rough Waters: Integrating Academic Support and First Year Programs

Dr. Rachele Darabi, Barb Kirkwood, Jane Ehle, Greg Anderson, and Sue Keck, Indiana University-Purdue University Fort Wayne

Academic Support programs increasingly are competing for funds with other programs like the First Year Experience. At Indiana University-Purdue University Fort Wayne, we have linked the two programs together to be mutually supportive and financially viable. The presenters in a multimedia session will discuss the merging of these programs.

32. Lindsay B&C

The Effectiveness of a Winterterm Study Skills Program for Students in Academic Difficulty

Dr. Marcy Fallon-Marinelli, University of Maryland

This interactive presentation discusses the effectiveness of a one-credit learning strategies course for students who are in academic difficulty. Organized around the concept of self-regulated learning, workshop topics will include information on course curricula, course process, and data on the effectiveness of the course in retaining students. Copies of course hand-outs will be provided.

33. McIntosh

Past President's Panel

Moderator: Mark May, NCLCA Past President 2003-04

Panel: Nancy Bornstein, Johanna Dvorak, Jacqueline Robertson, Charlotte Short, Luann Momonee

This is an opportunity for you to gain from the expertise of NCLCA's past presidents. This panel share their focus areas and answer your questions about how to manage your learning center more effectively.

34. Burke

Challenging Students to Achieve: An Idea that Works

Wendy Cole, Monica Cocca, and Joel Rush, Muhlenberg College

Peer Learning Assistants are specially trained peer tutors who are placed in collaborative, faculty partnerships to model metacognitive strategies. In this session, we will review research, present our model and program evaluation, and then break up into working teams to discuss ways the model might be applied in different settings.

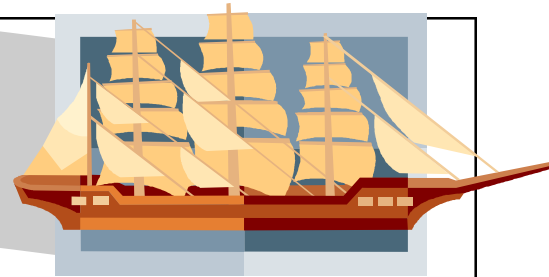
35. Lindsay A

A Multimedia Response to Math Anxiety

Annette Czarnecki, Wisconsin Technical College System Foundation

The presenter will outline some common origins and characteristics of learners who suffer from math anxiety, as well as research that outlines how math anxiety affects cognition. A demonstration of multimedia math software will illustrate design and instructional methods used to make math instruction less threatening and more effective for adult learners.

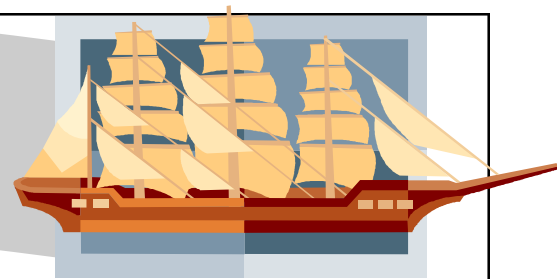
Concurrent Sessions Continued...



Concurrent Sessions F Friday, October 1, 8:30-9:30

36. Ampitheatre
Encouraging Learning and Establishing Connections through Webmail Communications
Elizabeth J. Lucas, University of North Carolina at Greensboro
This program will introduce participants to one university's use of web-mailings to connect with incoming students. Learn how students are invited to log into the web-mail and browse information related to specific topics, including links to appropriate university offices. Topics include academic skills, stress, learning styles, transitions and more.
37. Grason
Is It Fair? Is It Legal? Classroom Policies and Practices
Charlynn Ross, UNC Charlotte
Faculty who complain about student civility in the classroom are told by administrators to set identifiable boundaries in their syllabi. Thus, syllabi have grown exponentially in length. However, in this litigious society, do faculty know what policies are enforceable? This interactive workshop will test your classroom savvy about legal policies and practices. Handouts and on-line resources provided.
38. Lindsay B&C
What Does it Mean to Understand? Exploring Student Learning, Asking Good Questions
Mary Walz-Chojnacki, University of Wisconsin-Milwaukee
Participants will explore questions regarding student learning. Shulman's Table of Learning will be examined related to student-focused course planning and assessment. Participants will write at least one good question regarding student learning in their course or discipline. Results of a classroom assessment project will be shared.
39. Burke
Assisting High Achieving Students through Collaboration Promoting the Seven Principles of Good Practice in Undergraduate Education
Tammy Pratt, University of Missouri Rolla
A description of the scope and programs established by the collaboration between Student Affairs and Academic Affairs to provide learning assistance to science and engineering students in foundational courses will be presented. The collaboration in this endeavor will be shown to be an effective way to promote the Seven Principles of Good Practice in Undergraduate Education and improve the dynamics of learning assistance across campus.
40. Lindsay A
Navigating Math and Science Using Telecommunication and Computer Technology: A Learning Center's Outreach Success
Susan L. Smith, Rose-Hulman Institute of Technology
The Homework Hotline, a division of the college's Learning Center, provides free math and science tutoring for Indiana students in grades 6-12. In 2002-2003, the program began a statewide expansion and in 2004-2005 will include all major metropolitan areas in Indiana, supporting the needs of approximately 248,743 students in 80 Indiana school districts. This expansion was funded through financial support from Lilly Endowment, Inc. In addition to providing an overview of the program, the presentation will focus on developing a Learning Center community outreach program using telecommunication and computer technologies to effectively reach students, parents and educators.

Concurrent Sessions Continued...



Concurrent Sessions G Friday, October 1, 9:45-10:45

41. Duncan

Power to the Program

Dr. Hunter Boylan, National Center for Developmental Education

Learning center personnel frequently believe that they are “powerless” within their institutions. To the extent this is true, it is largely because our programs do not do the things necessary to attain power. This presentation describes actions and attitudes that lead to power within the institution.

42. Ampitheatre

Analyzing Your Academic: Hard Data, Easy Analysis, and Growing Your Lab with Excel

Walter Poelzing, Ohio Dominican University

Tired of collecting data and waiting for someone else to report back with meaningful information? Interested in placing tutors when students are entering the lab, minimizing downtime and utilizing your budget more effectively? Come to this seminar and find out how the power of Excel can get you the answers you have been searching for.

43. Grason

Smooth Sailing with Academic Support: Getting the Students to Come In

Dr. Rachele Darabi, Barb Kirkwood, Jane Ehle, Greg Anderson, and Sue Keck, Indiana University-Purdue University Ft. Wayne

Presenters share the promotion and marketing strategies of the academic support center at IPFW. Casa has experienced a 716% gain on just the tutoring program over a four year period. Promotional efforts include a lively multi-media presentation, music & fun. We offer smooth sailing possibilities to our students.

44. McIntosh

Super Tutors: Cross-Training for Smooth Sailing in Your Center

Laura Symons, Piedmont Virginia Community College

Cross training tutors can provide a win-win situation for the tutors, tutees, and your center. This interactive presentation provides models for training and utilizing “Super Tutors,” “Academic Coaches,” and “Peer Mentors” along with an Apprenticeship Program for first-semester peer tutors. Participants discuss their program needs to find the best fit.

45. Burke

Power in Collaboration: Peer-Led Team Learning

Anna Maria Dill, Eastern Oregon University

This interactive session is designed to introduce participants to Peer-Led Team Learning (PLTL), an academic support program that has a proven track record of helping students succeed in math and science. Activities designed to foster collaboration within small groups and enhance students’ problem-solving skills will be the focus.

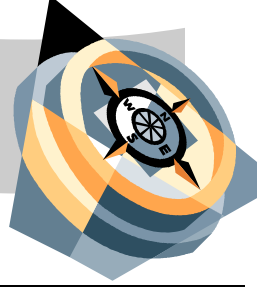
46. Lindsay A

Charting a Course for Student Success: Creative Activities for Teaching and Learning Developmental Mathematics


Jean Marquez, Holy Cross College

Motivating students today can be challenging. Join us in examining several learning activities that can help students gain the necessary self-confidence to be successful in developmental mathematics courses. Included are class participation worksheets, quizzes, and catchy phrases to help students remember key concepts. Implications for learning centers will be considered.

Congratulations To All Our Award Winners!



We encourage members to strive for excellence, and we recognize those efforts.
The following awards will be presented at this year's conference.

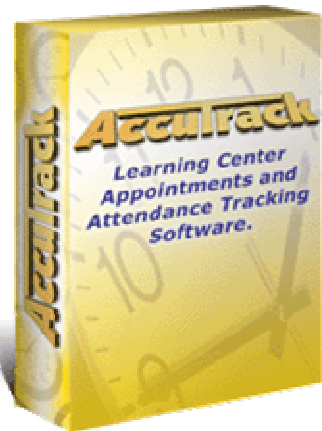
<p>NCLCA Lifetime Achievement Award</p>	<p>Martha founded learning centers at American University five decades ago, at the University of Maryland, 30 years ago, and the University of California-Berkeley in 1973. The Annual Institute for Learning Assistance Professionals (now the Winter Institute) began under her direction in 1977. She is the author of: <i>Skimming and Scanning Improvement</i> (1968), <i>Improving Student Learning Skills</i> (1978), and <i>Evaluating Academic Skills Program: A Source Book</i> (1991, 1996) and <i>Improving Student Learning Skills: Programs and Practices for Working with the Underprepared College Student</i>. A new, revised edition of <i>Improving Student Learning Skills</i> was published in 1997. She also edited <i>When Tutor Meets Student</i> (1991, 1994), and <i>From Access to Success: Readings in Learning Assistance and Developmental Education</i> (1994). Since retiring from Berkeley in 1980, Martha has been writing, consulting, mentoring and revising the CAS standards for learning assistance programs.</p>	
<p>LSCHE/ NCLCA Learning Support Center Website Award</p>	<p>As of 2003, the annual awards for learning support center website excellence are being co-sponsored by LSCHE and NCLCA. Website awards are based on appearance, content, navigability, and features.</p>	<p>First place: University of Central Florida www.sarc.sdes.ucf.edu/ Second place: University of La Verne www.ulv.edu/lec Third place: De Anza College www.deanza.edu/tutorial/ Third place: Mt. San Antonio College lac.mtsac.edu/ Honorable Mentions: Mt. Hood Community College University of Texas Austin San José State University IUPUI Ft. Wayne</p>
<p>Frank Christ Outstanding Learning Center Awards</p>	<p>Each year, NCLCA recognizes two learning assistance centers for excellence: one two-year college (Technical, Community) and one four-year college or university.</p>	<p>Winners will be announced at Friday's Luncheon. Plaques and certificates will be presented.</p>
<p>Brenda Pfaehler Professional Development Grant Award Winner</p>	<p>Brenda Pfaehler served as president of MCLCA from 1981-1982, and she was active in the organization until her untimely death from cancer in 1996. This grant fosters the professional growth of our members, and it is awarded to members of NCLCA to assist in research, leadership, and/or curriculum innovation. Each year, NCLCA sets aside \$1,000 to fund one or more projects.</p>	<p>Travis Ramage, Coordinator University of Wisconsin Barron County "Identifying and Applying Strengths to Improve Academic Performance of First Semester High Risk College Students Attending UW-Barron County Using the Strengths Finder Assessment Instrument."</p>
<p>ACDEA 2004 Fellows</p>	<p>The American Council of Developmental Education Associations is comprised of CRLA (College Reading and Learning Association), NADE (National Association of Developmental Education), NCDE (National Center for Developmental Education), and NCLCA (National College Learning Center Association). ACDEA Fellows are honored as those whose research, publications, service, or leadership has made a lasting contribution to the field.</p>	<p>Carol Bader Nancy Bornstein David Caverly Phoebe Helm Georgine Materniak Lucy Tribble MacDonald Gladys Shaw</p>

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AccuTrack is database software specially developed for academic centers and learning labs. The software has been in use in colleges and universities since 1998. The features of this software are based on feedback and requests from learning centers' administrators and staff. As a result, AccuTrack is comprehensive software with many uses. You can use AccuTrack to:

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- Collect **staff ratings**
- Analyze **traffic** patterns.
- Query visitors' **demographics**.
- Conduct program **assessment**.
- Send **messages** to students and staff
- Track student **athletes** and their required hours.
- Manage registration for **seminars** or workshops.
- Record **interactions** with students.
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- Track **grants** utilization.
- Generate over 60 flexible **reports**.
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For more information about AccuTrack, visit our display table or visit us on the web. Make sure to request your **free 45-day evaluation version** of AccuTrack. The website address is:

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College Reading and Learning Association (CRLA)

701 W. 8th Ave. Suite 1100

Anchorage, AK 99501

P: 907-344-0116

F: 907-346-3651

Contact Person: Kate Sandberg — afkes@uaa.alaska.edu

CRLA, a sister association of NCLCA, is a group of student-oriented professionals active in the fields of reading, learning assistance, developmental education, and tutor training services at the college/adult level. CRLA offers a forum for the interchange of research, strategies, and information to improve student learning and to facilitate the professional growth of its members. Visit www.crla.net for information on regional contacts, certification, publications, membership, and other services.

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Contact Person: Gene Fay, President — genefay@GPAgrowth.com

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Contact Person: Karen Stevens — Karenhhcom@aol.com

H & H publishes quality material (texts/assessments/online instructions) from some of the best authors in the field: Martha Maxwell, Frank Christ, Claire Ellen Weinstein, Robert Hackworth, and Walter Pauk. Please visit our booth for a sampling of the many products available for students and staff.

National Association for Developmental Education (NADE)

8099 College Parkway

Ft. Myers, FL 33919

P: 239-489-9262

F: 239-489-9072

Contact Person: Patricia Newell - pnewell@edison.edu

The National Association for Developmental Education (NADE) is the professional organization for people working in the developmental education. Our motto is "Helping under prepared students prepare, prepared students advance, and advanced students excel."

National Center for Developmental Education

P.O. Box 32098

Appalachian State University

Boone, NC 28607

P: 828-262-3057

F: 828-262-2128

Contact Person: Margaret T. Mock

Attendee(s)/Email: Sandy Drewes, Hunter Boylan

The mission of the National Center for Developmental Education (NCDE) is to improve the quality of practice in the field of developmental education by providing instructions, research, publications, and services to a statewide, national and international audience of professionals who work with underprepared college students.

National Tutoring Association (NTA)

3719 Washington Blvd.

Indianapolis, IN 46205

P: 866-311-6630

F: 317-927-0789

Contact Person: Dr. Sandi Ayaz

Attendee(s)/Email: Laura Symons - symons@mindspring.com

The National Tutoring Association (NTA) is a group of over 3500 individuals and organizations that are devoted to supporting students achieve success through tutoring. Our membership includes anyone who is interested in tutoring, such as peer tutors, paraprofessional tutors, professional tutors, literacy volunteers, tutor trainers and administrators, and private tutors. Our membership represents elementary schools, high schools, middle schools, colleges, universities, and community programs.

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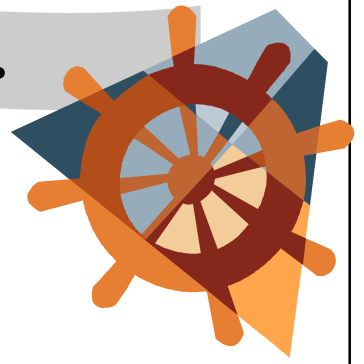
F: 480-752-8534

Contact Person: Jennifer Corder

Attendee(s)/Email: David Booth

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Exhibitors Continued...



Smarthinking, Inc.

1900 L St. Suite 301
Washington D.C. 20036
P: 202-543-5034 ext. 210
F: 202-543-5589

Contact Person: Burck Smith - bsmith@smarthinking.com
Christa Ehmann - cehmann@smarthinking.com

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F: 608-849-2468

Contact Person:
Attendee(s)/Email: Bob Khouri - KHOURH@WTCSF.TEC.WI.US,
Annette Czarnecki CZARAM@WTCSF.TEC.WI.US

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The Learning Assistance Review seeks to publish scholarly articles and reviews that address issues of interest to a broad range of learning center professionals. Primary consideration will be given to articles about program design and evaluation, classroom-based research, the application of theory and research to practice, innovative teaching and tutoring strategies, student assessment, and other topics that bridge gaps within our diverse profession. The journal is published twice a year in the spring and fall but submissions are accepted throughout the year on a rolling basis.

Please refer to the submission guidelines available online at <http://www.nclca.org/nclcajou.htm>. E-mail: goff0009@umn.edu

For further information contact:

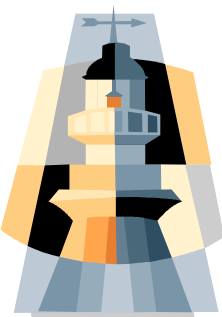
Emily Goff
The Learning Assistance Review
General College, University of Minnesota
128 Pleasant Street S.E.
Minneapolis, MN 55455



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Lt Col Bill	Adams	United States Military Academy	NY
Pat	Adams	Holy Cross College	IN
Kendall	Andersen Friedman	Rider University	NJ
Sara	Anderson	Edgewood College	WI
Greg	Anderson	IPFW	IN
Sonja	Bagby	Clayton College & State Univ	GA
Betsy	Bannier	Alverno College	WI
Nanci	Barker	Carroll Community College	MD
Lauretta	Barnes	UMBC	MD
Truman	Bashore	Edison Community College	OH
Joe	Blanco	McHenry County College	IL
Amy	Bodine	University of Maryland Baltimore	MD
David	Booth	Redrock Software Corp	AZ
Nancy	Bornstein	Alverno College	WI
Cindy	Boyer	Eastern Illinois University	IL
Hunter	Boylan	Appalachian State University	NC
Heather	Brooks	Southeast Missouri State University	MO
Shirley	Browner	University of Maryland	MD
Jenny	Bruce	Randolph-Macon College	VA
Susan	Busenbark	Rock Valley College	IL
David	Caverly	Texas State University-San Marcos	TX
Pat	Cheek	Chesapeake College	MD
Frank	Christ	University of Arizona	AZ
Monica	Cocca	Muhlenberg College	PA
Wendy	Cole	Muhlenberg College	PA
Leslie	Connery	Harford Community College	MD
Jennifer	Corder	Redrock Software Corp	AZ
Lori	Corradino	Harrisburg Area Community College	PA
Alan	Craig	Georgia Perimeter College	GA
Sandie	Crawford	Cuyahoga Community College	OH
Anna	Crockett	Virginia Military Institute	VA
Annette	Czarnecki	Wisconsin Technical College	WI
Lisa	D'Adamo-Weinstein	United States Military Academy	NY
Rachelle	Darabi	IPFW	IN
Theresa	Davis	UMBC	MD
Donna	Dawson	Ohio Wesleyan University	OH
Gita	Deane	Goucher College	MD
Sabrina	DeTurk	La Salle University	PA
Anna Marie	Dill	Eastern Oregon University	OR

First Name	Last Name	School Name	State
Linda	Dixon	Miami University	OH
Morgan	Dollman	American University of Kuwait	NY
Sandy	Drewes	Appalachian State University	NC
Johanna	Dvorak	University of Wisconsin-Milwaukee	WI
Kathy	Eagan	United States Military Academy	NY
B. Jane	Ehler	IPFW	IN
Christa	Ehmann	Smarthinking, Inc	DC
Louise	Ericson	Univ of South Carolina Upstate	SC
Gene	Fay	Great Grades Strategies	MA
Paula	Ford	Penn State Altoona	PA
Amy	Gerlach	University of Toledo	OH
Jennifer	Gertz	Carroll Community College	MD
Ada	Giles	Towson University	MD
Linda	Gilmore	Carroll Community College	MD
Barbara	Goldberg	University of Maryland	MD
Stacy	Gonzalez	Le Moyne College	NY
Julie	Goodspeed-Chadwick	Ball State University	IN
Autumn	Grant-Kimball	Stonehill College	MA
Beverly	Greenfeig	University of Maryland	MD
Carolyn	Griffith	Bradley University	IL
Linda	Gubbe	University of Toledo	OH
Bob	Hackworth	H & H Publishing Company, Inc.	FL
Jennifer	Haley	Ball State University	IN
Jaquelyn	Haley-Renaud	University of Wisconsin-Parkside	WI
Nanette	Hatzes	Shippensburg University	PA
Geroge	Henry	Townsend Press	NJ
Mary	Hickernell	UMBC	MD
Jeanne	Higbee	University of Minnesota	MN
Nancijane	Hilling	West Point Prep School	NJ
Amy	Holthause	University of Maryland Baltimore	MD
Rosamaria Ilardo	Howard	CCBC Catonsville	MD
Stefanie	Hunt	Towson University	MD
Jayson	Jarrett	Ball Stat University	IN
Courtney	Jarrett	Ball State University	IN
Billie	Jones	Shippensburg University	PA
Jim	Kain	Neumann College	PA
Sue	Keck	IPFW	IN
Yoosef	Khadem	University of Baltimore	MD
Bob	Khoury	Wisconsin Technical College	WI
Sharon	Killian	Asheville-Buncombe TCC	NC

First Name	Last Name	School Name	State
Barbara	Kirkwood	IPFW	IN
Mary	Knasinski	University of Wisconsin-Milwaukee	WI
Beth	Kupper-Herr	Leeward Community College	HI
Christina	Levasheff	Whittier College	CA
Elizabeth	Little	Carroll Community College	MD
Liz	Lucas	University of North Carolina at Greensboro	NC
Pat	Maher	University of South Florida	FL
Gretchen	Marcus	Goucher College	MD
Marcy	Marinelli	University of Maryland	MD
Avis Jean	Marquez	Holy Cross College	IN
Rae	Maslana	College of DuPage	IL
Terri	Massie-Burrell	Towson University	MD
Glynn	Mathis	Texas Wesleyan University	TX
Laura	Mattingly	Midlands Technical College	SC
Mark	May	Western Kentucky University	KY
Sue	McClure	Southwestern Illinois College	IL
Alicia	Medina	Towson University	MD
Gael	Mericle	Minnesota State University-Mankato	MN
Saundra	M'Guire	Louisiana State University	LA
Beth	Mizell	University of Baltimore	MD
Luanne	Momenee	Univeristy of Toledo	OH
Rick	Muthiah	George Fox University	OR
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Paula	Ottinger	Montgomery College	MD
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Walter	Poelzing	Ohio Dominican University	OH
Jane	Pole	Ferris State University	MI
Tammy	Pratt	University of MO-Rolla	MO
Alfred	Pritchard	Midlands Technical College	SC
Travis	Ramage	University of Wisconsin-Barron County	WI
David	Reedy	James A Rhodes State College	OH
Cheryl	Rice	State University of West Georgia	GA
Samantha	Riley	UMBC	MD
Gary	Ritz	Ball State University	IN
Brandy	Robertson	Harford Community College	MD

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Mary	Robertson	La Salle University	PA
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Kelly	Russell	Carroll Community College	MD
Kathy	Ryan	Bradley University	IL
Martha	Sanburg	UNC Charlotte	NC
Kate	Sandberg	CRLA and University of Alaska Anchorage	AK
Ruth	Santee	Saint Mary's College	CA
Liz	Scarborough	Towson University	MD
Cathy	Sewell	Chesapeake College	MD
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Elizabeth	Shearn	University of Maryland	MD
Charlotte	Short	University of WI-Parkside	WI
Burck	Smith	Smarthinking, Inc.	DC
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Janice	Smith	Penn State Harrisburg	PA
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Tomu	Stiefel-Itoh	Harford Community College	MD
Sara	Stoneburner	IPFW	IN
Laura	Symons	Piedmont Virginia Community College	VA
Kelly	Taylor	Clayton College & State Univ	GA
Shirley	Thomas	Coppin State University	MD
Cindy	Thorp	UMBC	MD
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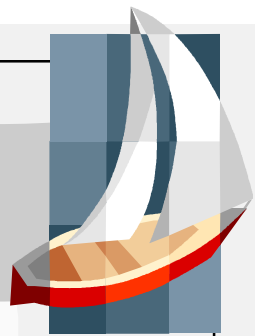
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19th Annual Conference Team



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Jennifer Haley, Ball State University

Registration

Mary Knasinski, University of Wisconsin-Milwaukee

Proposals

Linda Dixon, Miami (Ohio) University

Moderators

David Reedy, Rhodes State College

Logistics & Audio Visual Support

Gideon Weinstein, Montclair State University

Exhibits

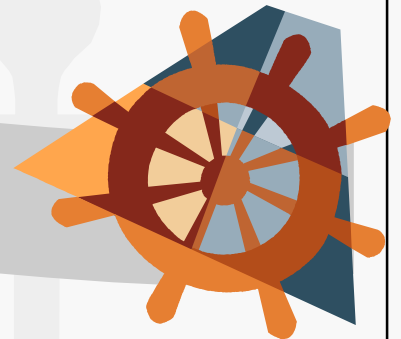
Kathryn S. McNary, Lorain County Community College

Mark May, Western Kentucky University

Night on the Town

Wendy Wilson, U.S. Naval Academy

NCLCA Presidents

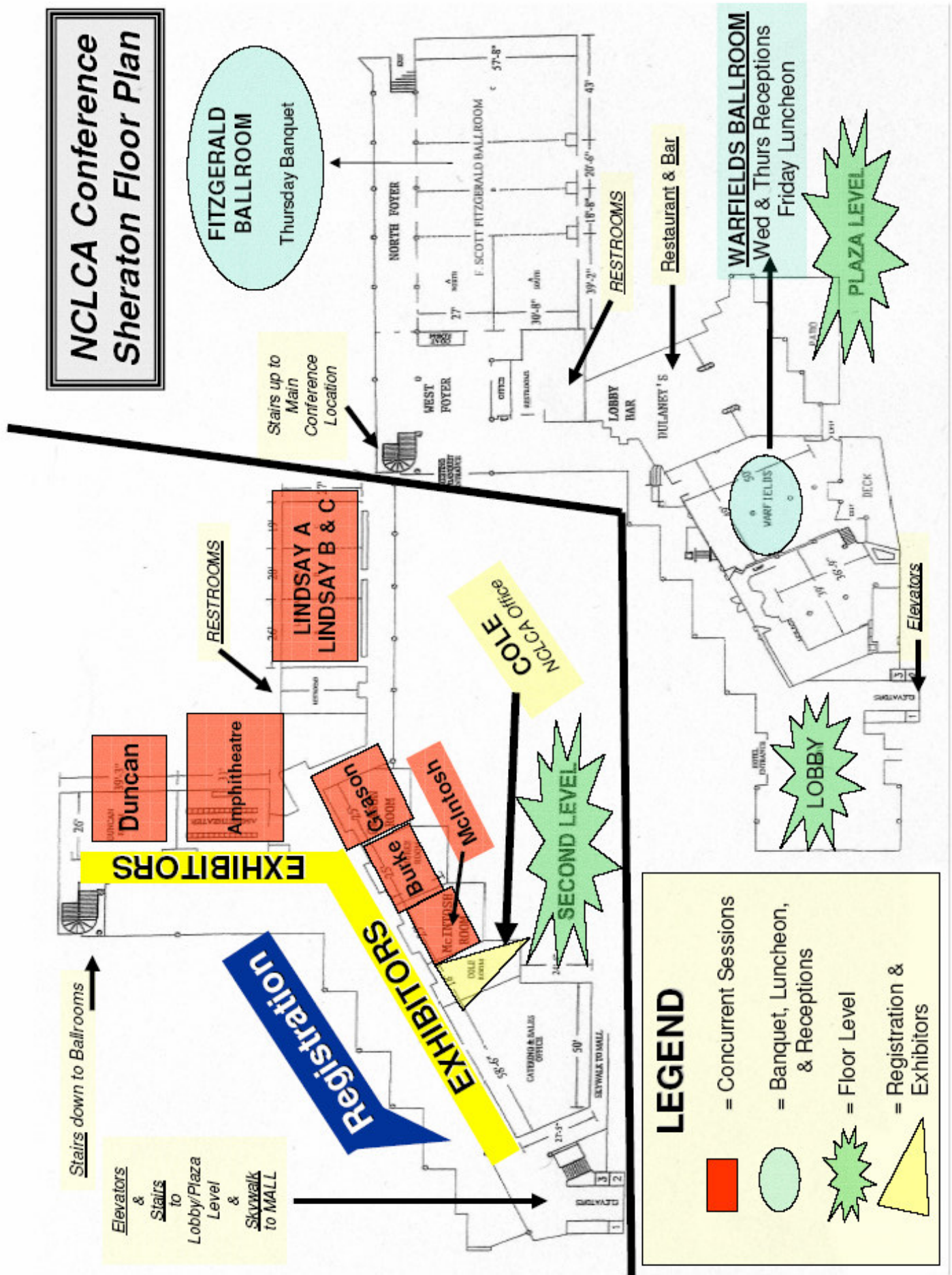


Carol Cashen	1986-1987	Audrey Kirkwood	1996-1997
Sandra Burmeister	1987-1988	Luanne Momenec	1997-1998
Martha Casazza	1988-1989	Shevawn Eaton	1998-1999
Carol Eckerman	1989-1990	Jacqueline Robertson	1999-2000
Nancy Bornstein	1990-1991	Charlotte Short	2000-2001
Brenda Pfaehler	1991-1992	Joyce Stumpe	2001-2002
Karen Quinn	1992-1993	Mark May	2002-2003
Johanna Dvorak	1993-1994	Johanna Dvorak	2003-2004
Roseanne Cook	1994-1995	Lisa D'Adamo-Weinstein	2004-2005
Anna Hammond	1995-1996		

NCLCA Conference 2004 - Thematic Strands Concurrent Sessions by Room

	Duncan Award Winners & Professional Development	Ampitheatre Vendor/Technology	Grason Learning Center Administration	Lindsay B&C Study Skills & Resources/Cognition & Learning	McIntosh Training/Evaluation	Burke Learning Communities/Program Descriptions	Lindsay A Math and Writing
THURSDAY							
9:15-10:15 A	"Frank L. Christ Award Winner - Southwestern Illinois College's Success Center" <i>Sue McClure</i>	"Using Modern Technologies, Achieving Student Success" <i>Walter Poolzing</i>	"101 Ways to Collaborate with Faculty" <i>Linda Gilmore Kelly Russell</i>	"Keeping Your Boat Afloat" <i>Lucy Tribble MacDonald</i>	"In Praxis: Theory and Training" <i>Jackie Robertson & Others from Ball State</i>	"Structured Study Groups: A Study Strategy for Learning Communities" <i>Martha Sanburg</i>	"Navigating the Digital Sea" <i>Chad Verbaas</i>
10:30-11:30 B	"Writing & Reviewing for The Learning Assistance Review (TLAR)" <i>Jeanne Higbee</i>	"A Tour of Accutrak" <i>Mon Nassar</i>	"Navigating a Successful SI Program" <i>Kendall Andersen Friedman</i>	"The Integration of Metacognition & Reflective Practice in Learning Strategies Classes" <i>Patricia Maher</i>	"Addressing the Challenges" (Evaluation Data) <i>Nanci Barker</i>	"Success Centers: Network 101" <i>Paula Ottinger</i>	"Writing Process on the Half Shell: Restarting the Writing Process" <i>Janie J.C. O'Neal Linda Gilmore</i>
1:00-2:00 C	"Brenda Pfaehler Winner: Turning Point Retention Program-Bradley University" <i>Carolyn Griffith</i>	"Online Tutoring: Evaluation Strategies" (Smarthinking) <i>Christa Ehmann</i>	"Building Partnerships to Reach At-Risk Students" <i>Mark May</i>	"Workshops for the Millenials" <i>Christina Whetstone</i>	"The ABC's of CRLA Tutoring Certification" <i>Cheryl Rice Ann Catherine Cox</i>	"Language Learning for Academic Success" <i>Gael Mericle</i>	"Program Evaluation for Learning Centers" <i>Jack Trammell</i>
2:15-3:15 D	"Frank L. Christ Award Winner - Cross Training Tutors" <i>Carol Morgan</i>	"Online Tutoring How Your Learning Center Can Implement an Effective Program" (Askonline) <i>Mac Dougherty</i>	"Creating a Balancing Act: Work and Family Life" (Job Share) <i>Arlene Krelwitz Jane Pole</i>	"Using Case Studies: A New Approach to Study Skills" <i>Claire Berardini Jenny Mead</i>	"Giving Voice to Academic Assistants" <i>Betsy Bannier</i>	"Moderated Study Groups" <i>Don Dawson</i>	ACDEA 2004 Fellows Panel
3:45-4:45 E	"Professional Development Through the Kellogg Institute" <i>Sandy Drewes</i>	"Maximizing Center Resources with Tutor Trac" <i>David Booth</i>	"Smoothing Rough Waters: Integrating Academic Support in 1 st Year Programs" <i>Rachelle Darabi</i>	"The Effectiveness of Winter Term SS Program for Students in Academic Difficulty" <i>Marcia Fallon-Marinelli</i>	NCLCA Past President's Panel	"Challenging Students to Achieve" <i>Wendy Cole, Monica Cocca, & Joel Rush</i>	"A Multimedia Response to Math Anxiety" <i>Annette Czarnecki</i>
FRIDAY							
8:30-9:30 F	"Encouraging Learning and Establishing Connections through Web-mail" <i>Elizabeth Lucas</i>	"Is it Fair? Is it Legal: Classroom Policies & Practices" <i>Charlynn Ross</i>	"What Does it Mean to Understand?: Exploring Student Learning, Asking Good Questions" <i>Mary Walz-Chojnacki</i>	"What Does it Mean to Understand?: Exploring Student Learning, Asking Good Questions" <i>Mary Walz-Chojnacki</i>	"Assisting High Achieving Students" <i>Tammy Pratt</i>	"Assisting High Achieving Students" <i>Tammy Pratt</i>	"Navigating Math and Science Using Telecommunications" <i>Susan L. Smith</i>
Friday 9:45-10:45 G	"Power to the Program" <i>Hunter Boylan</i>	"Analyzing your Academic Data" <i>Walter Poolzing</i>	"Smooth Sailing with Academic Support: Getting the Students to Come in" <i>Rachelle Darabi</i>	"Super Tutors: Cross-Training" <i>Laura Symons</i>	"Power in Collaboration: Peer-Led Team Learning" <i>Anna Maria Dill</i>	"Power in Collaboration: Peer-Led Team Learning" <i>Anna Maria Dill</i>	"Charting a Course for Student Success: Creative Activities for Developmental Math" <i>Jean Marquez</i>

NCLCA Conference Sheraton Floor Plan



October 5-7, 2005

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**NCLCA
2005 Conference**

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