National College Learning Center Association
21st Annual Conference

Mini-Program
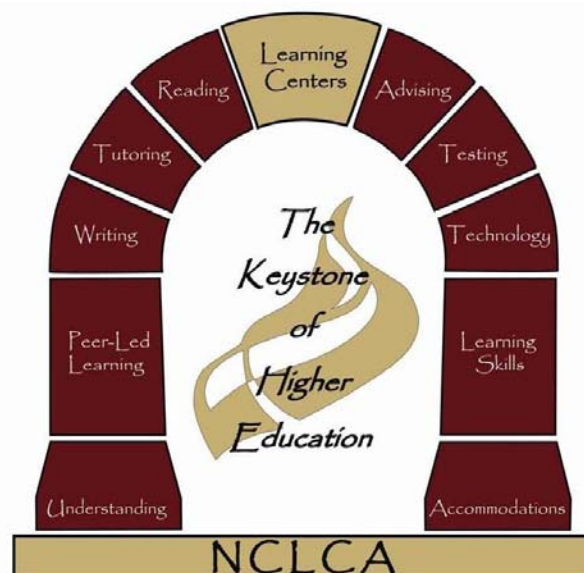

Learning Centers

Reading

Advising

Tutoring

Testing

Writing

Technology

The
Keystone
of
Higher
Education

Peer-Led Learning

Learning Skills

Understanding

Accommodations

NCLCA
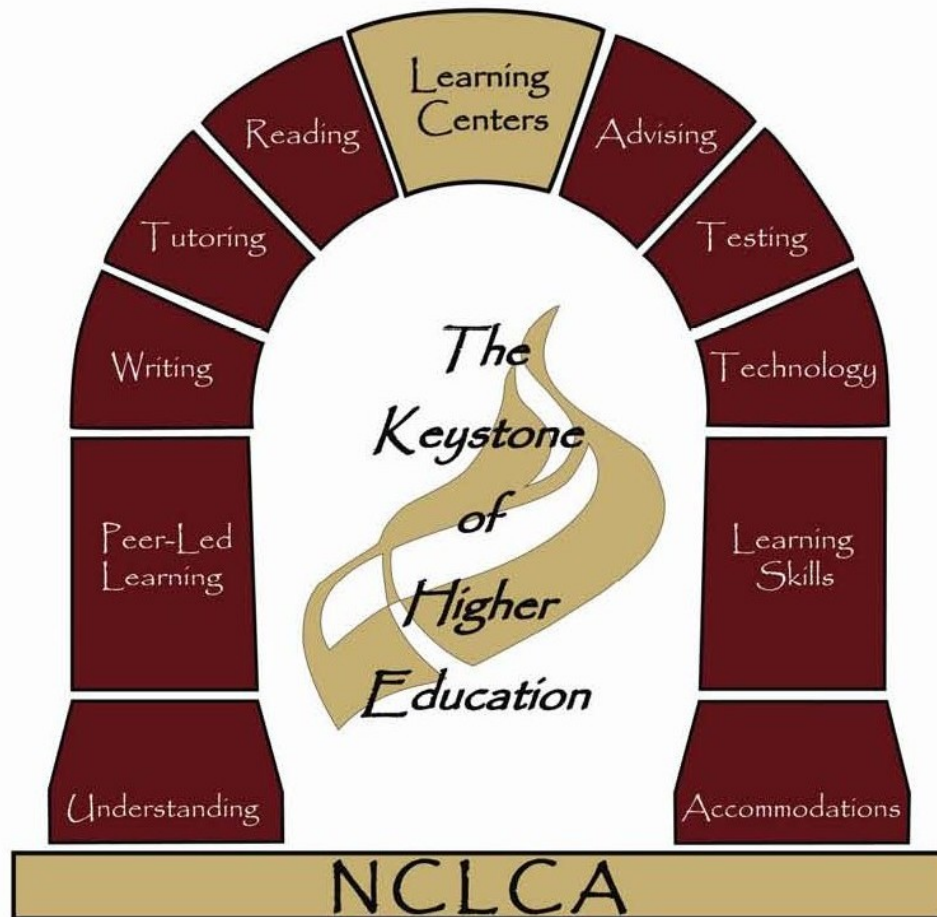
October 4—7, 2006
Harrisburg, Pennsylvania

National College Learning Center Association

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9:00 am—1:00 pm	Post Conference: Learning Center Leadership Certification
9:00 am—12:00 pm	Board Meeting

KEYNOTE SPEAKERS

Laura Perna
Thursday Plenary Session

Dr. Laura W. Perna is Associate Professor in the Higher Education Management program in the Graduate School of Education at the University of Pennsylvania. Prior to moving to Penn, she was a faculty member at the University of Maryland, College Park. Her scholarship uses an integrated theoretical approach and a variety of analytical techniques to understand the ways in which individual characteristics, social structures, and public policies separately and together enable and restrict the ability of women, racial/ethnic minorities, and individuals of lower socioeconomic status to obtain the economic, social, and political opportunities that are associated with two aspects of higher education: access as a student and employment as a faculty member.

Her research has been supported by grants from the American Education Research Association, the Association for Institutional Research, University of Maryland General Research Board, and the Lumina Foundation for Education and been recognized by the Association for the Study of Higher Education's 2003 Promising Scholar/Early Career Achievement Award. She serves on the editorial boards of the *Journal of Higher Education, Review of Higher Education, Journal of College Student Development*, and *Journal of the Professoriate*, and is a consulting editor for *Research in Higher Education*. She holds a B.A. in psychology and B.S. in economics from the University of Pennsylvania, and a Master's of Public Policy and Ph.D. in education from the University of Michigan.

Dr. Perna will address recommendations for improving college access for underrepresented student populations, paying special attention to the sources of gaps in higher education opportunity.

Carmy Carranza
Friday Awards Luncheon

Dr. Carmy Carranza is professor and Chairperson of the Department of Developmental Studies and Director of the Learning Enhancement Center and Act 101 at Indiana University of Pennsylvania (IUP). She holds a BS in Secondary Mathematics Education, an MA in Rhetoric and Composition, and a Doctorate in Education with a concentration in Developmental Education. She has more than 40 years teaching experience.

Her research, *Developmental Students' Perceptions of the Factors That Influence Success,* was granted an Outstanding Research Award by the National Association of Developmental Education. Her recent publications include a column for *Research & Teaching in Developmental Education*, a textbook, *Listen to What Students Say: A College Success* Guide (Kendall/Hunt); "Responding to Student Needs" in *Student Academic Service* (Jossey-Bass); and an article in an upcoming monograph sponsored by NADE and CRLA on student viewpoints, *Student Perceptions of the Factors That Influence Academic Success.* Dr. Carranza also does consulting in the areas of academic support, retention, developmental education, and paraprofessional tutor training.

Jan Norton
Wednesday, October 4, 8:00am—11:00am

Beyond Contact Hours: Keys to Learning Center Evaluation

Most learning centers collect some basic information: clients (the number of students who seek help), visits (the number of times those clients use services), and hours (the amount of time spent receiving assistance). These simple tallies provide valuable information that can be used for program evaluation. But this foundation is just the beginning. Client demographics, tutor evaluations, clients' course and cumulative grades, faculty perspectives, and comparable information about non-clients all add substantially to learning center evaluations. The goal throughout is practical: participants will have the chance to examine how their overall evaluation processes need to be driven by their own learning center's goals, academic setting, and resources.

Jan Norton is the Director of the Center for Academic Resources (CAR) at the University of Wisconsin-Oshkosh. She assists three existing tutoring programs (Writing Center, Math Lab, Reading & Study Center), collaborates with two others (Project Success [for students with learning disabilities] and TRIO), and manages a new program to address other tutoring needs on campus. Jan administers TutorTrac for use at four campus locations and assists with program evaluation for several programs on campus.

Jan received her Master's in Educational Research & Psychology. She has worked as a program evaluation consultant and is a reviewer for NADE certification. She has attended numerous training sessions during her 20+ years in the field, including the Kellogg Institute, the Winter Institute, an NCLCA Summer Institute, and a NACADA summer institute; she was one of the featured trainers at the 2006 Winter Institute and the 2005 Summer Institute. In the past ten years, she has visited over 25 learning centers in eight states. She is an occasional author and a frequent presenter at national conferences. Jan is a member of NCLCA, NADE, ACDEA's Blue Ribbon Commission, and CRLA. For CRLA, she served as the Special Interest Group Leader for Learning Assistance Center Management, reviewed tutor training programs for certification, and is currently the leader of the Research & Evaluation SIG.

Alan Craig
Wednesday, October 4, 8:00am—11:00am

Help! I'm a New Learning Center Director: What Do I Do Now?

Are you a new learning center director? Learn how to gain traction in your new environment and develop the basis for an action plan for the next year.

Topics will include:
- Sources of useful information on learning centers
- Conducting an informal review of the learning center using the *NADE Self-Evaluation Guide*
- Identifying key initiatives and developing a strategic plan
- Implementing objectives and status reporting
- Managing and improving daily operations
- Dealing with bureaucracy
- Overcoming a poor pre-existing relationship with a key department
- Creating an advisory board
- Budget planning
- Professional development

Alan Craig is the Coordinator of Instructional Support Services at Georgia Perimeter College—Dunwoody Campus. His responsibilities include many typical components of a learning center including a writing center, reading lab, and math and science center. ISS also provides tutoring in other disciplines, a variety of workshops, and ESL conversation groups. Alan also teaches a first-year college orientation and learning skills course, and he is the chair of the campus academic exclusion appeals committee. In addition, GPC—Dunwoody ISS tied for first place in the 2005 NCLCA/LSCHE Website Excellence Award.

Alan has an AA in Liberal Arts from Hillsborough Community College and a BA (*summa cum laude*) and MA in Mathematics from the University of South Florida. He is now a doctoral student in the developmental education program at Grambling State University.

Alan has been an adjunct instructor in mathematics at Georgia Perimeter College and at Hillsborough Community College. He tutored at both as well. In addition to being Recording Secretary of NCLCA, Alan is a member of CRLA, NADE, ATP, and the Georgia Tutoring Association.

Michael Sutton
Wednesday, October 4, 1:00pm—4:00pm

Grant Writing: A Developmental Approach

Many educators are seeking external funding to subsidize marginal programming budgets. However, the logistics surrounding the grant writing process is often perceived by the novice as intimidating and complex. This session will introduce the philosophy of grant writing from a developmental approach as well as discuss the salient elements that comprise the proposal. Dr. Sutton will identify the three major funding sources and offer group exercises to develop or refine proposal ideas as well as potential funding sources.

Dr. Michael Sutton serves as Assistant Professor of Higher Education at Appalachian State University. He received his Bachelor of Arts Degree in History from Winston-Salem State University; a Master of Science in Higher Education (Student Personnel Services) from Southern Illinois University at Carbondale and the Doctor of Philosophy Degree in Higher Education from Iowa State University. Dr. Sutton teaches courses in Higher Education Administration and his research interests include multicultural issues in higher education, traditional Black Greek-letter organizations and portfolio pedagogic and assessment methods.

Karen S. Agee
Wednesday, October 4, 1:00pm—4:00pm

Tutor/Mentor Training and Evaluation: Best Practices from 20 Years of International Tutor/Mentor Program Certification

Over 900 postsecondary programs have achieved International Tutor Mentor Certification through the College Reading and Learning Association. In this institute we will examine some excellent tutor and mentor training activities from the past 20 years. Then we will examine the role of certification in aiding learning centers to be the keystone of higher education: what training and evaluation strategies have the greatest potential in your learning center? This will be a lively, interactive session, not a lecture, and participants will integrate thinking with acting.

Karen S. Agee, Ph.D., has been Reading/Learning Strategies Coordinator at the University of Northern Iowa since 1984. She intended to teach classical languages and literatures but was sidetracked by the reading comprehension difficulties of her elementary and college students. She continues to seek new teaching and social learning strategies and incite critical reading on campus. Karen was CRLA Secretary 1991-1993 and President 2001-2002. She currently serves as Executive Assistant to the Board. She has received CRLA's Robert Griffin Long and Outstanding Service Award, the Board's Special Recognition Award, her campus' Exemplary Service Award, and the Iowa Board of Regents' Award for Staff Excellence.

Lisa D'Adamo-Weinstein
Saturday, October 7, 9:00am—1:00pm

NCLCA Learning Center Leadership Certification Workshop

The purpose of Learning Center Leadership Certification is to give individual learning assistance professionals a nationally-recognized credential and set of standards by which to foster their future growth and development.

Certification is available for all learning assistance professionals, from center directors to part-time staff and faculty. Focusing on evolving levels of practice, training, self-reflection, service, and evaluation, the four levels of certification offer novice to highly experienced learning center professionals opportunities to further their expertise and knowledge.

Join Lisa in this hands-on session to begin the process of applying for Learning Center Leadership Certification.

Dr. Lisa D'Adamo-Weinstein spent the last seven years as the Director of the Academic Excellence Program (AEP) in the Center for Enhanced Performance at West Point. The program consists of a variety of services offered to all cadets including individualized academic counseling, academic skills courses, workshops, and a peer tutoring program. She moved out of the West Point area and left that position in July 2006. Currently she is pursuing other interests in the Albany, NY area and has started *Red Marble Academic Coaching & Consulting*, a higher education consulting firm.

Lisa's doctoral work in Language Education focused on literacy education and learning at the college level. Her thesis analyzed the personal narratives of African-American female first-generation college students and their ways of knowing and college success. It grew out of her work teaching college students in a variety of capacities starting in 1988 when she taught composition and freshman year transition courses at Binghamton University. She also taught and coordinated academic assistance and learning support programs at Indiana University's Student Academic Center, including an academic retention course for at-risk students. Finally, just prior to coming to West Point, she was the Coordinator of Student-Athlete Academic Support at American University in Washington, D.C.

Lisa has published journal articles for The Learning Assistance Review and is co-author of the book Piecing It Together: A Guide to Academic Success, published by Allyn & Bacon. In her 15 years of experience in the field of learning assistance and student support services, she has given numerous presentations and institutes at many national and regional conferences including the Association for Program Administrators of CSTEP & STEP, Inc. (APACS), College Reading & Learning Association (CRLA), First Year Experience (FYE), National Association for Developmental Education (NADE), National Association for College Learning Associations (NCLCA), National Association of Athletic Academic Advisors (NAAA), New York College Learning Skills Association (NYCLSA). Additionally, she served as on the NCLCA Executive Board as Vice President (2003-2004), President (2004-2005), and Past President (2005-2006). Currently she is finishing up her final year in office on the Board and is beginning a 3 year commitment as Certification Chair for NCLCA's Learning Center Leadership Certification Program.

Lunch With Frank Christ
Wednesday, October 4, 11:15 am—12:45pm
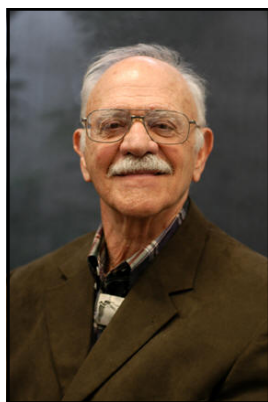
Technology in the Learning Center

NCLCA is pleased to offer a special lunch centered on the topic of technology and the learning center with Frank Christ. Join Frank in this conversation and take this opportunity to ask questions and gain ideas for using technology in your learning center.

Frank is the founder and co-director of the Winter Institutes for Learning Assistance Professionals and has been actively involved with learning assistance for the past 35 years. He is founding columnist of *The Journal of Developmental Education* "Techtalk" series, the content editor of LSCHE, and co-author of *Online Skills & Strategies Handbook*. He is Emeritus, CSU Long Beach, CA, a visiting scholar at University of Arizona, and adjunct professor at Grambling State University.

Continuing the Conversation Groups (CCG's)
Thursday, October 5, 12:00pm—2:00pm

Back by popular demand, NCLCA will again offer a chance for learning center professionals to network over lunch with our Continuing the Conversation Groups (CCG's). Meet with a CCG leader over a delicious lunch to talk about important learning center issues.

Topics include:

- 2-Year Institutions
- 4-Year Institutions
- Private Institutions
- Program Evaluation
- Online Academic Support
- New Learning Center Directors
- Research Interests
- Diversity
- Grant Writing and Resource Development
- Human Resource Management

NIGHT ON THE TOWN OPTIONS

Get together with new friends and enjoy our Night on the Town options! These functions are a great chance to network while enjoying the local attractions. More options may be coming soon.

Murder Mystery Dinner Cruise

Thursday, October 5, from 7:00 pm—9:00 pm

Enjoy a suspense-filled evening figuring out a "Whodunit" play during a two-hour dinner cruise on the Susquehanna River. This dinner cruise departs from City Island, just minutes from the hotel. Cost is $40, and the deadline for registering is September 10, 2006. Please visit: **http://jhaley.iweb.bsu.edu/2006confmysterycruise.htm** to register and pay through PayPal. Hurry! Seats are filling up quickly for this one!

Farnsworth House Inn

Friday, October 6, at 7:00 pm

Farnsworth House Inn is located in Gettysburg, about 35 miles from the hotel. Join us for a Civil War feast, followed by a visit to a Mourning Theatre in a 19th century viewing parlor. The menu consists of chicken corn soup, salad, a choice of game pie or grilled salmon, Jennie Wade bread and spoon bread with apple butter, pumpkin fritters, choice of non-alcoholic beverage, and walnut-apple cake. Cost is $38, and the deadline to register is September 10, 2006. Please visit: **http://jhaley.iweb.bsu.edu/2006conffarnsworthhouse.htm** to register and pay through PayPal.

ROOMS BY THEMATIC STRAND

Thematic strands have been assigned to each room, which will allow for fewer time conflicts for presentations within the same strand. For example, if you are interested in attending presentations about professional development, you will not have to decide between two presentations because they will be held at different times in the same room.

Some presentations could conceivably fall under the domain of more than one strand, so please consult the Concurrent Sessions summaries starting on page 15 for more details.

Keystone A   **Writing and Study Skills**

Keystone B   **Tutor Training and Best Practices**

Keystone C   **Special Populations**

Keystone D   **Learning Center and Program Development**

Keystone E   **Technology/Professional Development**

Governor's B   **Learning Center and Program Evaluation**

Concurrent Sessions 1   **Thursday, October 5, 8:00 am—9:00 am**

1. Keystone A (Writing and Study Skills)
   To Dissertate or Not? Helping Graduate Students Manage the Dissertation Process
   Marcy Marinelli, University of Maryland (College Park, Maryland)
   Retention of students on our campus is a huge issue, yet we often think of retention as just an undergraduate issue. Retention of graduate students is now becoming an issue on our campuses. Recent figures put doctoral student attrition between 30 and 50%. This session will describe a Dissertation Support Group program sponsored by a Learning Center that helps doctoral students navigate the challenges of completing a dissertation.

2. Keystone B (Tutor Training and Best Practices)
   The Tutor Retreat: A Building Block in Tutor Training
   Susan Smith, Rose-Hulman Institute of Technology (Terre Haute, Indiana)
   This workshop will provide ideas for hands-on training activities for learning center professionals interested in creating a new tutor training program or revitalizing an existing program. This session will focus on ideas for organizing and implementing a ½ day fall retreat to get tutors and staff energized and enthused.

3. Keystone C (Special Populations)
   Cancelled

4. Keystone D (Learning Center and Program Development)
   An Umbrella of Learning at James Madison University
   Mark E. Mattson, Louis Hedrick, and Brandon Strawn, James Madison University (Harrisonburg, Virginia)
   A review of a set of learning centers with a unique organizational relationship between Academic and Student Affairs will be presented. The recent reorganization of disparate groups under an umbrella group has led to remarkable benefits and challenges. The science and math tutoring center of this organization will be featured.

5. Keystone E (Technology and Professional Development)
   Curious About the NCLCA Summer Institute? Conversation with the 2005 Karen Quinn Scholarship Recipient
   Janice Smith, Penn State Harrisburg (Middletown, Pennsylvania)
   I was privileged to attend the NCLCA Summer Institute as the recipient of the Karen Quinn Scholarship. The NCLCA Board's vision made a difference in my own professional growth and the growth of the Learning Center at Penn State Harrisburg. Join me for a conversation!

6. Governor's B (Learning Center and Program Evaluation)
   Learning Center Assessment Toolbox
   Jennifer Haley and Gary Ritz, Ball State University (Muncie, Indiana)
   Learning center administrators need assessment tools that align with the mission and goals of their centers. Proof of thoughtful, well-executed assessment is paramount to the justification of learning centers as keystones in institutions of higher education. Join us to discover what assessments have worked for us, and to generate some ideas for your own assessment toolbox.

CONCURRENT SESSION DETAILS

Concurrent Sessions 2   **Thursday, October 5, 10:45 am—11:45 am**

7. Keystone A (Writing and Study Skills)
   Embedding Tutors: Creating Partnerships in Composition Classrooms
   Nichole A. Bennett, Rider University (Lawrenceville, New Jersey)
   Learning/Writing Center professional and student workers benefit from a strong working relationship with both the students and the faculty they serve. Embedded Tutoring adapts the Supplemental Instruction model to encourage a network of communication that includes instructors, tutors, and students linked to writing-intensive courses.

8. Keystone B (Tutor Training and Best Practices)
   Maslow's Needs and the Happy Stuff
   Cynthia Epp, Virginia Reiner, and Brianna Cubby, College of Saint Elizabeth (Morristown, New Jersey)
   Developing a successful and dynamic tutoring program requires us to go beyond the nuts and bolts of day-to-day operations and to ask ourselves, quite simply, if our staff is happy. This presentation will focus on the analysis of tutor needs, innovative ways to meet those needs, and tools for evaluating the results of our efforts.

9. Keystone C (Special Populations)
   Conversation with Laura Perna
   Continue the conversation with Keynote Speaker Laura Perna, whose research interests focus on the ways individual characteristics, social structures, and public policy enable and restrict the ability of women, racial and ethnic minorities, and individuals of lower socio-economic status to obtain the economic, social, and political opportunities association with student access and faculty employment.

10. Keystone D (Learning Center and Program Development)
    Certified Tutoring Programs: Keystones to Learner Support
    Terri Massie-Burrell (Towson University) and Tina T. Barnes (Randolph-Macon Woman's College)
    Tutor Program Certification Process: find out all the requirements of the CRLA tutor program certification and how this can be customized for your institution.

11. Keystone E (Technology and Professional Development)
    Writing for The Learning Assistance Review, NCLCA's Professional Journal
    Christine Reichert, Lourdes College (Sylvania, Ohio)
    This workshop will share with authors ways to increase their likelihood of publication in the official journal of the NCLCA. Participants will share their experiences with writing and reviewing manuscripts for TLAR. The editors will also discuss criteria for manuscript review.

12. Governor's B (Learning Center and Program Evaluation)
    Finding the Keys to Success: How to Develop a Strategic Plan for Your Learning Center
    Tacy Holliday and Darren Smith, Montgomery College (Germantown, Maryland)
    Do you know your learning center's keys to success? Strategic planning is a process that enables you and your colleagues to develop a vision for your learning center's future and a roadmap to get there. Come and learn this powerful tool for helping your learning center achieve success.

Concurrent Sessions 3   **Thursday, October 5, 2:15 pm—3:15 pm**

13. Keystone A (Writing and Study Skills)
    Helping the Hesitant: Drawing Unwilling Students into the Writing Tutoring Session
    Kathy Brode and Alfred Siha, Penn State Harrisburg (Middletown, Pennsylvania)
    You do everything possible to get a student involved in the writing tutoring session, but he sits staring blankly. This workshop explores possible reasons behind the student's behavior and offers suggestions and strategies for helping student and tutor overcome barriers so productive conversation can take place. Participants will share their experiences and successful strategies.

14. Keystone B (Tutor Training and Best Practices)
    What Can Mr. Holland's Opus (and Other Movies) Teach About Tutoring?
    Janice Smith, Penn State Harrisburg (Middletown, Pennsylvania)
    In this tutor training module, clips from the movies are used to highlight a variety of perspectives on "good" teaching. Tutoring is then contrasted to teaching and a list of attributes of "good" tutoring is developed.

15. Keystone C (Special Populations)
    Meeting the Special Needs of LD and ADHD Students
    Larry Phillippe, Texas Tech University (Lubbock, Texas)
    Learning Centers can be a great resource for any college student that needs additional support in the college environment. However, one group of students that often will need specialized support are the ones who have been diagnosed with Learning Disabilities and Attention Deficit Hyperactivity Disorder. This presentation will review the learning center program at a major University that specialized in meeting the needs of this rapidly growing population. Emphasis will be placed on staffing, funding, tutor training, and eligibility requirements.

16. Keystone D (Learning Center and Program Development)
    A Centralized Learning Center Model for Two-Year Colleges: 2005 NCLCA/Frank L. Christ Outstanding Learning Center Award Recipient
    Sarah Bedingfield, Sharon Cronin, Megan Wilson, and Kim Edwards, New Hampshire Community Technical College-Stratham/Portsmouth (Stratham, New Hampshire)
    This workshop will highlight four major areas critical to the health of a vibrant Learning Center: (1) programs/services; (2) technology; (3) college integration; and (4) professional development. The centralized learning center model in practice at the New Hampshire Community Technical College's Center for Academic Planning and Support will serve as a springboard for discussion.

17. Keystone E (Technology and Professional Development)
    Will the Keystone Hold? Tutor Training on the World Wide Web
    Billie J. Jones, Shippensburg University (Shippensburg, Pennsylvania)
    This session will share challenges and successes in moving a substantial portion of our tutor training program online. We also hope to tap into the participating-audience's expertise to focus on how well the keystone of tutor training will support and hold a learning center together when that keystone becomes substantially virtual.

18. Governor's B (Learning Center and Program Evaluation)
    Assessing the Assessment Tools Your Learning Center Uses
    Deborah Skozek and Tawnja Trimble, McHenry County College (Crystal Lake, Illinois)
    Ongoing assessment is required whether building a new learning center program or remodeling an existing one. The four basic assessment tools, surveys, evaluations, reports, and tests, can generate all manner of data. However, evaluating assessment methods and revising them periodically is essential to foreseeing possible trends, solving current problems, and validating a center's mission.

CONCURRENT SESSION DETAILS

19. Keystone A (Writing and Study Skills)
    Students Helping Students: Implementing Peer Mentoring and Second Start at Your Institution
    Chad Detjen and Lori De Coninck, Southern New Hampshire University (Manchester, New Hampshire)
    Second Start is a Peer Mentor facilitated program designed to retain academically at risk students. Our presentation will provide an overview of the Peer Mentor and Second Start programs. Additionally, you will learn how to design Peer Mentor and Second Start programs for your institution.

20. Keystone B (Tutor Training and Best Practices)
    The Best in the Business: How to Motivate Peer Tutors to be the Best
    Jennifer Wright, University of Central Florida (Orlando, Florida)
    "The Best in the Business" - Imagine seeing this statement on every piece paper at work, hearing this at every staff meeting, or reading this as the tag line to every email from your boss. Motivation is one of the keystones to establishing a team of tutors who will represent your tutorial services with pride, enthusiasm, and professionalism. Discussion will include motivational techniques that can be used in the hiring, training, and evaluating of tutors that will in turn grant certain success.

21. Keystone C (Special Populations)
    Underprepared Students: Why So Many and What Can We Do?
    Cora M. Dzubak, Penn State York (York, Pennsylvania)
    What factors contribute to underprepared students? This presentation will offer four plausible reasons why students are not ready for college and will also provide some suggestions for remedying the problem. Think about whether it is cultural change, the fast pace of society, lowered standards, or a credibility gap between high school and college that is the root of the problem of underprepared students.

22. Keystone D (Learning Center and Program Development)
    Structured Learning Assistance: A Pathway to Academic Success
    Mark A. Minglin and Shannon Sykes, Indiana University—Purdue University, Indianapolis (Indianapolis, Indiana)
    This session will describe how the Learning Center has developed an academic support program called Structured Learning Assistance (SLA). Students are required to attend weekly one-hour directed study and practice sessions that are attached to a high risk-for-failure "gateway" courses; sessions are facilitated by peer mentors. Gain an understanding of the program's operation, including recruitment practices, scholarship awards for service, training material and current software program being used to assist with assessment.

23. Keystone E (Technology and Professional Development)
    The Why and How of Building an Online Learning Strategies Website
    Melissa Brocato and Sarah Baird, Louisiana State University (Baton Rouge, Louisiana)
    The Center for Academic Success at Louisiana State University works with students, faculty, and staff to actively support an academic environment that addresses the intellectual development of all learners. This workshop will discuss the success of the study strategies on-line web site (www.lsu.edu/learn), the process by which the site was built, and the content of the site which is based on cognitive science principles that can be used to increase student learning and maximize learning center resources.

24. Governor's B (Learning Center and Program Evaluation)
    Exceeding Stakeholder Expectations Using Continuous Quality Improvement Methods
    Leslie M. Galbreath, Northwest Missouri State University (Maryville, Missouri)
    This presentation will focus on using Continuous Quality Improvement methodologies and practices to create or improve a learning support program that exceeds student and stakeholder expectations. CQI methodologies that align unit and institutional goals and drive process improvements in a collaborative, team-based culture, can drive up student satisfaction and retention.

Concurrent Sessions 5   **Friday, October 6, 9:15 am—10:15 am**

25. Keystone A (Writing and Study Skills)
    Embedding Core Study Strategies: Helping Students Succeed with Academic Coaching
    Kathy Wilkins and Stella Abuabara, University of Texas at San Antonio (San Antonio, Texas)
    This session will focus on the process of Academic Coaching as an individualized approach to complement traditional group-oriented learning assistance programs. This session will include interactive coaching activities and participants will receive a copy of our Academic Coaching activities booklet.

26. Keystone B (Tutor Training and Best Practices)
    Extreme Academic Makeover: Facilitating Student Transformation in One Consultation
    Sarah Baird and Melissa Brocato, Louisiana State University (Baton Rouge, Louisiana)
    Can a student who is struggling academically really go from discouraged and defeated to empowered and encouraged after just one consultation? This workshop will detail the cognitive science principles behind our learning and anxiety reduction strategies used to facilitate an "extreme makeover" experience.

27. Keystone C (Special Populations)
    Reaching and Retaining the At-Risk Student through PASS: A High Touch and High Tech Program
    Jack Truschel and Germain Francois, East Stroudsburg University (East Stroudsburg, Pennsylvania)
    PASS is a High Tech and High Touch program that is offered to the at-risk student. This program includes assisting the at-risk student through the collection of demographic data along with assessment of various traits and development of an individualized educational plan. This presentation will explain the 7-week skill building and self-awareness program that is coupled with individual student meetings as well as the use of Web-CT (High Touch and High Tech).

28. Keystone D (Learning Center and Program Development)
    Successorizing Students: Building Successful Students from the Ground Up
    Charlynn Ross and Marquis McGee, UNC Charlotte (Charlotte, North Carolina)
    Do students really listen when we warn them about cutting class, credit card debt, working too much and other "threats to success"? This interactive workshop provides you a simple, cost effective way to reach students in a manner that is memorable and fun. Content is research based.

29. Keystone E (Technology and Professional Development)
    Join the Conversation with NCLCA's President
    Join Wendy in a discussion about the opportunities for professional development through participation in NCLCA.

30. Governor's B (Learning Center and Program Evaluation)
    Learning Outcomes: The Keystone of Your Learning Center Work
    Marcy Marinelli, University of Maryland (College Park, Maryland)
    The pressure for accountability is coming to college! Whether coming from our state government or regional accrediting organizations, stakeholders are demanding evidence that colleges help students learn. Traditionally we have focused on program evaluation. Now we need to turn our lens on what students are learning. This interactive, hands-on session will engage participants in the development of learning outcomes for our work and how we might be resources for our campuses.

CONCURRENT SESSION DETAILS

Concurrent Sessions 6   **Friday, October 6, 10:30 am—11:30 am**

31. <u>Keystone A </u>(Writing and Study Skills)
    Study Skills: A Course For Academic Success
    Travis Ramage, University of Wisconsin—Barron County (Rice Lake, Wisconsin)
    This presentation will discuss the evolution and innovations used in developing a team-taught study skills course for probationary and conditionally admitted students with staff from the Students Services Office and English department at a two-year, freshman/sophomore, liberal arts college.

32. <u>Keystone B </u>(Tutor Training and Best Practices)
    Tutor Coordinators: A Staggering Model
    Julianne Scibetta, Albany College of Pharmacy (Albany, New York)
    Providing tutors the opportunity to have a level of control and oversight in their working environment can have intrinsic benefits that go beyond the walls of a tutoring center. Learn to structure leadership within your staff or share your experiences with these keystone paraprofessionals in an open-format dialogue.

33. <u>Keystone C </u>(Special Populations)
    Working in the Off-Season: Engaging ESL Students Over the Summer
    Lori Corradino and Lisa Herr, Harrisburg Area Community College (Lancaster, Pennsylvania)
    Providing effective support for ESL students can be challenging throughout the academic year, but it can be almost impossible during the summer. This presentation highlights a pilot program aimed at engaging ESL students as active participants in a summer of reading, writing, and conversation. We'll discuss our problem, our steps, and our conclusions.

34. <u>Keystone D </u>(Learning Center and Program Development)
    Promoting Transfer of Strategies in Linked Courses
    Arden B. Hamer, Indiana University of Pennsylvania (Indiana, Pennsylvania)
    A main goal of developmental courses is to enable students to transfer appropriate strategies to academic tasks and, as a result, become independent, self-directed learners. However, this rarely occurs without concrete guidance. This presentation will focus on promoting transfer of strategies to content coursework in linked Reading/History or Psychology courses.

35. <u>Keystone E </u>(Technology and Professional Development)
    Using Technology to Evaluate Learning Centers
    Elizabeth Scarbrough and Alicia Medina, Towson University (Towson, Maryland)
    Each college learning center has different reporting needs at various points throughout the year. This presentation outlines a sample report for capturing and reporting usage data, which can be customized for your center. A comprehensive report that incorporates the budget demonstrates the center's cost-effectiveness and justifies requests for budget increases.

36. <u>Governor's B </u>(Learning Center and Program Evaluation)
    WIIFM: What's in it For Me? NCLCA/Frank L. Christ Outstanding Learning Center Award 2005
    Rachelle Darabi, Greg Anderson, Cathleen Carosella, Dianne Clark, Jane Ehle, Sue Keck, Barb Kirkwood, Mary Arnold Schwartz, and Kim Wagner, Indiana University Purdue University Fort Wayne (Fort Wayne, Indiana)
    The Center for Academic Support and Advancement (CASA) has morphed from a tiny group serving a few students to large life line of activity and excitement in just a few years. This evolution began by answering the WIFFM for administrators, faculty, and students. We present the history of the journey and practical ideas for other learning centers.

CONCURRENT SESSION DETAILS

Concurrent Sessions 7   **Friday, October 6, 2:45 pm—3:45 pm**

37. Keystone A (Writing and Study Skills)
    Help! My Class is Too Hard! Using Study Groups
    Martha Sanburg, UNC at Charlotte (Charlotte, North Carolina)
    College students need a different set of study strategies for college than those they used in high school. Structured Study Groups (SSGs) encourage students to study together in small groups outside of class. SSGs can help them adapt to the college learning environment and learn their course material more effectively.

38. Keystone B (Tutor Training and Best Practices)
    Too Much to Cover, Too Little Time: Designing Effective Training for SI Leaders in Half-Hour Mini-Modules
    Marjorie Raley, American University (Washington, D.C.)
    How can a supervisor effectively train SI leaders in half-hour modules? The presentation will aid SI supervisors in designing brief, yet effective training modules. Presenters will discuss how to incorporate "mini-modules" into one-hour bi-monthly staff meetings. The presentation will cover (1) underlying design principles, as well as a template that we have developed, and (2) present an opportunity for participants to design their own training module. We will also discuss the effectiveness of bi-weekly individual meetings with leaders, and the importance of survey data.

39. Keystone C (Special Populations)
    English as a Second Language: Excursions into America (Brenda Pfaehler Professional Grant 2005 Recipient)
    Craig Curty and Karen Dingle, High Point University (High Point, North Carolina)
    The Excursions program is unique in that it provides ESL students a learning environment in a non-academic setting. Trips are taken throughout the academic year to various off-campus sites which allow ESL students to experience American culture and customs that cannot be taught in a classroom setting. This presentation will begin with the idea(s) behind starting the Excursions program, student experiences, objectives of the program, as well as how other institutions can start their own program.

40. Keystone D (Learning Center and Program Development)
    Developing Tutoring Programs that Promote Learning
    Sally Lipsky, Indiana University of Pennsylvania (Indiana, Pennsylvania)
    The presenter will introduce key elements that promote the development of independent, ongoing learning in a tutorial program. Participants will discuss specific ways to implement these elements at their institutions with the goal of improving the overall quality of tutorial services.

41. Keystone E (Technology and Professional Development)
    Continue the Conversation with Carmy Carranza
    Continue the conversation with keynote speaker Carmy Carranza, whose research interests include academic support, retention, developmental education, and paraprofessional tutor training.

42. Governor's B (Learning Center and Program Evaluation)
    A Feedback Model for Program Improvement: Meeting the Needs of Students Involved in a Peer Group Study Program
    Wendy Wilson, Marcia Anthony, Trey Matthews, Don Kelley, Brian Stoneicki, Dominic Alvarran, and Daniel Sherman, United States Naval Academy (Annapolis, Maryland)
    Join us in a discussion about our development of a feedback model to evaluate a peer group study program, our implementation of this model, and the ways in which we used the results to improve our school's learning center and its programs.

Concurrent Sessions 8   **Friday, October 6, 4:00 pm—5:00 pm**

43. Keystone A (Writing and Study Skills)
    Spruced-Up Workshops: Content-Specific Study Skills
    Linda Gilmore, Carroll Community College (Westminster, Maryland)
    Are your students adept at choosing appropriate study strategies for their content? Are you looking for effective methods to deliver content specific study skills? Our learning center has developed several interactive workshops for our science and nursing courses. This workshop will offer practical guidelines for developing interactive workshops in collaboration with faculty in all contents and actual workshop materials.

44. Keystone B (Tutor Training and Best Practices)
    Building a Better Program: Integrating Peer Observation into Academic Assistance
    Tina Perdue, Sally Lipsky, Tammy DeHaven, Whitney Hampson, Jenna Pocalyko, and Nikki Soohy
    Panelists will report on the evolution and benefits of using peer observations in an undergraduate Tutorial and Supplemental Instruction (SI) program. Faculty supervisors and student Peer Observers will discuss the purpose, responsibilities, implementation, and results, both intended and unintended, of this component of a peer assistance program.

45. Keystone C (Special Populations)
    Supports and Barriers Experienced by Students with Learning Disabilities as they Transition to and Persist in Higher Education
    Shawn Mahoney Kuba, West Virginia Wesleyan College (Buckhannon, West Virginia)
    This presentation will report the findings of a field-based research project which explored supports and barriers experienced by students with learning disabilities as they transitioned to and persisted in the postsecondary setting. The project had two goals: first, to understand from the perspective of the students themselves, the experience of being in and working through the postsecondary environment, especially what facilitated and what obstructed continued participation; and second, to extrapolate from these data, recommendations to inform postsecondary programming for students with learning disabilities.

46. Keystone D (Learning Center and Program Development)
    Trial by Jury: A Learning Experience
    Tammy Pratt, University of Missouri—Rolla (Rolla, Missouri)
    A Trial by Jury training activity promotes personal responsibility and ethical decision making. We will conduct a mini-version of a Trial by Jury which prompts lively in-depth discussion of current issues for tutors. A minimum of 15 participants are needed in order to experience the Trial by Jury.

47. Keystone E (Technology and Professional Development)
    The Association for the Tutoring Profession: A Key Partner in Your Center's Success
    Lynell R. Williams, ATP (Wilmington, North Carolina)
    The ATP, a sister organization of the NCLCA, focuses exclusively on the tutoring piece of what your center offers. Come learn about this vital organization and what it can offer you and your tutors in terms of professional development, certification, and networking.

48. Governor's B (Learning Center and Program Evaluation)
    Using Focus Groups to Improve Academic Support Services in a New Learning Center
    Travis Ramage, University of Wisconsin—Barron County (Rice Lake, Wisconsin), and Jan Norton, University of Wisconsin—Oshkosh (Oshkosh, Wisconsin)
    The purpose of the study was to gather current perceptions about the academic support services provided by the learning lab and Student Services to gain insight into the opinions, beliefs, and attitudes of students and staff in terms of the physical environment and services that they would like to see available on campus as part of the new Learning Center.

Please visit www.nclca.org to access the conference website and the registration form.

The conference and the Night on the Town options can be paid for with credit or debit cards through PayPal (you don't need to have an established account to use this option).

Register and make your hotel reservations today!