



National
College
Learning
Center
Association



Learning Centers By Design
22nd Annual Conference
September 26 - 29, 2007
Atlanta, Georgia



National
College
Learning
Center
Association

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CONFERENCE AT A GLANCE

Wednesday, September 26

| | | |
|------------------|---|-------------------|
| 7:30 am—8:00 pm | Registration and Information | Logan |
| 9:00 am—12:00 pm | Pre-Conference Institute A (Bill White) | Narita |
| 9:00 am—12:00 pm | Pre-Conference Institute B (Alan Craig) | Sea Tac |
| 12:15 pm—1:45 pm | Lunch With David Arendale (ticketed event) | Concourse D |
| 2:00 pm—5:00 pm | Pre-Conference Institute C (Christine Reichert, Susan Shelangoskie, <i>TLAR</i>) | Narita |
| 2:00 pm—5:00 pm | Pre-Conference Institute D (Jack Truschel, Germain Francois) | Sea Tac |
| 2:00 pm—5:00 pm | Pre-Conference Institute E (Tina Barnes) | LaGuardia |
| 2:30 pm—5:30 pm | Tour of Georgia Perimeter College (GPC) | Depart from lobby |
| 5:30 pm—6:30 pm | Welcome Reception | Concourse D |
| 6:30 pm—9:00 pm | Board Meeting and Committee Reports | Hartsfield |
| 8:00 pm—10:00 pm | Hospitality Suite | Sea Tac |

Thursday, September 27

| | | |
|-------------------|--|-------------------------|
| 7:00 am—5:00 pm | Registration and Information | Logan |
| 7:00 am—8:00 am | Continental Breakfast | Pre-Function East |
| 8:00 am—9:00 am | Concurrent Sessions 1 | See pages 24-31 |
| 8:00 am—5:00 pm | Exhibits | Third Floor Veranda |
| 9:15 am—10:40 am | Plenary Session with Keynote Speaker Jim Jorstad | Concourse D |
| 10:45 am—11:45 am | Concurrent Sessions 2 | See pages 24-31 |
| 11:45 am—12:30 pm | Visit the Exhibits | Third Floor Veranda |
| 12:30 pm—2:30 pm | Continuing the Conversation Luncheon (free with conference registration) | Concourse D |
| 2:45 pm—3:45 pm | Concurrent Sessions 3 | See pages 24-31 |
| 4:00 pm—5:00 pm | Concurrent Sessions 4 | See pages 24-31 |
| 5:30 pm—9:30 pm | Night on the Town | Buses depart from lobby |
| 8:00 pm—10:00 pm | Hospitality Suite | Sea Tac |

Friday, September 28

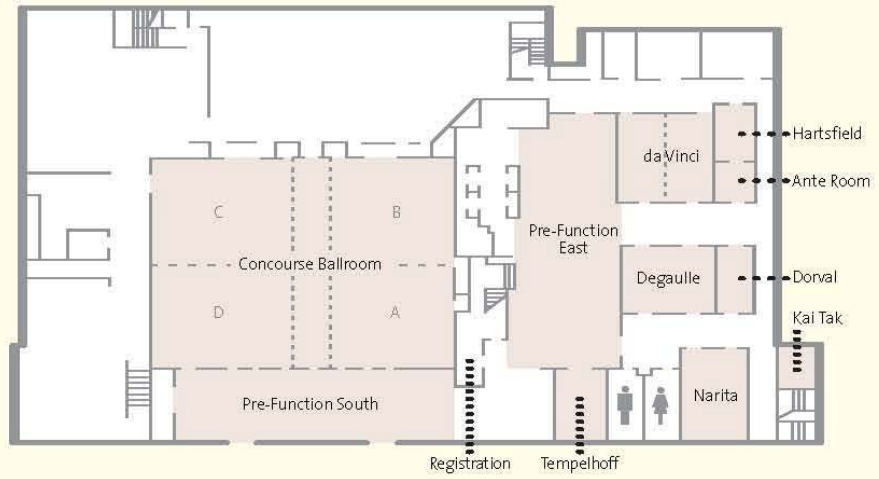
| | | |
|-------------------|--|---------------------|
| 7:00 am—12:30 pm | Registration | Logan |
| 7:00 am—5:00 pm | General Information | Logan |
| 8:00 am—5:00 pm | Exhibits | Third Floor Veranda |
| 8:00 am—9:00 am | Concurrent Sessions 5 | See pages 24-31 |
| 9:15 am—11:15 am | Somebody's Got to Eat It Members' Breakfast (free with conference registration) | Concourse A & B |
| 11:30 am—12:30 pm | Concurrent Sessions 6 | See pages 24-31 |
| 12:45 pm—2:45 pm | Awards Banquet with Keynote Speaker Donna Ford (free with conference registration) | Concourse A & B |
| 3:00 pm—4:00 pm | Concurrent Sessions 7 | See pages 24-31 |
| 4:15 pm—5:15 pm | Concurrent Sessions 8 | See pages 24-31 |
| 6:00 pm—9:00 pm | Dinner on your own | Sign up in Logan |
| 8:00 pm—10:00 pm | Hospitality Suite | Sea Tac |

Saturday, September 29

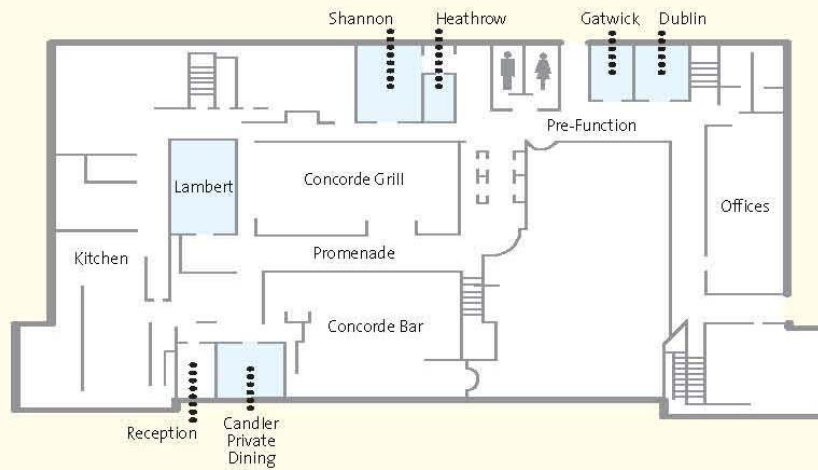
| | | |
|------------------|---|-------------|
| 8:00 am—9:00 am | Post-Conference Breakfast | Lobby South |
| 9:00 am—12:00 pm | Post-Conference Institute: Rae Maslana and Laura Choiniere (LCLC) | Narita |
| 11:00 am—3:00 pm | Board Meeting Luncheon | Hartsfield |

HOTEL MAP

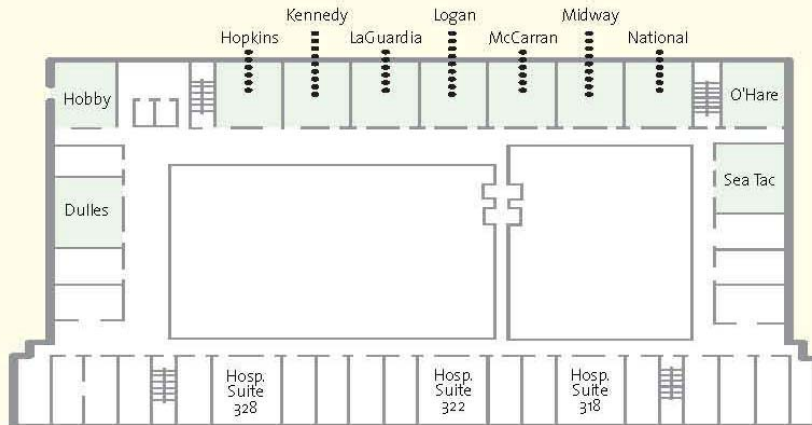
Banquet Level



Atrium Level



Third Floor



PRESIDENT'S WELCOME



Sandie Crawford
NCLCA President

It is my sincere pleasure to welcome each and every one of you to the 22nd Annual National College Learning Center Association Conference, and I'm especially excited that our choice of venue this year is Atlanta – “*Where everyday is opening day!*” Atlanta’s slogan promoting *openness*, *opportunity* and *optimism* is a true reflection of NCLCA and what we value most:

- **Openness** – There is a friendly, informal quality to our conference, and newcomers will quickly feel right at home.
- **Opportunity** – Our conference is designed to provide educational and networking opportunities, as well as a chance to have fun (night-on-the-town activities promise to be awesome!).
- **Optimism** – During our conference you will be encouraged, engaged and empowered – leaving totally transformed and prepared to implement many exciting and innovative ideas at your own campus.

Dr. Kate Ranft, NCLCA Vice President and 2007 Conference Chair, has planned an outstanding conference, featuring keynote presentations by Jim A. Jorstad, Director, Educational Technologies/ITS, University of Wisconsin-La Crosse, who will share exciting and unique concepts related to designing innovative learning environments and enhancing student learning through technology; and Dr. Donna Y. Ford, Professor and Betts Chair of Education and Human Development, Vanderbilt University, who will offer suggestions for promoting a “scholar identity” among underprepared students.

Back by popular demand, Alan Craig, NCLCA Recording Secretary, offers his highly informative pre-conference institute dedicated to equipping new learning center directors with valuable information, resources and action plans for effective learning center leadership. Dr. William White, Professor, Grambling State University, facilitates a pre-conference institute which will allow conference attendees extended time to delve deeper into issues relating to *Learning Centers by Design*, including facilities planning, learning space design, and infrastructure and equipment, to name a few. *TLAR* editors Christine Reichert and Susan Shelangoskie, Jack Truschel and Germain Francois, and Tina Barnes will also be presenting pre-conference institutes on a variety of learning center issues.

In our continuing effort to promote excellence among learning center personnel, our *Learning Center Leadership Certification* post-conference institute will not only present an overview of the LCLC certification process; Rae Maslana, Certification Chair, will answer specific questions about your application. I encourage you to plan to attend our LCLC post-conference institute and begin the process for submitting your application.

Enjoy food, fun and fellowship as you lunch with Dr. David R. Arendale, NCLCA 2006 Brenda Pfaehler award winner, and engage in an enlightening topic of discussion during the Continuing the Conversation (CC) luncheon – all designed to encourage collegiality. Our annual conference is also the organization’s business meeting, so please plan to join us for breakfast Friday morning and get involved. And of course, one of the most exciting and meaningful gatherings of the conference is Friday’s Awards Banquet in which we honor those with outstanding achievement in the field of learning center administration.

I wish to extend my heartfelt thanks to the members of the NCLCA executive board and to the local committee, who all have given immeasurable time and full commitment in supporting Dr. Kate Ranft as she planned this year’s conference. Because of their fine work, I am confident you will enjoy the conference and all that Atlanta has to offer!

Warmest regards,
Sandie L. Crawford
NCLCA President



NCLCA MISSION AND GOALS

Who we are

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

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

Mission and Goals

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

This support will include the following:

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

Specific needs addressed by NCLCA

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

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

Forums for collaboration and mentoring (e.g., the Resource Directory).
Presenting and participating in the yearly conference.
Submitting articles to *The Learning Assistance Review* or the *NCLCA Newsletter*.
Resources on a variety of topics, including the Tutoring Bibliography.
Training opportunities such as the NCLCA Institute.
Applying for grants, such as the Brenda Pfaehler Professional Development Grant.
Serving on the Executive Board.

Your participation is welcomed and encouraged.





DEVELOPMENTAL EDUCATION:

N 2008

A D E



THE NEW REVOLUTION

2008 ANNUAL CONFERENCE

NATIONAL ASSOCIATION FOR DEVELOPMENTAL EDUCATION

BOSTON MARRIOTT COPLEY PLACE

BOSTON, MASSACHUSETTS

FEBRUARY 27 - MARCH 1, 2008

WWW.NADE.NET

<http://atp.jsu.edu>

TUTORING: GATEWAY TO THE FUTURE



ST. LOUIS, MISSOURI MARCH 30-APRIL 2, 2008

FOURTH ANNUAL CONFERENCE

NCLCA PRESIDENTIAL YEARBOOK



**Carol
Cashen**
1986-1987



**Sandra
Burmeister**
1987-1988



**Martha
Casazza**
1988-1989



**Carol
Eckermann**
1989-1990



**Nancy
Bornstein**
1990-1991



**Brenda
Pfahler**
1991-1992



**Karen
Quinn**
1992-1993



**Johanna
Dvorak**
1993-1994

Not available

**Roseanne
Cook**
1994-1995



**Anna
Hammond**
1995-1996



**Audrey
Kirkwood**
1996-1997



**Luanne
Momenee**
1997-1998



**Shevawn
Eaton**
1998-1999



**Jacqueline
Robertson**
1999-2000



**Charlotte
Short**
2000-2001



**Joyce
Stumpe**
2001-2002



**Mark
May**
2002-2003



**Johanna
Dvorak**
2003-2004



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



**Wendy
Wilson**
2005-2006



**Sandie
Crawford**
2006-2007



**Kate
Ranft**
2007-2008

KEYNOTE SPEAKERS

Jim Jorstad *Thursday Plenary Session, 9:15 am—10:40 am, Concourse D*



Biography

Jim Jorstad has been a leading force in the effective use of technology in higher education for over twenty years. In his current position Jim is responsible for integrating technology into teaching and learning practices, learning space design, faculty development, innovative technology projects, distance education, as well as multi-media and web creation. He was instrumental in developing classroom designs and integrated technology for the \$10 million renovation project Wing Technology Center project at UW-La Crosse, numerous classroom modernization projects, and is currently working on a new \$40 million academic building project. He serves as a technology consultant on learning space design for architectural firms in Wisconsin.

Jim is currently on the editorial board for EDUCAUSE Quarterly and is a frequent presenter at national and international conferences. He is an EDUCAUSE Frye Fellow of 2005, one of 50 leading IT professionals chosen worldwide for the award. He has held numerous technology leadership positions within the University of Wisconsin System.

Along with Jim's technology background, he was twice selected by AV Video Magazine as a top multi-media producer in the U.S. Jim describes himself as a technologist who is passionate, innovative, and creative.

Summary of Plenary Address

“Learning Space Design: Creating Centers of Engagement”

Every year, the students we serve are changing. They come to us from different cultures, family environments, and have been exposed to varying degrees of technology. Each of these students have specific learning styles and interact with the world in their own individual way.

In education today, we are beginning to understand the importance of the interaction between learning space, and the teaching and learning process. By understanding how students learn, we can create environments which help them to become engaged in the learning process.

Learning space design can truly help us create “Centers of Engagement.”

Sit back and be ready to be engaged!

KEYNOTE SPEAKERS

Donna Ford

Friday Awards Banquet, 12:45 pm—2:45 pm, Concourse A&B



“Developing and Sustaining a Scholar Identity in African-American College Students”

Biography

Donna Y. Ford, Ph.D., is Betts Chair of Education and Human Development at Vanderbilt University. She teaches in the Department of Special Education. Donna has been a Professor of Special Education at the Ohio State University, an Associate Professor of Educational Psychology at the University of Virginia, and a researcher with the National Research Center on the Gifted and Talented. She also taught at the University of Kentucky.

Professor Ford conducts research primarily in gifted education and multicultural/urban education. Specifically, her work focuses on: (1) recruiting and retaining culturally diverse students in gifted education; (2) multicultural and urban education; (3) minority student achievement and underachievement; and (4) family involvement. She consults with school districts and educational organizations in the areas of gifted education and multicultural/urban education.

Dr. Ford’s work has been recognized by various professional organizations: Research Award from the Shannon Center for Advanced Studies; the Early Career Award and the Career Award from The American Educational Research Association; Early Scholar Award from The National Association for Gifted Children; and the Esteemed Scholarship Award from The National Association of Black Psychologists. She is the author of Reversing Underachievement Among Gifted Black Students (1996) and co-author of Multicultural Gifted Education (1999) and In search of the dream: Designing schools and classrooms that work for high potential students from diverse cultural backgrounds (2004). Ford, D.Y. and Milner, H.R. (2005). Teaching culturally diverse gifted students. Donna has written over 100 articles and chapters, and made hundreds of presentations at professional conferences and school districts.

Donna is a board member of the National Association for Gifted Children, and has served on numerous editorial boards, such as Gifted Child Quarterly, Exceptional Children, and Roeper Review. She also reviews for several journals in such disciplines as urban education, child development, and counseling and development. Professional development includes membership in professional organizations, including the National Association for Gifted Children, Council for Exceptional Children, American Educational Research Association, Association for the Education of Gifted Underachieving Students, Association of Teacher Educators, American Counseling Association, and others.

PRE-CONFERENCE INSTITUTE A

Bill White

Wednesday, September 26, 9:00 am—12:00 pm, Narita



Planning the Learning Support Center

Biography

William G. White, Jr. (EdD, University of Louisiana at Monroe, 1980; PhD, The University of Reading, 2002), is a professor of educational leadership at Grambling State University of Louisiana where he has been on the faculty since 1985. He teaches a variety of courses in the doctoral program in developmental education: history and philosophy of higher education, problems and issues in developmental education, administering developmental programs, learning support centers in higher education, and research in developmental education. His EdD in educational administration included course work in educational facility planning; for many years he taught a course in that area and completed a number of facility evaluation and planning projects as a consultant to both K-12 and higher education institutions. His interest in learning support centers and facility planning has led to publications and presentations about learning center design.

A native of Monroe, Louisiana, Dr. White attended local public schools until enrolling at Loma Linda University (Riverside, California) in 1965 where he earned a BA in history in 1969 and a MA in teaching history in 1971. His latest--and final--educational experience was completing a PhD in history of education at The University of Reading (England) in 2002. In his spare time he enjoys reading histories and biographies, travel, gardening and walking. He greatly enjoys his work with doctoral students in developmental education but is looking forward to retiring in a few years to a home in the North Carolina mountains.

Summary of Presentation

In this institute session participants will learn to use a planning process that can be used in planning for any type of new or renovated educational facility. A guide for evaluating learning support center facilities will be considered. Specific learning center space needs and relationships, equipment and furnishings will be explored. Participants who work in learning centers that are experiencing space or design issues or who are working on plans for a new or renovated facility are invited to bring their problems, concerns, issues, floor plans, drawings, photographs, etc. that can be the foci of a group problem solving activity.



PRE-CONFERENCE INSTITUTE B

Alan Craig

Wednesday, September 26, 9:00 am—12:00 pm, Sea Tac



Help! I'm a New Learning Center Director!

Biography

Alan Craig is the Coordinator of the Learning & Tutoring Center at Georgia Perimeter College—Dunwoody Campus. His responsibilities include many typical components of a learning assistance center including a reading lab, writing center, and math and science center. The LTC also provides tutoring in other disciplines, conducts a variety of workshops, and sponsors ESL conversation groups. Alan also teaches a first-year college orientation/learning skills course and the occasional math or statistics course. He is the chair of the campus academic exclusion appeals committee. Under his leadership, GPC—Dunwoody LTC tied for first place in the 2005 NCLCA/LSCHE Website Excellence Award.

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

Summary of Presentation

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

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
- Developing policies, procedures, tutor training manuals, evaluation forms
- Dealing with bureaucracy
- Overcoming a poor pre-existing relationship with a key department
- Creating an advisory board
- Publicity and public relations
- Budget planning
- Professional development

PRE-CONFERENCE INSTITUTE C

Christine Reichert and Susan Shelangoskie

Wednesday, September 26, 2:00 pm—5:00 pm, Narita

Designing a TLAR Article for Submission

Biographies



Christine Reichert, the current *TLAR* editor, is the Director of Academic Services at Lourdes College. She created the college's learning center, The WIN Center, in 1999; since that time, the center has grown to service more than 90% of the student population. She has a BA in English from Baldwin Wallace College, an MA in English from the University of Toledo, and post graduate courses in Literature and Film from Wayne State University. She also teaches composition, literature, film, speech and oral communications, technical writing, and folklore. She is a nominee for the college's prestigious Staff Excellence Award.



Susan Shelangoskie, the current *TLAR* managing editor, is an assistant professor in the Language and Literature Department at Lourdes College. She worked at The University of Toledo 2003-2006 facilitating faculty development of distance learning courses and course components (including use of interactive learning objects, multimedia course components, and other digital enhancements) and developing a research literacy tutorial project. She was instrumental in developing an e-Writing center. She has a BA in English Literature and Mathematics from Cleveland State University, and an MA and a Ph.D. in British and American Literature from the University of Utah. She teaches British, American, and Western Literature, composition, and technical writing.

Summary of Presentation

Have you prepared—or are you in the process of preparing—a conference presentation that you wish could be transformed into a scholarly article fit for publication? Learn some tips that will de-mystify that task. This workshop will provide hands-on activities that will help transform that oral presentation into a manuscript submission. Included in this workshop are techniques that will assist you in determining what “type” of article format to follow, in converting those visual points into structured text, and in completing the submission process.

PRE-CONFERENCE INSTITUTE D

Jack Truschel and Germain Francois

Wednesday, September 26, 2:00 pm—5:00 pm, Sea Tac

Working with First-Year Students

Biographies



Dr. Jack Truschel, Director and Associate Professor was born in Neubruken, Germany. He holds a BA. degree in Psychology from King's College, a Masters Degree in Public Administration from Marywood University, a Masters Degree in Clinical Psychology from Marywood University, a Doctorate (Ed.D) in Educational Administration from Temple University and a doctorate (Psy.D.) in Clinical Psychology from the Philadelphia College of Osteopathic Medicine.

Dr. Truschel was recruited to East Stroudsburg University of Pennsylvania in 1989, where he held several administrative as well as his current faculty position. He is currently an Associate Professor in the Department of Academic Enrichment and Learning. He serves as the Director of the advising center and serves as the primary advisor to all undeclared students. He coordinates over 60 undeclared volunteer advisors and has over 18 years of academic experience with a focus in assisting students in their quest for academic enrichment.

His research interests include student retention, best practices of academic advising, best practices of tutoring services, student personality traits and academic persistence, child & adolescent disorders, evaluation and treatment, developmental neuroscience and industrial / organizational best practices. He has developed several instruments to include a Corporate 360 degree assessment, Multidimensional Retention Questionnaire, and the Oppositional Defiant Disorder Test. He has written and has been funded by various granting agencies.

Dr. Truschel has been actively involved in tutoring and is one of the founders and the President-Elect of the Association for the Tutoring Profession. He also has served on the Board of Directors of several local, regional as well as national organizations.



Dr. Germain E. Francois entered the United States from Haiti as a teenager. He earned an AB degree in Political Science and an Ed.M. degree in Education from Tufts University. He earned his Ph.D. in Professional Higher Education Administration from the University of Connecticut. In 1979, Dr. Francois accepted a faculty position with East Stroudsburg University as an Assistant Professor, Assistant Director of the Center for Educational Opportunity (an Equal Educational Opportunity Program), and Coordinator of the Summer Intensive Study Program. Additionally, he became the Director of the newly created University Learning Center in 1983.

For the next seven years, he organized an advising center and coordinated advising for students who had not declared a major. He continues to meet with and advise university students who have a cumulative grade point average below a 2.00. Dr. Francois' "tough love" approach provides students with strategic options, academic advising, and a program to follow to achieve academic success. Dr. Francois contributes to the field of developmental education through his extensive research. Specifically, he has examined the academic success and retention of the adult (non-traditional), under-served, underutilized student populations and students entering the university with undeclared majors. Dr. Francois, alone of several colleagues at the university, is currently working on several research projects in the areas of attributional retraining, self-efficacy, self-esteem, self-regulation and academic and social integration.

Dr. Francois has demonstrated his commitment to educational opportunity and equity beyond academia by creating a tutoring/mentoring program for elementary, intermediate, and high school students in the Lehigh Valley called Project Excell or Ulami (measuring success). He also served on the Governing Board of the Big Brother/Big Sisters of the Lehigh Valley for 15 years. Finally, in 2003, the faculty awarded Dr. Francois with its highest award by naming him a Distinguished Professor.

Summary of Presentation

This presentation will focus on the structure of the learning center and successful methods used to assist students in persisting to graduation. The presentation will review the current theoretical models related to retention and will discuss methods used to target services for students. The presentation will provide information on methods to save costs associated with program delivery and personnel associated with providing ancillary/supportive services to students. A brief overview of a highly reliable instrument will be discussed, forms will be presented, tracking computerized systems will be discussed and Power point materials will be shared with those attending the pre-conference.

PRE-CONFERENCE INSTITUTE E

Tina Barnes

Wednesday, September 26, 2:00 pm—5:00 pm, LaGuardia

Universal Design: Creating a Certified Tutor Training Program that's Fit For All



Biography

Tina Barnes is the Chair of the International Tutor Program Certification Committee. For her day job she is the Director of the Learning Resources Center and Disability Services at Randolph College (formerly Randolph-Macon Woman's College). She has been active in CRLA since 2000 and has been the Chair of the International Tutor Program Certification Committee since 2005. Tina received her B.A. in Teaching Special Education in 1974 at George Peabody College for teachers (now the College of Education of Vanderbilt University) and her M.A. in Teaching Special Education at the University of Northern Colorado in 1975. She taught students with learning disabilities for 25 years before moving to the post-secondary level in 2000. At Randolph College there are subject matter tutors for every subject in the college and tutors for all areas of study skills. Their tutoring programs are certified at Levels I, II, and III.

Summary of Presentation

Tutoring programs are an essential part of every college campus. Peer tutoring offers benefits beyond increasing a student's knowledge in a content area. I will share insights on tutorial services, from both the private and a public institution's perspective, and I will discuss ways that the peer tutoring process can benefit and improve the academic success of students. I will facilitate a discussion on successes, challenges and concerns about managing a college tutorial program as well as present an introduction to the tutor program certification process. This presentation is designed to discuss established tutorial programs at both a small southern state college and a mid-size, mid-Atlantic university.

- I. Introduction of speaker
- II. Introduction to the tutor program certification process
- III. Understanding peer tutoring at different institutions
- IV. Programs at each campus
- V. Questions and General Discussion on developing a certified training program

Learning Objective

Participants will learn:

1. Importance and benefits of certifying peer tutoring programs
2. Design tutorial training programs to fit the needs of changing college demographics
3. Implement approaches that make difference in all students' perceptions of campus services and academic success.

POST-CONFERENCE INSTITUTE

Rae Maslana and Laura Choiniere

Saturday, September 29, 9:00 am—12:00 pm, Narita

NCLCA Learning Center Leadership Certification: What's it All About?

Biographies

Rae Maslana is the Coordinator of Tutoring and a Counselor, at College of DuPage (C.O.D.), a Chicago-area community college of 30,000 students. Rae has been involved in the field of learning assistance for nearly 20 years, developing the C.O.D. Peer Tutoring Program in 1996. Annually, this program serves hundreds of students for thousands of visits, both one on one and in groups; by appointment or drop-in; using face to face, supplementary instruction or online approaches.



Rae achieved Level 4 NCLCA Certification in December 2006 and is currently serving NCLCA as its Certification Chair until 2009. In addition to her membership in NCLCA, Rae belongs to the National Tutoring Association (NTA) and served as its 2001-04 Awards Chair. She was presented the NTA President's Award in 2004 and one of her peer tutors won the NTA 2001 Tutor of the Year Award for a Two-Year School. Rae has presented at the Illinois Chapter of NADE, numerous times at NTA conferences, and has had articles appear in the NTA and NCLCA Newsletters. In addition to her NCLCA certification, Rae is also a National Certified Counselor, a State of Illinois Licensed Professional Counselor and an Illinois Secondary Education certified teacher. Rae has done pre-doctoral work at Northern Illinois University, received her M.Ed. Degree from Loyola University of Chicago, a B.S.B.E. from DePaul University in Chicago, and an A.S. Degree from Triton College, River Grove, Illinois. Rae and her husband, both Chicagoland natives, have been married for more than 30 years, currently reside in a western suburb of Chicago and have two adult daughters.

Laura Choiniere is the Corresponding Secretary on the Executive Board of NCLCA, and is responsible for managing the logistical aspects of LCLC. In her academic career, Laura has earned an Associates in Applied Science (Interior Design), a Bachelor of Arts (Historic Preservation), and a Master of Arts (American Studies). Academic support has been a passion and vocation of Laura's for several years. She served as a Math and English tutor during high school and, years later, in graduate school, became involved with Literacy Volunteers of America at the local and state level. She has served as Director at two post-secondary Learning Centers and finds great satisfaction in working with a talented and motivated staff to provide a wide range of support services to address the diverse and dynamic needs of college students.

At her present institution, Roger Williams University (Bristol, RI), she first served as the Disability Support Services and Core Peer Tutor Coordinator. In the summer of 2002 she was promoted to Director and now oversees the Center for Academic Development, a Learning Center that houses three tutoring centers (Math, Writing, and Core Curriculum), Disability Support Services, and Academic Support Programming initiatives for a wide variety of audiences.



Summary of Presentation

Certification for tutors and learning centers is provided by several professional organizations -- but NCLCA is the sole provider of certification for learning center professionals. In this way, novice to highly experienced individuals, working as part-time faculty or staff to learning center directors, can gain learning center professional credentialing.

More often than not, learning assistance professionals come into the field through happenstance rather than intentional design. Learning Center Leadership Certification provides an interdisciplinary, comprehensive approach to recognizing the accomplishments of people in the field through benchmarking, sharing experiences and training in theories and best practices in learning assistance. Furthermore, certification gives individual learning assistance professionals a nationally recognized credential and set of standards by which to foster their future growth and development by focusing on evolving levels of practice, training, self-reflection, service and evaluation.

This session will begin with a brief history and importance of professional certification, after which we will discuss in great detail the four levels of NCLCA certification and the criteria for each. Although no certification application is ever rejected, it may be returned for further work. This session will cover how applications are approved during "the first go around" thereby possibly avoiding applicant rework. Certification renewals and upgrades will also be discussed.

Since the focus of this session will be a workshop environment devoted to participants' hands-on work on their own professional applications, the casual certification seeker will find this session informative, but the serious applicant will find it most beneficial. Attendees should come prepared for this session by bringing their own writing materials, either paper or electronic, and any documents meeting application criteria about which they may have questions. To maintain confidentiality, no cross-sharing of application packets will occur.

LUNCH WITH DAVID ARENDALE

Lunch With David Arendale

Wednesday, September 26, 12:15 pm—1:45 pm, Concourse D

“Best Practices in Postsecondary Peer Cooperative Learning Groups.”



Biography

David Arendale, Ph.D., is an Assistant Professor in the Department of Postsecondary Teaching and Learning within the College of Education and Human Development (CEHD) at the University of Minnesota-Twin Cities. He also is an Affiliate Graduate faculty member in Higher Education with the Department of Education, Policy, and Administration of CEHD. In addition to teaching history and peer learning courses, Arendale investigates the history of postsecondary college access, learning assistance, and academic interventions that support improved student achievement and persistence. Among his roles in CEHD is Faculty Advisor for Outreach with the Center for Research on Developmental Education and Urban Literacy. Arendale formerly served at the University of Missouri-Kansas City in several capacities including Senior Research Fellow for the Office of the Vice Chancellor of Student Affairs and Enrollment Management, National Project Director of Supplemental Instruction, and Interim Director for the Center for Academic Development. He served as President of the National Association for Developmental Education from 1996 to 1997. In 2000 Arendale was recognized by the American Council of Developmental Education Associations for induction as a *Founding Fellow* of the profession.

For the past two decades Arendale has been extensively involved with programs related to college student success. He has made more than 300 keynote and concurrent presentations and conducted workshops at international, national and regional professional conferences related to the historical impact of postsecondary access, developmental education, and research-based practices that support increased academic access, achievement, and student persistence. Arendale has often conducted workshops to enable other institutions to start their own Supplemental Instruction programs. He has authored or edited more than 200 publications or video programs.

Arendale serves on the advisory board for the National Center for Developmental Education and as Faculty Advisor for Outreach Activities with the Center for Research on Developmental Education and Urban Literacy. He has served on the editorial boards of the *Journal of Developmental Education*, annual monograph of the Center for Research on Developmental Education and Urban Literacy, *The Learning Assistance Review*, and the *Journal of Teaching and Learning*. A student retention program co-developed by him at Highland Community College (KS) won one of the Noel/Levitz National Awards for Exemplary Student Retention in 1989.

Professional involvement activities of Arendale with the National Association for Developmental Education include: national president, chapter president and newsletter editor, national and chapter conference co-chair, reviewer for various national and chapter awards and program certifications, content editor for the association web page, and member of several national committees. Arendale is a member of other professional associations including the American Historical Association, American Educational Research Association, College Reading and Learning Association, History of Education Society, and National College Learning Center Association.

Congratulations to David Arendale for being awarded the 2006 Brenda Pfaehler Scholarship Winner!

Summary of Presentation

This session will identify emerging and best practices from peer cooperative learning programs that have been adopted by numerous postsecondary institutions across the U.S. Web links will be provided to additional resources on peer learning including online publications, training materials, and an annotated bibliography of nearly 800 publications on the topic.

CC LUNCHEON AND MEMBERS' BREAKFAST

Continuing the Conversation Luncheon (CC Luncheon)

Thursday, September 27, 12:30 pm—2:30 pm, Concourse D

Free with conference registration. Back by popular demand, NCLCA will again offer a chance for learning center professionals to network over lunch with our Continuing the Conversation Luncheon. Meet with a CC 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



The “Somebody’s Got to Eat It” Members’ Breakfast

Friday, September 28, 9:15 am—11:15 am, Concourse A & B

Free with conference registration.

Join your fellow members for a delicious breakfast!

The Members Breakfast provides an opportunity for the Executive Board of NCLCA to induct new officers, conduct discussion and voting that must go before the membership, and give annual reports to the membership.

This is your chance to gain insight and participate in the decision-making of NCLCA.



AWARDS BANQUET

Awards Banquet

Friday, September 28, 12:45 pm—2:45 pm, Concourse A & B

Free with conference registration.

The function that makes the NCLCA conference complete is the Awards Banquet, in which NCLCA Members are awarded for outstanding performances. Please join us for wonderful food and to honor outstanding NCLCA members.

| | | |
|--|---|---|
| <p><i>Frank Christ/NCLCA Outstanding Learning Center Awards</i></p> | <p>Each year, NCLCA recognizes up to two learning centers for excellence: one two-year college (technical or community) and one four-year college or university.</p> | <p><i>2-year:</i></p> <p><i>The Academic Support Center Daytona Beach Community College</i> <i>Robin Courtney, Director</i></p> <p><i>4-year:</i></p> <p><i>UT Learning Center University of Texas at Austin</i> <i>Alan Constant, Director</i></p> |
| <p><i>Brenda Pfaehler Professional Development Grant</i></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.</p> <p>This grant fosters the professional growth of our members, and it is awarded to assist in research, leadership, and/or curriculum innovation. Each year, NCLCA sets aside \$1,000 to fund one or more projects.</p> | <p><i>Mark F. Daddona Elise R. Rhodes Clayton State University</i></p> <p><i>Learning Support Partnership Program (Clayton State University and Georgia Perimeter College)</i></p> |

AWARDS BANQUET, CONT.

| | | |
|--|---|--|
| <p><i>Julia Visor</i> <i>Graduate Student</i> <i>Conference</i> <i>Proposal Award</i></p> | <p>Julia Visor was a long-time member of NCLCA who lost her battle with cancer in 2002.</p> <p>Two cash awards of \$100 (each) will be issued for the two highest rated proposals submitted by full-time graduate students.</p> | <p>Polina Chemishanova New Mexico State University “Playing the Monopoly Game: Literacy, Writing Tutoring, and Academic Services for Student Athletes”</p> |
| <p><i>LCLC Lifetime</i> <i>Certifications</i></p> | <p>Learning Center Leadership Certification is offered through NCLCA for four different levels. Those who have earned Lifetime Certification will be honored at the Awards Banquet on Friday.</p> | <p>Diana Bell Rae Maslana Linda Refsland Penny Turentine</p> |

Coming Soon...

The *NCLCA Learning Center Bibliography* on CD-Rom

* Free to all members of NCLCA *

* This CD-Rom will be mailed to you later this fall *

- A valuable research tool for learning center administrators
 - Searchable CD-Rom
- Includes annotated bibliographies of scholarly articles, books, multimedia, and other sources
- Covers topics such as best practices in tutoring, hiring and training, budget and finance, special populations, programming, assessment, campus partnerships, and much more!

Editors: April Conkey and Kimberly McManus
 Committee: David Reedy, Alan Craig, Jennifer Haley

KAREN QUINN SCHOLARSHIP

SCHOLARSHIP DESCRIPTION

Are you in your first two years as a learning center professional?

You have an opportunity to attend the annual NCLCA Institute on a scholarship to cover the cost of registration and room/board. The NCLCA Institute provides you an opportunity to develop your professional skills in learning center management from tutoring to technology by working closely with seasoned professionals and mentors in the learner center field at the institute.

Recipients of this scholarship will be first- or second-year professionals who demonstrate a desire to grow in their profession and who may not be able to participate otherwise. The next NCLCA Institute will be hosted by *Cuyahoga Community College* in Highland Hills, OH from **July 13 – 16, 2008**. The winner of the 2008 scholarship will be announced this December.

The scholarship will consist of:

1. An award certificate
2. Free registration to the NCLCA Institute
3. Free room and board at the NCLCA Institute

Note: The NCLCA scholarship does not provide for transportation to the NCLCA Institute.

In addition, the recipient will be invited to speak about their experience to the NCLCA members at the 2008 Annual NCLCA Conference in Memphis, TN from October 1 – October 4, 2008.

AWARD CRITERIA

1. Nominees should be a full-time employee in a learning center.
2. Nominees must have a current membership to NCLCA.
3. Preference will be given to members in their first two years of employment in a learning center environment.

APPLICATION PROCESS

The application will consist of:

1. An application letter, not to exceed three pages, sent by the nominee or someone professionally associated with the nominee.
2. A letter by the nominee's supervisor explaining a rationale for the nominee's financial need for the award.
3. The nominee's resume and/or job description.

Deadline: Application materials must be postmarked by **Friday, November 30, 2007**.

Please send your application materials to:

Travis Ramage
NCLCA Professional Development Officer
Crouse Center for Student Success
Aurora University
347 S. Gladstone Avenue
Aurora, IL 60506-7813
Phone: (630) 844-5141
Fax: (630) 844-7813
tramage@aurora.edu

SCHOLARSHIP RAFFLES

Help Support Professional Development

NCLCA has a long-standing tradition of supporting the professional development of learning center administrators. The Brenda Pfahler Professional Development Grant is awarded to assist in research, leadership, and/or curriculum innovation. Each year, NCLCA sets aside \$1,000 to fund one or more projects. The Karen Quinn NCLCA Institute Scholarship provides the recipient with a fee waiver to the NCLCA Institute, giving a new professional in the field a chance to connect with seasoned learning center administrators. The Julia Visor Award provides two cash awards of \$100 (each) to the two highest rated conference proposals submitted by full-time graduate students. Learn more about how to apply for these scholarships as well as other grants and awards at www.nclca.org.

The following raffles will be held during the conference to help support our scholarship efforts. Look for the Raffle table in the Logan Room (3rd floor registration area) and at various other events to participate in this worthy cause.

Welcome to Atlanta Basket

This gift basket includes a variety of items designed to welcome you to the state of Georgia and the city of Atlanta.

- 1 ticket for \$5
- 3 tickets for \$10

50/50 Drawing

Enter into this drawing, and if you are the winner, collect 50% of the money! The other 50% goes to support the scholarships as described above.





College
Reading &
Learning
Association

READING LEARNING ASSISTANCE DEVELOPMENTAL EDUCATION TUTORIAL SERVICES

40th Annual Conference in Portland, Oregon
October 31-November 3, 2007

Don't Delay, Register TODAY!

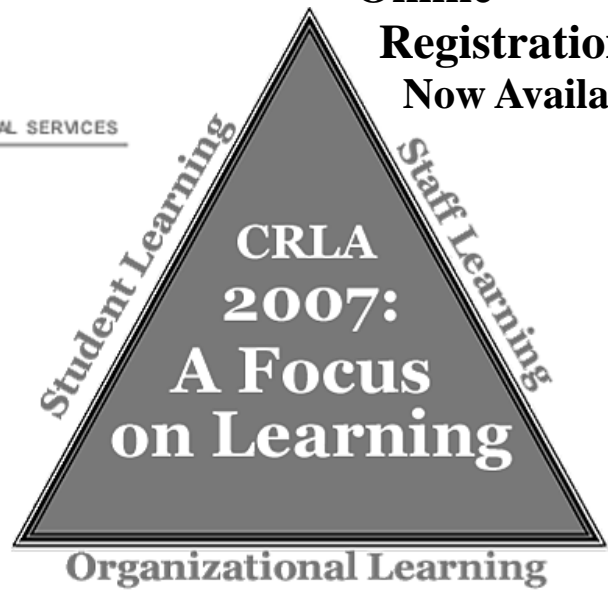
www.crla.net/conference_call.htm

Send payment by Oct. 8 to save
Walk-in Registration Costs

Conference Highlights:

- △ Area tours
- △ Excellent presentations
- △ Vendors w/ latest texts & aids
- △ Certification training
- △ Lunch with a mentor
- △ "Fabulous at 40"
- △ Awards Banquet
- △ Cyber Cafe
- △ Author book-signing
- △ All-conference and newcomer welcome
- △ Hospitality suite
- △ Awards and scholarship raffle
- △ Kellogg--TIDE--Winter Institute reunion
- △ 120+ Concurrent Sessions

**Online
Registration
Now Available!**



Presentation strands include: Reading! Learning and study strategies! Developmental writing! Learning centers and tutor training! Peer tutoring! Brain-compatible teaching/learning! Paired courses!

Keynote by Skip Downing

In keeping with its commitment to diversity and multiculturalism,
the National Center for Developmental Education announces

**The 4th International Conference on
Research in Access and
Developmental Education**

to be held at

The Condado Plaza Hotel, San Juan, Puerto Rico

September 24-28, 2008

Visit the NCDE web site for more information

www.ncde.appstate.edu/researchconf3.htm

Concurrent Sessions at a Glance

Thursday, September 27, 2007

| | McCarrren | Midway | National | Hopkins | Kennedy | Laguardia | Seatac | Hobby |
|--|--|--|---|--|--|--|---|--|
| 8:00 am-9:00 am SESSION 1 | Designing Learning Center Assessment Strategies <i>Susan Smith</i> | Special Orders Don't Upset Us: A Learning Center Responds to the Needs of Special Populations <i>Lindy Coleman, Steve Gibson</i> | Designing a Peer Conference: The NCSI Case Study <i>Craig Curry, Megan Early, Lynell Williams</i> | Designing a Role for Project/Program Assistants in the Tutoring Center <i>Mary Knasinski</i> | Designing Relationships: Increasing Support for Your Center <i>Tammy Pratt, Marisol Jimenez</i> | Tutor Talk: Tutors Sharing Issues, Problems, and Solutions <i>Ron Platzer, Joyce Conoly-Simmons, Jerome Farnett, Esther Williams, Antonio Contant</i> | Designing Fun and Interactive Tutor Training In-services <i>Jacqueline Harris, Jennifer Haley, Gary Ritz</i> | Transforming Poor Readers into Excellent Readers: Relying on the Plasticity of the Brain <i>Dee Tadlock</i> |
| 10:45 am-11:45 am SESSION 2 | Learning Centers and Teaching Centers: Partnerships that Enhance the First-Year Seminar Course <i>Joyce Weinsheimer, Steven Girardot</i> | Fostering Active Learning and Academic Assistance through Podcasting <i>David Arendale</i> | Coaching Students to Academic Success <i>Claire Robinson, Heidi Neely</i> | Conversation with Jim Jorstad, keynote speaker | Learning Styles: Going Beyond the Visual, Verbal, and Kinesthetic <i>Trisha Alexander, Pat Pusey, and Linda Leifeld</i> | Tutor Scholarships: Creating a Positive Impact on Recruiting and Retention <i>Laura Sanders</i> | Supporting Research and Practice: The "2007 NCLCA Learning Center Bibliography" on CD-Rom <i>April Conkey, Kimberly McManus, Alan Craig, David Reedy</i> | Divine Re-design: From Tutor Training Workshops to Academic Courses <i>Theresa Davis</i> |
| 2:45 pm-3:45 pm SESSION 3 | The Art of Intervention: Using Diagnostic Interview Protocols to Design Appropriate Interventions for At-Risk Students <i>Mark May, Jacqueline Harris</i> | Technology Orientations in Learning Centers: Helping Students "Connect" for Academic Success <i>Jerrrie Brooks, Constance Whitehurst</i> | Accommodating Students with Disabilities in the Learning Center: Adhering to Both the Letter and Spirit of the ADA <i>Nanette Hatzes, Anne Osowski</i> | Pockets of Excellence Redesign through Collaboration <i>Rachelle Darabi, Greg Anderson, Barbara Jane Ehle, Barbara Kirkwood</i> | Making it Work: Creating an Online Tutoring Program <i>Jennie Towner</i> | Connections: the Missing Piece <i>Ellen Newby-Hines</i> | Designing Manuscripts for Publication: Conversation with the TLAR Editors <i>Christine Reichert, Susan Shelangoskie</i> | Making New: Learning Center by Design <i>Cassandra Green, David Dudek</i> |
| 4:00 pm-5:00 pm SESSION 4 | Supporting the Student on the Academic Dismissal List <i>Joan Dillon</i> | Partners by Design: Academic Affairs and Student Development Collaborations as the Foundation for Learning Center Success <i>Mary Jo Gonzales</i> | Overview of NADE Certification <i>Jane Neuburger</i> | Lost in Transition: Training Tutors to Help the Matriculating Freshman in Transition (An Academic Advisor's Perspective) <i>David K. Owens, Ann Lee, Karen Spangler</i> | Optimizing and Automating Your Center Services and Data <i>Mary Oberhelman</i> | Building Bridges for Student Success through Supplemental Instruction Programs: Strategies, Implementation, and Outcomes <i>Esther Owens</i> | Let's Experiment! Finding Ways to Help Students Become More Effective Readers in 10 Minutes or Less <i>Walter Poelzing</i> | Getting Students Off Academic Probation and On with Their Education <i>Joyce Weinsheimer</i> |



Concurrent Sessions at a Glance

Friday, September 28, 2007

| | McCarren | Midway | National | Hopkins | Kennedy | Laguardia | Seatac | Hobby |
|---|--|--|--|--|---|--|--|---|
| 8:00 am— 9:00 am SESSION 5 | Design Speed Reading Instruction for Special Populations <i>Karen Agee</i> | Playing the Monopoly Game: Literacy, Writing Tutoring, and Academic Services for Student Athletes <i>Polina Chemis-hanova</i> | A Space Odyssey: One College's Experience in Designing a New Learning Center Facility <i>Tim Vick</i> | REACHing to Develop a Successful Learning Resource Center <i>Julie Webb</i> | Designing Early Warning Activities to Promote Academic Success <i>Mark Daddona, Elise Rhodes</i> | Beyond the Con-tent: Tools for Tutor Training <i>Eita Hill, Phyllis Thakis</i> | Integrating Your Learning Center with Campus-Based Initiatives <i>Johanna Dvorak</i> | Discovering Learner-Centered Education in a Traditional Student Success College Course <i>Antoinette McConnell</i> |
| 11:30 am— 12:30 pm SESSION 6 | NCLCA Past Presi-dents Panel: Best Practices in Learning Centers <i>Wendy Wilson, Lisa D'Adamo-Weinstein, Johanna Dvorak, Jacqueline Harris, Mark May</i> | Using Creative Inquiry Teams to Develop Instructional Activities for Peer-Supported Learning Environments <i>Eric Moschella</i> | Maximizing Center Resources with TutorTrac Tracking Software <i>David Booth</i> | Let's Get "Real": Applying Reality Therapy Techniques for Students on Academic Probation <i>Dan Kwash</i> | Growing a Learning Center <i>Linda Nelson</i> | Adventures in Assessment: Improving the Effectiveness of Peer Tutoring Progress Reports <i>Kimberly Donovan, Kathy Willis</i> | Which Came First? Funding or Excellent Programs? <i>Elaine M. Richardson</i> | Surviving by Design <i>Roseanna Almaee Elaine Bush</i> |
| 3:00 pm— 4:00 pm SESSION 7 | Linking Motivational Tradebook Literature to Core Content Areas with Developmental College Readers <i>Joan Dillon</i> | Midterm Grades: Helping Students to Redesign their Academic Plans <i>Marcia Bouyea-Hamlet, Mark May</i> | A Learning Center Designed for Students to WIN <i>Christine Reichert</i> | Conversation with Donna Ford, keynote speaker <i>Donna Ford</i> | Data Management and Analysis for a Tutoring Program or Center <i>Chelsea Lobdell, Wendy Cole</i> | Blue Ribbon Commission Report Open Forum <i>Sandie Crawford</i> | Curriculum as Blueprint: Designing Your Learning Center from the Foundation Up <i>Kevin Moberg Mary Jo Gonzales</i> | Is a "Triage Sheet" the Best Way to Guide Learning Center Consultations? <i>Veronica Morrison</i> |
| 4:15 pm— 5:15 pm SESSION 8 | Using Picture Books to Teach the Six Traits of Writing <i>Amelia Welden</i> | The Dream Tutor Team: How to Build a Collaborative Tutoring Team <i>Janice Urie</i> | Assessment and Evaluation of a Tutoring and Learning Center <i>Kathleen Riehle</i> | A Blueprint for Learning: Designing Inclusive Spaces and Comprehensive Programs for Students with Disabilities <i>Myrna Cohen</i> | Enhancing the College Experience for Academically At-Risk Students: Improving Academic Success through an Intentional Advising Program <i>Jason Westman, Ann Dauffenbach</i> | Developmental Semesters: Assisting with Student Success and Faculty Sanity <i>Jeri O Bryan</i> | | Put Yourself in the Shoes of a Dyslexic <i>Carolyn Blackwood</i> |



CONCURRENT SESSION DETAILS

Concurrent Sessions 1

Thursday, September 27,

8:00 am—9:00 am

1. McCarren
Designing Learning Center Assessment Strategies
Susan Smith, Rose-Hulman Institute of Technology (Terre Haute, Indiana)
This session will focus on a variety of assessment instruments and methodologies used to provide information regarding the effectiveness of the peer tutoring and learning center programs. The discussion will range from conducting tutor performance appraisals to surveying students concerning program operation. Participants will share tactics and leave with ideas for better assessment.
2. Midway
Special Orders Don't Upset Us: A Learning Center Responds to the Needs of Special Populations
Lindy Coleman, Steve Gibson, College of Charleston (Charleston, South Carolina)
At the College of Charleston, all students can benefit from a variety of academic support services. But special populations have special needs, and the CSL staff is ready to work with them! Join us to find out who are these special populations, and how we are responding to new challenges.
3. National
Designing a Peer Conference: The NCSI Case Study
Craig Curty, High Point University (High Point, North Carolina); Megan Early, NC State University (Raleigh, North Carolina); and Lynell Williams, University of Minnesota-Twin Cities (Minneapolis/St. Paul, Minnesota)
Professional conferences are a wonderful opportunity for networking and professional development and can be just as valuable to student employees as they are to learning center professionals. This presentation will detail how the North Carolina Supplemental Instruction Peer Conference (NCSI) came to be while providing practical advice on developing your own peer conference.
4. Hopkins
Designing a Role for Project/Program Assistants in the Tutoring Center
Mary Knasinski, University of Wisconsin-Milwaukee (Milwaukee, Wisconsin)
Program/project assistants, both graduate and undergraduate, can be invaluable resources to help extend the reach of a tutoring center. What are the different roles they can play? This presentation will describe the ways one tutoring center has utilized assistants and what the assistants feel about their opportunities and challenges.
5. Kennedy
Designing Relationships: Increasing Support for Your Center
Tammy Pratt, University of Oklahoma (Norman, Oklahoma)
Managing a learning center requires people, internally and externally, who believe in your purpose. This interactive session will explore how to design relationships with your key stakeholders and resource contributors. You will leave this session with strategies you can implement immediately to gain additional support for your center.
6. LaGuardia
Tutor Talk: Tutors Sharing Issues, Problems, and Solutions
Joyce Conoly-Simmons, The City College of New York (New York, New York); Jerome Farnett, Lehman College/CUNY (Bronx, New York)
The concept of Tutor Talk is unique. A conference for tutors run by tutors, discussing tutoring problems and solutions allows tutors the opportunity to have real discussions about the profession. Tutors are on the front lines of academic support and much can be learned from their observations, assessments and suggestions. Administrators, faculty and students benefit from the information shared. We will discuss how we set up the conference, how to train tutors to facilitate discussion and how to assess outcomes.
7. SeaTac
Designing Fun and Interactive Tutor Training In-Services
Jacqueline Harris, Jennifer Haley, and Gary Ritz, Ball State University (Muncie, Indiana)
You are faced with a group of expectant (and sometimes skeptical) tutors for an in-service...now what? How can you make this training engaging, relevant, interactive, and applicable to tutoring practice, all within a 60-minute time span? We will share our plans and materials from six different in-services, all of which fit into the CRLA certification requirements.
8. Hobby
Transforming Poor Readers into Excellent Readers: Relying on the Plasticity of the Brain
Dee Tadlock, Central Washington University (Shelton, Washington)
Reading problems block academic success, undermine self-confidence and contribute to low esteem. Learn how a constructivist intervention model compels the brain to remodel the neural network that, in poor readers, guides the reading process inappropriately. The plasticity of the brain allows it to change itself, and effective, efficient reading results.



CONCURRENT SESSION DETAILS

Concurrent Sessions 2

Thursday, September 27,

10:45 am—11:45 am

9. McCarren
Learning Centers and Teaching Centers: Partnerships that Enhance the First-Year Seminar Course
Joyce Weinsheimer, Steven Girardot, Georgia Institute of Technology (Atlanta, Georgia)
At Georgia Tech, the Office of Success Programs and the Center for the Enhancement of Teaching and Learning have forged a successful partnership to train instructors who teach Tech's first year seminar course. Join this interactive session to find how this partnership works and how you might adapt it.
10. Midway
Fostering Active Learning and Academic Assistance through Podcasting
David Arendale, University of Minnesota (Minneapolis, Minnesota)
Podcasting is a Web 2.0 Internet learning tool that can provide learning assistance for a course, involve students in co-creation of their learning, and support professional development for educators. This session reports on a research study in an introductory history course and provides practical applications in the classroom and elsewhere.
11. National
Coaching Students to Academic Success
Claire Robinson, Heidi Neely, University of South Carolina (Columbia, South Carolina)
At the University of South Carolina, the Academic Centers for Excellence (ACE) trains 25 graduate students as academic Coaches to assist students in developing their study skills. This presentation will describe academic success coaching, identify areas of student need with various assessment tools, and discuss campus partnerships, specifically with the Office of Financial Aid and the University Registrar. The ACE "Academic Plan" document will also be discussed.
12. Hopkins
Conversation with Jim Jorstad, Keynote Speaker
Jim Jorstad, University of Wisconsin-La Crosse (La Crosse, Wisconsin)
In education today, we are beginning to understand the importance of the interaction between learning space and the teaching and learning process. By understanding how students learn, we can create environments which help them to become engaged in the learning process.
13. Kennedy
Learning Styles: Going Beyond the Visual, Verbal, and Kinesthetic
Trisha Alexander, Pat Pusey, and Linda Leifeld, Illinois Central College (East Peoria, Illinois)
Joe Tutor: Do you know how you learn best? Joe Student: If I knew how to learn, then I wouldn't need YOUR help. Want to get away from conversations like that? Find out how to REALLY use learning styles to help students be successful in college.
14. LaGuardia
Tutor Scholarships: Creating a Positive Impact on Recruiting and Retention
Laura Sanders, Valparaiso University (Valparaiso, Indiana)
This session will share challenges and benefits of building a Learning Center based on a tutoring staff funded solely by service scholarships. Several examples of promoting a team atmosphere among the tutors will also be shared.
15. SeaTac
Supporting Research and Practice: The "2007 NCLCA Learning Center Bibliography" on CD-Rom
April Conkey, Blinn College (Bryan, Texas); Kimberly McManus, Montgomery College (Montgomery County, Maryland); Alan Craig, Georgia Perimeter College (Atlanta, Georgia); David Reedy, Rhodes State College (Lima, Ohio)
Extra! Extra! Come hear all about it! A copy of the NEW 2007 Learning Center Bibliography on CD-Rom will be mailed to every NCLCA member later this fall. What is it? Who made it? What is it for? How do I use it? All these questions and more will be answered by trained professionals!
16. Hobby
Divine Re-design: From Tutor Training Workshops to Academic Courses
Theresa Davis, University of Maryland, Baltimore County (Baltimore, Maryland)
How did a learning center staff transform its tutor training workshop series into a 300-level course sponsored by a university academic department? This highly interactive workshop will substantially start tutor trainers on their way to academic course development. Participants will also discover strategies for continuing the process including marketing the course to multiple academic departments.

CONCURRENT SESSION DETAILS

Concurrent Sessions 3

Thursday, September 27,

2:45 pm—3:45 pm

17. McCarren

The Art of Intervention: Using Diagnostic Interview Protocols to Design Appropriate Interventions for At-Risk Students
Mark May, Clayton State University (Morrow, Georgia); Jacqueline Harris, Ball State University (Muncie, Indiana)

The Diagnostic Interview (DI) is a framework for helping students identify the causes of their learning difficulties. When students arrive at learning support centers, they may not grasp why they are struggling or how to improve their performance. The DI improves communication with students and helps direct them to appropriate resources.

18. Midway

Technology Orientations in Learning Centers: Helping Students “Connect” for Academic Success

Jerrie Brooks and Constance Whitehurst, Georgia Perimeter College (Decatur, Georgia)

For today’s diverse two-year college population, learning center technology orientations play a pivotal role in ensuring that students use technology effectively and in promoting academic behaviors that promote student success. Orientations based on sound policy, strong partnerships and continuous feedback can build learner capacity, enhance tutoring and promote college-wide student retention efforts.

19. National

Accommodating Students with Disabilities in the Learning Center: Adhering to both the Letter and Spirit of the ADA
Nanette Hatzes and Anne Osowski, Shippensburg University (Shippensburg, Pennsylvania)

Although many learning assistance center faculty and staff are aware of the classroom accommodations these students may require, little attention has been paid to the need for accommodations outside the classroom, particularly in the area of learning assistance. This workshop will help practitioners understand how to meet both the spirit and the letter of the law without compromising academic integrity or fostering learned helplessness.

20. Hopkins

Pockets of Excellence Redesigned through Collaboration

Rachelle Darabi, Greg Anderson, Barbara Jane Ehle, Barbara Kirkwood, Indiana University Purdue University Fort Wayne (Fort Wayne, Indiana)

The presenters will share the logistics and outcomes of a multi-departmental collaboration. Members from academic support, the First-year Experience, academic advising and career services, and diversity and multi-cultural affairs met to design and promote cooperative offerings of workshops and materials with a unified message: Together, we support your learning.

21. Kennedy

Making It Work: Creating an Online Tutoring Program

Jennie Towner, Harford Community College (Bel Air, Maryland)

This presentation is designed to stimulate ideas relating to online tutoring among audience members. Participants will be guided through one person’s account of developing an online tutoring program from the ground up. This session is geared towards individuals interested in promoting technology in learning centers while operating on a low-cost budget.

22. LaGuardia

Connections: The Missing Piece

Ellen Newby-Hines, Ozarks Technical Community College (Springfield, Missouri)

Connections, a learning community developed by the Academic Achievement Center at Ozarks Technical Community College, focuses on building self-esteem, self-efficacy and strong interpersonal relationships. This interactive session will emphasize helping developmental students experience the safety/belonging needed to overcome the many obstacles they face, increasing their chances for success and retention.

23. SeaTac

Designing Manuscripts for Publication: Conversation with the TLAR Editors

Christine Reichert and Susan Shelangoskie, Lourdes College (Sylvania, Ohio)

*Design your career by publishing articles in *The Learning Assistance Review* (TLAR). The presentation will highlight how to design a study or research project that will promote the profession and showcase your scholarship. Special focus will be on how to design a project that will follow up on current scholarship in TLAR.*

24. Hobby

Making New: Learning Centers by Design

Cassandra Green and David Dudek, Washington College (Chestertown, Maryland)

The new, the here and the now: redesign, rebuilding, reconsidering the future of academic resources on a small liberal arts campus.

CONCURRENT SESSION DETAILS

Concurrent Sessions 4

Thursday, September 27,

4:00 pm—5:00 pm

25. McCarren

Supporting the Student on the Academic Dismissal List

Joan Dillon, Bloomsburg University (Sweet Valley, Pennsylvania)

This presentation will summarize the implementation of a tutoring/counseling program implemented to assist students reinstated after achieving academic dismissal status. Students signed a contract to meet with the researcher during the semester for small group/individualized sessions to assess their status, set goals, and meet for tutoring/counseling.

26. Midway

Partners by Design: Academic Affairs and Student Development Collaborations as the Foundation for Learning Center Success

Mary Jo Gonzales, Dickinson State University (Dickinson, North Dakota)

Public calls for accountability, mandates to measure student learning, and fiscal appropriations based on results require leaders to re-frame current models for service delivery. This workshop examines critical partnerships that will support and encourage development of a learning center. Self-reflective exercises and interactive activities will equip learning center administrators with tools to develop, strengthen, or renew relationships critical for success.

27. National

Overview of NADE Certification

Jane Neuburger, Syracuse University (Syracuse, New York)

Come learn about the steps in NADE program certification: Looking at your mission and goals, conducting assessment on student outcomes and student learning by collecting baseline and comparative data, and conducting a self-evaluation of all the areas of your program. CRLA certification of your tutor training program is a pre-requisite.

28. Hopkins

Lost in Transition: Training Tutors to Help Matriculating Freshman in Transition (An Academic Advisor's Perspective)

David K. Owens, Ann Lee, and Karen Spangler, Ball State University (Muncie, Indiana)

When tutors understand and can meet the needs of matriculating freshmen, they are empowered to develop and experience more satisfying and productive tutoring sessions. Session participants will leave with information to implement an in-service tutor training workshop focusing on meeting the unique needs of freshmen in transition at their institutions.

29. Kennedy

Optimizing and Automating Your Center Services and Data

Mary Oberhelman, Engineerica Systems, Inc. (Winter Park, Florida)

Engineerica Systems, Inc. creator of AccuTrack, presents cutting edge, automated center management software. We continually set the standard in educational center management systems. Web appointment scheduling for maximum system access that still leaves your data safe & secure behind your college security. Over 2000 installations worldwide. www.AccuTrack.org

30. LaGuardia

Building Bridges for Student Success through Supplemental Instruction Programs: Strategies, Implementation, and Outcomes

Esther Owens, John Jay College of Criminal Justice (New York, New York)

This presentation discusses the outcomes of a qualitative study of the Supplemental Instruction Program in the SEEK Department at John Jay College and the SI Training Program. Participants will explore the Training Program which greatly contributed to the overall SI Program's success and discuss implications of the research study.

31. SeaTac

Let's Experiment! Finding Ways to Help Students Become More Effective Readers in 10 Minutes or Less

Walter Poelzing, Ohio Dominican University (Columbus, Ohio)

Attendees will engage in a distinct 5-10 minute short term memory/reading experiment. Data from the presenter's original experiment will be presented. Discussion of that experiment will continue over a 45 minute time period. A brief discussion on reading/memory theory will be discussed. Attendees will have the opportunity to critique, improve and promote aspects of this method. Anyone interested in learning the rewards and challenges in doing this kind of research is welcome to attend.

32. Hobby

Getting Students Off Academic Probation and On with Their Education

Joyce Weinsheimer, Georgia Institute of Technology (Atlanta, Georgia)

Simply putting students on academic probation does not in itself set them up for success. Discuss what's working (and what's not) on your campus to help students (1) determine the obstacles that interfere with their learning; (2) devise a plan to overcome them; and (3) take control of their education.

CONCURRENT SESSION DETAILS

Concurrent Sessions 5

Friday, September 28, 8:00 am—9:00 am

33. McCarren

Design Speed Reading Instruction for Special Populations

Karen Agee, University of Northern Iowa (Cedar Falls, Iowa)

Some say speed reading is ineffective, educationally false, and inappropriate for college students. Yet special populations – first-year students, student athletes, and slow readers – must learn to read more efficiently. Let's evaluate the objections, then design effective, honorable, and productive speed reading instruction for the special populations on our campuses.

34. Midway

Playing the Monopoly Game: Literacy, Writing Tutoring, and Academic Services for Student Athletes

Polina Chemishanova, New Mexico State University (Las Cruces, New Mexico)

This presentation examines the design of the writing tutoring services available to student athletes at a Southwest Border University with attention to opportunities for redesigning in view of Street's ideological model of literacy. It interrogates and elucidates the ideological assumptions about literacy that shape institutional approaches to questions of learning and tutoring and advocates redesigning the current policy in an effort to improve the educational experience of student athletes.

35. National

A Space Odyssey: One College's Experience in Designing a New Learning Center Facility

Tim Vick, Macon State College (Macon, Georgia)

Hear how one learning center director addressed the issue of carving out space for a new facility in a building renovation project. Discussion will include interactions with consultants, committees, contractors, and administrators to insure the final result met everyone's needs. Also learn one critical "must-do" to insure success!

36. Hopkins

REACHing to Develop a Successful Learning Resource Center

Julie Webb, University of Louisville (Louisville, Kentucky)

This presentation will give you an inside look at the University of Louisville's Learning Resource Center. Learn how the structure, tutor training, evaluation process, and technology come into play in our program and how it compares to your own. Our goal is to REACH for Student Success! Discussion is encouraged!

37. Kennedy

Designing Early Warning Activities to Promote Academic Success

Mark Daddona and Elise Rhodes, Clayton State University (Morrow, Georgia)

Identifying at-risk students early in the semester and connecting them to campus resources can increase their chances for academic success. This session will provide an overview of an online early alert referral program designed to help students improve study behaviors and connect them with campus support services.

38. LaGuardia

Beyond the Content: Tools for Tutor Training

Etta Hill and Phyllis Thakis, Clark Atlanta University (Atlanta, Georgia)

Helping the Help Givers! "She didn't help me." He made me feel dumb." These are not statements you want to hear about your tutors. Furthermore, good tutoring usually involves more than just reviewing content. This session explores several ways to help the helpers provide better help.

39. SeaTac

Integrating Your Learning Center with Campus-Based Initiatives

Johanna Dvorak, University of Wisconsin-Milwaukee (Milwaukee, Wisconsin)

Want to provide the latest academic support services to your students? Design your learning assistance program to align with campus initiatives and connect to campus resources. Learn how our program gained funding to strengthen our Supplemental Instruction program, expand online tutoring, develop tutoring podcasts, demonstrate student success and more.

40. Hobby

Discovering Learner-Centered Education in a Traditional Student Success College Course

Antoinette McConnell, Northeastern Illinois University (Chicago, Illinois)

The millennium student entering college may have a familiar profile; however, their academic values, attitudes and expectations are changing. One student success course instructor wanted so badly to teach the essential pointers for academic success without lecturing. She embarked on a journey to learner centered and engaging instructional approaches and found students more encouraged, focused, thinking critically and overall learning in higher education.

CONCURRENT SESSION DETAILS

Concurrent Sessions 6

Friday, September 28, 11:30 am—12:30 pm

41. McCarren
NCLCA Past Presidents Panel: Best Practices in Learning Centers
Wendy Wilson, Lisa D'Adamo-Weinstein, Johanna Dvorak, Jacqueline Harris, Mark May
Join Past Presidents of NCLCA to discuss best practices in learning center management. Bring your questions, concerns, and ideas!
42. Midway
Using Creative Inquiry Teams to Develop Instructional Activities for Peer-Supported Learning Environments
Eric Moschella, Clemson University (Clemson, South Carolina)
This session highlights the Creative Inquiry process used to create learning activities for SI sessions. The pilot activity- a conceptual review of course content using iClicker technology- is presented. Completely developed by students, the activity and the process highlight the potential of technology and the creative problem solving of undergraduate research teams.
43. National
Maximizing Center Resources with TutorTrac Tracking Software
David Booth, Redrock Software Corp. (Mesa, Arizona)
Presentation will provide an overview of items to consider when designing a tracking system. An interactive demonstration of TutorTrac software will be provided. Participants will be able ask questions and discuss the relevance of tracking software in their centers. Specific case studies will be examined and discussed.
44. Hopkins
Let's Get "Real": Applying Reality Therapy Techniques for Students on Academic Probation
Dan Kwash, Providence College (Providence, Rhode Island)
This workshop will highlight the application of Reality Therapy on probationary students at Providence College. The session will begin with an overview of Reality Therapy's four main components. Following this summary, workshop participants will apply the theory to an actual case study. The session will conclude with a snapshot of assessment tools that the presenter has used to measure the effectiveness of this approach.
45. Kennedy
Growing a Learning Center
Linda Nelson, Southwest Minnesota State University (Marshall, Minnesota)
Growing a learning center is a terrifying, yet exciting challenge! As each learning center is unique, we can learn from each other by discussion, brain storming, sharing of ideas, and problem solving. Join me in a discussion of what makes a learning center work!
46. LaGuardia
Adventures in Assessment: Improving the Effectiveness of Peer Tutoring Progress Reports
Kimberly Donovan and Kathy Willis, Southern New Hampshire University (Hooksett, New Hampshire)
How do you translate observations into a narrative assessment? Follow us through the intricacies and intrigue in the land of assessment. We will share our experiences as Learning Center professionals as we navigate assessment techniques which began as anecdotal notes of individual sessions through a comprehensive assessment approach.
47. SeaTac
Which Came First? Funding or Excellent Programs?
Elaine M. Richardson, Clemson University (Clemson, South Carolina)
An outstanding learning center requires sufficient funding to support excellent programs. This session will describe how to develop partnerships (working relationships and financial support) to increase and document quality programs and to increase funding concurrently. Existing partnerships will be described and strategies for developing new partnerships will be discussed.
48. Hobby
Surviving by Design
Roseanna Almaee and Elaine Bush, Darton College (Albany, Georgia)
We'll share our stories, pictures, and curriculum ideas, and we want to hear yours! Bring your ideas, materials, and or pictures about changing your center with little money; surviving multiple bosses with differing ideas about your job, purpose, and relationship with faculty; and meeting changing curriculum requirements.

CONCURRENT SESSION DETAILS

Concurrent Sessions 7

Friday, September 28, 3:00 pm—4:00 pm

49. McCarren

Linking Motivational Tradebook Literature to Core Content Areas with Developmental College Readers

Joan Dillon, Bloomsburg University (Sweet Valley, Pennsylvania)

This presentation will summarize the implementation and results of a quasi-experimental control group study of a linked developmental reading course with a sociology course. Variables studied were achievement in the sociology course, reading comprehension gain, study/strategies use, and experience with the course model. Both qualitative and quantitative measures were used.

50. Midway

Midterm Grades: Helping Students to Redesign their Academic Plans

Marcia Bouyea-Hamlet and Mark May, Clayton State University (Morrow, Georgia)

Midterm grades are a commonly used measure of academic progress. Yet many questions about midterm grades have not been addressed. How well do midterm grades predict final grades? What factors affect the correlation between midterm and final grades? Attend this session to learn more about advising students before academic difficulties.

51. National

A Learning Center Designed for Students to WIN

Christine Reichert and Linda Sattelberg, Lourdes College (Sylvania, Ohio)

Our college's first construction project in decades includes a building for a learning center that is three times the size of the current center. The new center is slated to be open for students beginning Fall 07. This presentation will discuss how the center grew from nothing in 1999 to its own building in 2007.

52. Hopkins

Conversation with Donna Ford, Keynote Speaker

Donna Ford, Vanderbilt University (Nashville, Tennessee)

Continue the conversation with Awards Banquet Keynote speaker Donna Ford.

53. Kennedy

Data Management and Analysis for a Tutoring Program or Center

Chelsea Lobdell and Wendy Cole, Muhlenberg College (Allentown, Pennsylvania)

In order to have successful data analysis in a tutoring program, it is critical to have an efficient data management system. The ideal system is easy to utilize and user friendly. By the end of the summer of 2007, Muhlenberg College will have completed research on data management software specifically designed for tutoring programs. We will show the pros and cons of the commercial products, taking into consideration functionality, specifications, and costs. We will also look at Open Source possibilities, addressing the pros and cons of this approach as well.

54. LaGuardia

Blue Ribbon Commission Report: Open Forum

Sandie Crawford, Cuyahoga Community College (Highland Hills, Ohio)

Join the president of NCLCA to discuss the Blue Ribbon Commission's recent report regarding the collaboration of sister organizations in the field of learning assistance.

55. SeaTac

Curriculum as Blueprint: Designing Your Learning Center from the Foundation Up

Kevin Moberg and Mary Jo Gonzales, Dickinson State University (Dickinson, North Dakota)

How do your paraprofessionals learn the student development theories that are the foundation of your learning center? We'll share our theory-into-practice curriculum (which gives students academic credit) designed for training student staff, including peer mentors, tutors, and orientation leaders. We'll distribute our syllabi and training materials for your use or redesign!

56. Hobby

Is a "Triage Sheet" the Best Way to Guide Learning Center Consultations?

Veronica Morrison, Thomas Jefferson University (Philadelphia, Pennsylvania)

Many learning centers use checklists to size-up students who come in for assistance. But are these checklists the best way to approach a student consultation? Let's discuss the pros and cons. Are there better ways in which to assess/diagnose student-clients, or, to optimize the use of triage checklists?

CONCURRENT SESSION DETAILS

Concurrent Sessions 8

Friday, September 28, 4:15 pm—5:15 pm

57. McCarren

Using Picture Books to Teach the Six Traits of Writing

Amelia Welden, Yavapai Community College (Clarkdale, Arizona)

An introductory session to the Six Traits of Writing using children's picture books. This hands-on session will define each of the traits (ideas, organization, voice, word choice, sentence fluency and conventions) using picture books. Emphasis on the beginning/underprepared writer.

58. Midway

The Dream Tutor Team: How to Build a Collaborative Tutoring Team

Janice Urie, Garden City Community College (Garden City, Kansas)

By attending this upbeat presentation, you will learn tutor training strategies and leadership attitudes that result in a cohesive, collaborative tutoring climate. Your team members will feel empowered to become effective tutors and encouraged to freely assist one another while working at optimum performance levels. Your center can be a positive, low-stress learning environment.

59. National

Assessment and Evaluation of a Tutoring and Learning Center

Kathleen Riehle, Sinclair Community College (Dayton, Ohio)

Assessment and evaluation is a vital component for learning center professionals. Included in the presentation is a brief overview of the center, a description of the assessment tools used to help students, faculty, and administration understand the impact of the center, and a description of the findings from the assessment tools.

60. Hopkins

A Blueprint for Learning: Designing Inclusive Spaces and Comprehensive Programs for Students with Disabilities

Myrna Cohen, University of Pennsylvania (Philadelphia, Pennsylvania)

The growing number of students with disabilities on postsecondary campus places increased responsibility on the learning center to provide academic support for this population. This workshop addresses the physical and programmatic possibilities of placing the learning center and student disabilities services side-by-side and for collaborations even if geographically separate.

61. Kennedy

Enhancing the College Experience for Academically At-Risk Students: Improving Academic Success through an Intentional Advising Program

Jason Westman and Ann Dauffenbach, Minnesota State University-Mankato (Mankato, Minnesota)

This presentation will discuss Minnesota State University-Mankato's unique approach to admitting and working with academically at risk students. Presenters will examine the admission appeal process, intentional advising sessions, and success rates. Participants will leave with enough information to implement similar programs at other institutions if desired.

62. LaGuardia

Developmental Semesters: Assisting with Student Success and Faculty Sanity

Jeri O'Bryan, Morrisville State College Norwich Campus (Norwich, New York)

The realization that students are coming to college unprepared is not a new one. This presentation will show you what a small school was able to accomplish through developmental courses planning and faculty development.

63. Hobby

Put Yourself in the Shoes of a Dyslexic

Carolyn Blackwood, Southeastern Louisiana University (Hammond, Louisiana)

This disability simulation is a hands-on workshop designed to increase awareness of the difficulties and frustrations of individuals with dyslexia and related language learning disabilities. Participants assume the role of a student and experience a variety of scenarios.

N C L C A





SEE DAVID BOOTH FROM TUTORTRAC IN THE EXHIBITS AREA!

**DAVID IS ALSO PRESENTING A CONCURRENT SESSION ON
FRIDAY AT 11:30AM IN NATIONAL.**

EXHIBITORS

Thursday, September 27 and Friday, September 28, 8:00 am—5:00 pm, 3rd Floor Veranda

Redrock Software Inc.

David Booth (480) 752-8533
P.O. Box 40518
Mesa, AZ 85274
Email: sales@cordernet.com
Web: www.tutortrac.com

TutorTrac is the ultimate learning and tutoring center management software. Maximize center resources, student tracking, appointments, customized reports and more in a user-friendly web-based application.

The RiCH Company

Evan Olson (414) 321-9700
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Milwaukee, WI 53227
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Web: www.therichco.com/wconline/

The RiCH Company is the manufacturer of wconline—the complete, customized scheduling and recordkeeping application for learning and academic support centers.

AccuTrack by Engineerica

Mary Oberhelman (407) 574-3714
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Suite #117
Winter Park, FL 32792
Email: mary@accutrack.org
Web: www.accutrack.org

AccuTrack: Data collection, attendance tracking, and appointment coordination software! Get the center reports you need instantly in charts, pdf, Excel, or even customized!

College Reading and Learning Association

Tina Barnes
Coordinator, Disability Services and the Learning Strategies Program
Randolph College
Phone: (434) 947-8132
Fax: (434) 947-8399
Web: www.crla.net
Email: tbarnes@randolphcollege.edu

CRLA has a membership of student-oriented professionals active in the fields of reading, learning assistance, developmental education, and tutorial services at the college/adult level. Members give practical application to their research and promote implementation of innovative strategies to enhance learning.

National Association for Developmental Education

Margaret Hay
Dean of Students and Academic Support
Southwestern Michigan College
Phone: (269) 782-1000
Fax: (269) 782-1331
Web: www.nade.net
Email: mhay@swmich.edu

NADE is committed to providing quality educational opportunities for students in higher education. The Association's motto is: "Helping underprepared students prepare, prepared students advance, advanced students excel." Come by and meet Mickey Hay, Vice President of NADE. She'd be happy to answer any questions you may have about NADE, tell you about NADE's current projects, and share with you membership information.



EXHIBITORS

Thursday, September 27 and Friday, September 28, 8:00 am—5:00 pm, 3rd Floor Veranda

Read Right Systems, Inc.

Dee Tadlock/Tamie Hiedeman (360) 427-9440
310 W. Birch St.
Shelton, WA 98584
Web: www.readright.org
Email: deet@readright.com

This new reading methodology is showing dramatic results in helping even the most challenged students.

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Townsend Press publishes reading and writing developmental textbooks as well as an expanding library of original and classic paperbacks for reading levels 5 through 14.

Fairfield Language Technology (Rosetta Stone)

Natasha Skelton, Tradeshow Coordinator (800) 788-0822 ext. 5180
135 West Market Street
Harrisonburg, VA 22801
Email: [nkelton@rosettastone.com](mailto:nskelton@rosettastone.com)
Attending representative: Marti Sanregret
Email: msanregret@rosettastone.com
Web: www.rosettastone.com

Rosetta Stone is the number one language-learning software in the world. Award-winning Dynamic Immersion method taps the same skills we used to learn our first language, making language learning easy and efficient.

H & H Publishing

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1231 Kapp Drive
Clearwater, FL 33765
Email: trimmierp@hhpublishing.com
Web: www.hhpublishing.com

H&H Publishing, a company founded by educators, offers an impressive list of quality materials by renowned authors including Claire Ellen Weinstein and Walter Pauk.

Grambling State University

Bill White (318) 274-2162
Dept. of Educational Leadership, GSU Box 4305
Grambling, LA 71245
Email: whitewg@gram.edu
Web: www.gram.edu

University offering master's and doctoral programs in developmental education with significant online course offerings.

ATP: Association for the Tutoring Profession

Jack Truschel
Web: atp.jsu.edu/index.html

The ATP is a professional and scholarly association which seeks to bring together all those with an interest in tutoring. Over 400 individuals in membership, we aim to:

*promote tutoring;
represent the members in areas of policy;
facilitate collaboration between practitioners, researchers, and policy makers.*



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President

Sandie L. Crawford
Developmental Education & Learning Services
Cuyahoga Community College
4250 Richmond Road
Highland Hills, OH 44122
(216) 987-2111
sandie.crawford@tri-c.edu



Past President

Wendy Wilson
U.S. Naval Academy
106 Maryland Ave Stop 13E
Annapolis, MD 21042
(410) 293-2956
wwilson@usna.edu



Vice President

Kate Ranft
Manager, Writing Program
Division of Standards and Survey Methods
The Joint Commission
One Renaissance Boulevard
Oakbrook Terrace, IL 60181
(630) 792-5110
kranft@jointcommission.org



Recording Secretary

Alan Craig
Dunwoody Campus Instructional Support Services
Georgia Perimeter College
LRC 3350
2101 Womack Road
Dunwoody, GA 30338
(770) 274-5242
acraig@gpc.edu



Corresponding Secretary

Laura Choiniere
Center for Academic Development
Roger Williams University
One Old Ferry Rd.
Bristol, RI 02809
(401) 254-3038
lchoiniere@rwu.edu



Membership Secretary

Tammy Pratt
Assessment and Learning Center
University of Oklahoma
Carnegie Building Room 200
650 Parrington Oval
Norman, OK 73019
(405) 325-4336
tpratt@ou.edu



Treasurer

David Reedy
The Learning Center
4240 Campus Drive
Rhodes State College
Lima, OH 45804
(419) 995-8049
reedy.d@rhodesstate.edu



Professional Development

Travis Ramage
Academic Advisor
The Crouse Center for Student Success
Aurora University
347 S. Gladstone Avenue
Aurora, IL 60506
(606) 844-5141
tramage@aurora.edu



Publications

Jennifer Haley
University College Learning Center
NQ 323
Ball State University
Muncie, IN 47306
(765) 285-1008
jhaley@bsu.edu



NCLCA EXECUTIVE BOARD, 2007-2008

**President**

Kate Ranft
Manager, Writing Program
Division of Standards and Survey Methods
The Joint Commission
One Renaissance Boulevard
Oakbrook Terrace, IL 60181
(630) 792-5110
kranft@jointcommission.org

**Past President**

Sandie L. Crawford
Developmental Education & Learning Services
Cuyahoga Community College
4250 Richmond Road
Highland Hills, OH 44122
(216) 987-2111
sandie.crawford@tri-c.edu

**Vice President**

David Reedy
The Learning Center
4240 Campus Drive
Rhodes State College
Lima, OH 45804
(419) 995-8049
reedy.d@rhodesstate.edu

**Recording Secretary**

Alan Craig
Dunwoody Campus Instructional Support Services
Georgia Perimeter College
LRC 3350
2101 Womack Road
Dunwoody, GA 30338
(770) 274-5242
acraig@gpc.edu

**Corresponding Secretary**

Laura Choiniere
Center for Academic Development
Roger Williams University
One Old Ferry Rd.
Bristol, RI 02809
(401) 254-3038
lchoiniere@rwu.edu

**Membership Secretary**

Tammy Pratt
Assessment and Learning Center
University of Oklahoma
Carnegie Building Room 200
650 Parrington Oval
Norman, OK 73019
(405) 325-4336
tpratt@ou.edu

**Treasurer**

Tacy Holliday
Science Learning Center, SA 202
Montgomery College, Germantown
Campus
20200 Observation Drive
Germantown, MD 20876
(240) 567-7791
tacy.holliday@montgomerycollege.edu

**Professional Development**

Travis Ramage
Academic Advisor
The Crouse Center for Student Success
Aurora University
347 S. Gladstone Avenue
Aurora, IL 60506
(606) 844-5141
tramage@aurora.edu

**Publications**

Rachelle Darabi
Academic Success Programs
Indiana University-Purdue University Fort
Wayne
Kettler Hall, 110D
2101 E. Coliseum Blvd.
Ft. Wayne, IN 46805



NCLCA PUBLICATIONS

The Learning Assistant Review (TLAR)

The Learning Assistance Review arose out of a task force composed of Carol Cashen, Bradley Hughes and Michael Marinetti. The task force examined the feasibility of publishing a journal for MCLCA members. Its report generated considerable discussion; however, no action was taken. Several years later, Martha Casazza, Bradley Hughes, and Karen Quinn reexamined and updated the task-force's findings and created a new proposal. In the fall of 1995, the MCLCA Board approved the proposal and *The Learning Assistance Review* was born. Martha Casazza and Karen Quinn were named co-editors.

The first issue of *TLAR* was published in the Spring of 1996. In the inaugural issue, articles by Mary Anderson, Louise Bohr, Susan Clark-Thayer and Martha Maxwell, and Pamela Thomas and Jeanne Higbee appeared. Lisa D'Adamo-Weinstein wrote an article for the "Join the Conversation" section and Judith Schein Cohen contributed a book review. In January of 1998, Karen Quinn resigned as editor, whereupon Nancy Bornstein assumed co-editing responsibilities. In the Fall 2003, Jeanne Higbee and Irene Duranczyk were named co-editors of the journal and have served through the Fall 2006 issue.

Editor



Christine Reichert

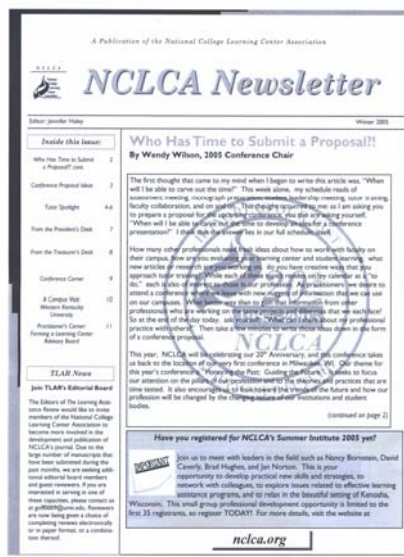
Managing Editor



Susan Shelangoskie

| The Learning Assistance Review | | |
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| The Journal of the National College Learning Center Association | | |
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The NCLCA Newsletter



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

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

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

From the President's Desk: the current president of NCLCA takes this opportunity to address the membership.

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

Conference Corner: upcoming deadlines for proposal submissions to conferences; dates of upcoming conferences; names and URL's of professional organizations.

The editor encourages your contributions. Address inquiries to:
 Rachele Darabi
 The NCLCA Newsletter Editor
 darabi@ipfw.edu



NCLCA PUBLICATIONS



The Learning Center Exchange
sponsored by AccuTrack and NCLCA

www.learningassistance.com

The Learning Center Exchange (LCE) is an on-line monthly publication for academic centers and learning labs. Articles in the LCE are written and edited by learning assistance professionals and are peer-reviewed. The publication is sponsored by AccuTrack and the National College Learning Center Association (NCLCA). The LCE has subscribers in over a thousand colleges and universities, which makes it a national publication.

Formerly known as the Learning Center Newsletter (LCN), the first issue of the LCE was published in February of 2000. Since then, the publication has featured hundreds of articles written by leaders in the learning-assistance field including Frank Christ, Lucy MacDonald, and Gary Probst.

Articles in the LCE cover topics of interests to professionals working in the learning assistance fields (e.g. tutoring centers, developmental education, writing labs, etc.).

The LCE is currently inviting you to **contribute your articles** and share your knowledge and experience with your peers. Please visit the website to find out more.

Call for Manuscripts

The Learning Assistance Review (TLAR)

As an official publication of NCLCA, *The Learning Assistance Review* seeks to foster communication among learning center professionals. Its audience includes learning center administrators, teaching staff, and tutors, as well as other faculty members and administrators who are interested in improving the learning skills of postsecondary students.

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, students assessment, and other topics that bridge gaps within our diverse profession.

The journal is published twice a year, in the spring and fall. The editor, Christine Reichert, is issuing this call for manuscripts for all learning professionals who are interested in contributing to the field through the publication of relevant, scholarly articles. All submissions are subject to a masked review process.

For further information, visit www.nclca.org/guidelinesforsubmissions.htm. You may also contact:

Susan Shelangoskie, Ph.D.
Managing Editor: *The Learning Assistance Review (TLAR)*
Publication of National College Learning Center
Association (NCLCA)
Carmel Hall 263
Lourdes College
6832 Convent Blvd
Sylvania, Ohio 43560
Phone: (419) 517-8904
sshelangoskie@lourdes.edu

CONFERENCE COMMITTEE

| | |
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PAST CONFERENCE THEMES AND LOCATIONS

| | | |
|-------------|--|---------------------|
| 2006 | Learning Centers: The Keystone of Higher Education | Harrisburg, PA |
| 2005 | Honoring Our Past, Guiding Our Future | Milwaukee, WI |
| 2004 | Sailing to Student Success | Towson, MD |
| 2003 | Creating Building Blocks for Student Success | Rolling Meadows, IL |
| 2002 | Learning Center: Gateways to the Future | St. Louis, MO |
| 2001 | Get to the Core of Learning Center Strategies | Evanston, IL |
| 2000 | Guiding Success: Learning Center Strategies for a New Age | Minneapolis, MN |
| 1999 | Learning Centers: Creating Opportunities For Success | Evanston, IL |
| 1998 | Foundations of Learning | Milwaukee, WI |
| 1997 | Centering on Success | Chicago, IL |
| 1996 | Circles of Learning | Indianapolis, IN |
| 1995 | Joining the Conversation: Sharing Perspectives Across Learning Communities | Evanston, IL |
| 1994 | Ways of Knowing: Making Connections Between Teaching and Learning | Minneapolis, MN |
| 1993 | Motivating and Enhancing College Learning | Chicago, IL |
| 1992 | Discovering New Directions: Connecting Theory and Practice | Bettendorf, IA |
| 1991 | Embracing Diversity | Madison, WI |
| 1990 | Breaking the Barriers to Learning | Milwaukee, WI |
| 1989 | Pathways to Excellence in Teaching and Learning | Evanston, IL |
| 1988 | Issues in Facilitating Learning: New Directions for Changing Times | Chicago, IL |
| 1987 | Learning Center Professionals: Challenging Students to Achieve | Milwaukee, WI |
| 1986 | First Annual Conference | Kenosha, WI |

FUTURE NCLCA CONFERENCE LOCATIONS

| | |
|-------------|--------------------|
| 2008 | Memphis, Tennessee |
| 2009 | Denver, Colorado |



CHEAT SHEET FOR NEWCOMERS

| Term | Definition |
|---|---|
| ACDEA | American Council of Developmental Education Associations: comprised of NCLCA (National College Learning Center Association), CRLA (College Reading and Learning Association), NADE (National Association of Developmental Education), NCDE (National Center for Developmental Education), NTA (National Tutor Association), and ATP (Association for the Tutoring Profession). Established to provide a unified voice and to improve communication among sister organizations. |
| ATP | Association for the Tutoring Profession: < www.jsu.edu/depart/edprof/atp/ > Their mission is to provide a communication platform linking tutors, tutor coordinators, and administrators who are committed to the development of the independent learner. |
| Awards Banquet | Luncheon (included as part of your registration fee) with a keynote speaker on Friday afternoon to honor those members who have won various grants and awards from NCLCA. |
| Blue Ribbon Commission | The Blue Ribbon Commission (founded by the ACDEA, American Council of Developmental Education Associations) investigates and evaluates the opportunities and issues for restructuring the relationship among the five associations: CRLA, NADE, NCLCA, ATP, and NTA. |
| Board Meeting | NCLCA Executive Board meetings take place once per month via teleconference, online, or in person. The board also meets at the annual conference. |
| Breakfast | Breakfast at the conference is an opportunity to meet conference attendees and presenters, and of course, to munch muffins and fuel up on coffee. Breakfasts are often sponsored by exhibitors. |
| Brenda Pfaehler Professional Development Grant | The purpose of the NCLCA Brenda Pfaehler Professional Grant is to foster the professional growth of our members. It will be awarded to members of NCLCA to assist in research, leadership, and/or curriculum innovation. Each year, NCLCA sets aside \$1,000 to fund one or more projects. |
| Concurrent Sessions | There will be seven rooms set aside for conference presenters, and these presentations will take place concurrently in six different time segments, at the times designated in this program. |
| CRLA | College Reading and Learning Association: < www.crla.net > Their purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members. |
| Exhibits | Each year at the conference, various organizations and businesses will bring materials and resources to share with conference attendees. Please browse the exhibits! |
| Frank Christ Outstanding Learning Center Award | The purpose of the NCLCA Frank Christ Outstanding Learning Center Award is to give national recognition to the work done by learning centers and to foster their future growth and development. Each year, NCLCA will recognize two learning assistance centers for excellence: one two-year college (Technical, Community, etc.) and one four-year college or university. Awards will be announced and presented each year at the annual conference. |
| Hospitality Room | Join other conference attendees in a relaxing, informal environment in which to visit and snack! |
| CC Luncheon (Continuing the Conversation) | Provides an opportunity for attendees to work together in small groups. Conference attendees will be grouped at tables according to topic. Interest groups will focus on such areas as learning center assessment, management, technology, study skills, mathematics support, reading/writing support. A group facilitator will lead a round table discussion of "hot topic" items in the area. |
| IWCA | International Writing Centers Association: < writingcenters.org > This organization was founded to foster communication among writing centers and to provide a forum for concerns. |
| Julia Visor Graduate Student Award | All full-time graduate students who present at the NCLCA annual conferences are eligible for this award. A total of \$200 is available for the award which is intended to encourage graduate student participation by helping to cover travel related expenses. |
| Keynote Speakers | Outstanding professionals in the education field are invited to speak at the Plenary Session and the Awards Banquet. |



CHEAT SHEET FOR NEWCOMERS

| Term | Definition |
|---|--|
| Learning Support Center Website Awards | Co-sponsored by NCLCA and LSCHE, these awards honor learning support centers who have developed outstanding websites. |
| Lifetime Achievement Award | This award honors a learning center professional is honored who has contributed an extraordinary amount of service to the learning center profession, including research, publications, service, and leadership. |
| LSCHE | Learning Support Centers in Higher Education: < www.pvc.maricopa.edu/~lsche/ > On this web portal, you can review the history of learning support centers in higher education along with relevant definitions of learning assistance. |
| LCE | Learning Center Exchange: Online newsletter co-sponsored by NCLCA and AccuTrack. Visit < www.learningassistance.com > |
| Members' Breakfast | This free with conference registration breakfast provides an opportunity for the Executive Board of NCLCA to induct new officers, conduct business that must go before the membership, and give reports to the membership. All members are invited! |
| NADE | National Association for Developmental Education: < www.nade.net > Their mission is to improve the theory and practice of developmental education at all levels of the educational spectrum, the professional capabilities of developmental educators, and the design of programs to prepare developmental educators. |
| NCDE | National Center for Developmental Education: < www.ncde.appstate.edu > Their mission is to improve the quality of practice in the field of developmental education |
| NCLCA | National College Learning Center Association: < www.nclca.org > Our mission is to support learning assistance professionals as they develop and maintain learning centers, programs, and services to enhance student learning at the post-secondary level. |
| Newsletter | An official publication of NCLCA, the newsletter is issued 3-4 times per year and includes many informational articles and features. |
| Night on the Town | Options for group dining and entertainment will be available. |
| NTA | National Tutor Association: < www.ntatutor.org > Their mission is to foster the advancement of tutoring to enhance student academics. |
| Panel Discussion | This type of Concurrent Session features the presenters sharing information and materials with the audience. |
| Plenary Session | This session includes the Conference Welcome, Updates, and a Keynote Speaker. |
| Pre and Post-Conference Institutes | These workshops are held before and after the official start and end of the conference. They generally last three hours and allow participants to develop their own materials and programs. |
| Registration | Make sure the first thing you do is to stop by the Registration table to pick up your nametag and materials (if you have already registered), or to register for the conference. |
| Round-table | This type of Concurrent Session requires that participants bring materials and resources dealing with the topic with them to the session to be shared among everyone present. |

CHEAT SHEET FOR NEWCOMERS

| Term | Definition |
|--------------------------|--|
| Share Table | There will be a table designated as the “share table” in which anyone can share materials, brochures, publications, etc. with all conference attendees. |
| Shuttle Service | Airports and/or hotels usually provide a shuttle service to and from the airport for a fee. |
| TLAR | The Learning Assistance Review: scholarly refereed journal and an official publication of NCLCA. |
| Welcome Reception | The NCLCA President will welcome all conference attendees. This is a great chance to mingle with people at the beginning of the conference while enjoying light refreshments. You can also sign up for Night on the Town options at the Welcome Reception. |
| Workshop | This type of Concurrent Session provides a hands-on activity for the participants. |

PAST CONFERENCE PICTURES



Participants enjoy the CC Luncheon in Harrisburg (2006).



Lunch with Frank Christ in Harrisburg (2006).



The 2006-2007 Executive Board
 Back row L to R: Tammy Pratt, Jennifer Haley, Wendy Wilson, David Reedy; Front row L to R: Travis Ramage, Kate Ranft, Sandie Crawford, Alan Craig. Not pictured: Laura Choiniere



One of the many concurrent sessions at the 2006 conference in Harrisburg

FAQ'S: INTERNET ACCESS, REGISTRATION, SHARE TABLE SHUTTLE SERVICE, NIGHT ON THE TOWN

Internet Access

Trying to stay connected while you are at the conference? High-speed Internet access is available in your hotel room for a fee; there is free wireless internet access in the hotel lobby.

Logan Room: Registration and Welcome

Registration will be located in the Logan Room (3rd floor). This room will also serve as a “Welcome Room” in which conference attendees can browse materials on the Share Table, sign up for dinner options, get roommate information, and just relax in between sessions.

Share Table

Share your extra handouts from your concurrent session presentation at the share table, located in the Logan Room. Conference attendees may also share other information related to learning center resources and development.

Shuttle Service

Shuttle service to and from the airport is provided free-of-charge by the hotel. Please check with the hotel front desk for more information.

Night on the Town Options

There are many possibilities for entertainment while in Atlanta, including a CNN Studio Tour, dinner and tour of the Atlanta Botanical Gardens; shopping and dinner at Atlantic Station, and a tour of the World of Coca Cola. The deadline to sign up for these options was September 15, but check in the Logan Room to see if there is still space available.



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nclca institute

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Everything you ever wanted to know about
learning center management...
and then some!

- *Are you a new learning center director?*
- *Do you want to maximize the effectiveness of your learning center operations?*
- *Need innovative ideas to promote your learning center and increase student usage?*
- *Do you want to build stronger alliances with faculty and higher level administration?*
- *Need help with budget planning and human resource management?*
- *Do you want to create a progressive strategic plan that will take your learning center to the next level?*
- *Are you looking for an opportunity for professional growth and development which can lead to achieving your Learning Center Leadership Certification?*

If so, you must plan to attend the 2008 NCLCA Institute, where you'll interact with learning assistance mentors who will focus on "best and promising practices" in learning center management and give you up-to-date knowledge, proven approaches and practical ideas to use at your home institutions.

Don't miss out on this fantastic opportunity...save the dates!!!

Cuyahoga Community College
Highland Hills, Ohio
Chairperson: Sandie Crawford
sandie.crawford@tri-c.edu



Notes

Notes

Notes

Memphis 08

NCLCA Conference

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