



**The Rhythm & Blues  
of Research and Practice**

**Memphis 2008**



# TABLE OF CONTENTS

President's Welcome	3
Hotel Map	4
Conference Schedule	5
Pre & Post-Conference Institutes	4
Chronological Concurrent Session Schedule	9
Session Themes and Description by Room	17
Keynote Speakers	35
Awards	36
Scholarship Raffles	38
Exhibitors	40
NCLCA Mission and Goals	43
NCLCA 2007-2008 Executive Board	44
NCLCA 2008-2009 Executive Board	45
NCLCA Presidential Yearbook	46
NCLCA Publications	47
Conference Committee	49
Past and Future Conferences	50
NCLCA Glossary	51

## Conference Highlights!

Be sure to attend the **Welcome Reception** on Wednesday, 10/1 at 5:30 p.m.

This is "*A Taste of Memphis*" which features food and sounds from Memphis. The music is by the Jack Cooper Trio from the U of Memphis School of Music. This is a chance for all those who have arrived to gather for one of Memphis' famous rooftop parties. Networking, prizes, food, music, and relaxation... what else could you ask for?

Also don't miss the Thursday, 10/2, noon *Awards Banquet* for everyone who is at the conference to attend and celebrate success.

Finally, the Friday morning plated breakfast business meeting is for all those who attend. Here we gather to discuss association business and induct new leadership while enjoying a meal together since it's a part of the conference price.

# WELCOME



**Welcome** to the annual conference of the National College Learning Center Association, “The Rhythm and Blues of Research and Practice.” We are pleased to have you as our guests here in Memphis. This conference is a time to learn from one another, connect with old friends, and meet new people. Your generosity of spirit always gets me energized for the year ahead.

This year’s conference is action-packed. The venerable **Frank Christ** will deliver a morning **keynote** speech that is sure to inspire. Focused on our theme of research and practice, Frank will encourage all of us to enter more deeply that happy world of research and authorship. If you have never had the pleasure of hearing Frank, please do give yourself this gift.

As an apt accompaniment, **David Caverly** will discuss how to use technology to explore an idea, organize an outline, and convert it to prose with references. It was once my pleasure to attend a talk by David on the future of technology in the classroom. The information he shared opened my eyes to the possibilities of technology in teaching and tutoring. As a result, I had the courage to start a blog for my ESL class. Regardless of your comfort-level with emerging technologies and their use in research and practice, David will inspire you to try new formats.

This year’s slate of **sessions** promises to impress. We had a record number of submissions and even a few people who rose to the challenge of presenting a formal paper based on their research. I’m proud of their courage to help NCLCA break new ground and hope to see paper sessions become a mainstay in the years to come. Please support our presenters by attending the concurrent sessions. This is where YOU shine. Every year, I learn from the wisdom you share.

If you are new to our conference, please take advantage of all the getting-to-know-you activities, from the **Welcome Reception to Night on the Town** to evening **hospitality** to the many meals we share, including our **Somebody’s Got to Eat It Members Breakfast** on Friday morning. *But Kate, isn’t the Members Breakfast boring?* No way! This event is fun and tasty, too. You’ll get a chance to hear about the fascinating inner workings of the Board and witness the solemn ritual of the officers’ Induction Ceremony. *Ooooooh.* I hope to see you there.

**Conference Co-chairs, David Reedy and Tacy Holliday**, have been hard at work along with the conference committee to bring you a meaningful conference. I appreciate their dedication and the hours they spent in preparation. You are sure to see the results of their tireless commitment at every event.

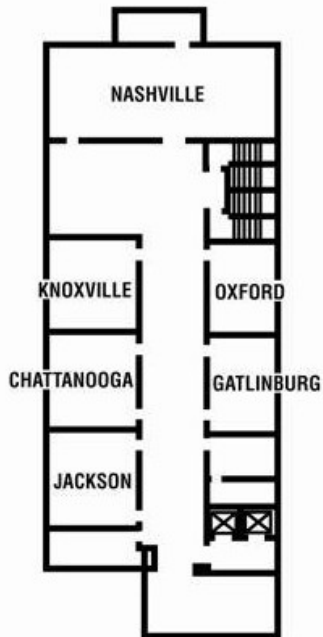
I wish you an information-filled, fun-packed, learning center hullabaloo of a time. Please do say hello when you see me. I am happy to have you with us.

All best,

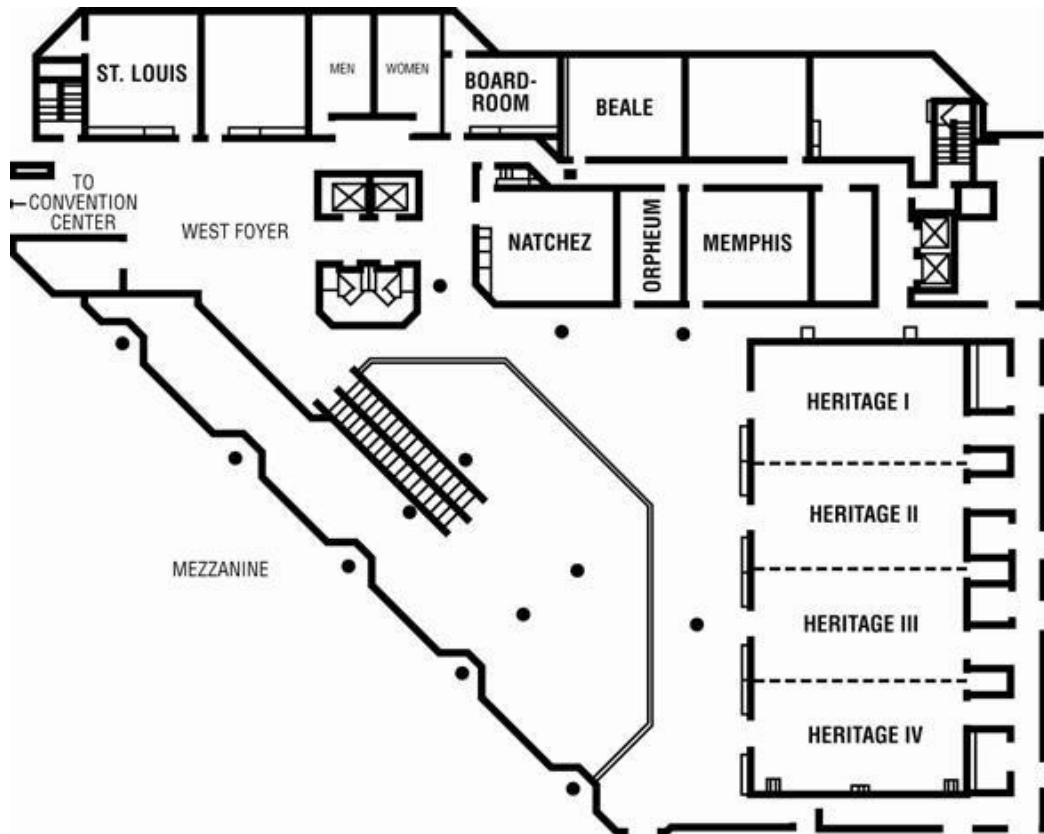
A handwritten signature in cursive script that reads "Kate".

Dr. Kate Ranft  
NCLCA President

# HOTEL MAP



**Conference functions  
are on second floor**



To Roof top Patio

# CONFERENCE SCHEDULE

## Wednesday, October 1

8:00 am-10:00 am	Conference Check-in (8-10 am, 12-2 pm, 4-6 pm)	Heritage Ballroom 1
8:30 am-11:30 am	Pre-Conference Institute A	Knoxville
	Pre-Conference Institute B	St. Louis
	Pre-Conference Institute C	Jackson
11:45 am-1:15 pm	Lunch with Stephen Porter	Chattanooga
1:30 am-4:30 pm	Pre-Conference Institute E	Knoxville
	Pre-Conference Institute F	St. Louis
	Pre-Conference Institute G	Jackson
5:30 pm-7:30 pm	Welcome Reception	Second Floor Rooftop Patio
8:00 pm-10:00 pm	Hospitality Suite	Ballroom 1

## Thursday, October 2

7:30 am-12:30 pm	Conference Check-in	Ballroom 1
8:00 am	Continental Breakfast	Ballroom
8:30 am	Welcome and Presidential Address	Ballroom
8:50 am-9:50 am	Plenary Keynote by Frank Christ	Ballroom
10:00 am-11:15 am	Concurrent Sessions 1	(see page 9)
11:30 am-12:30 pm	Concurrent Sessions 2	(see page 10)
12:45 pm-2:15 pm	Awards Presentation	
2:45 pm-3:45 pm	Concurrent Sessions 3	(see page 11)
4:00 pm-5:00 pm	Concurrent Sessions 4	(see page 12)
5:30 pm-9:30 pm	Night on the Town	
8:00 pm-10:00 pm	Hospitality Suite	Heritage Ballroom 1

## Friday, October 3

8AM-10AM	Conference Check-in	Ballroom 1
8:15 am-9:30 am	Plated Breakfast, Member Meeting, New Board Installment	Ballroom
9:45 am-10:45 am	Concurrent Sessions 5	(see page 13)
11:00 am-12:00 pm	Concurrent Sessions 6	(see page 14)
12:15 pm-2:00 pm	Keynote address By Dave Caverly, CCG Lunch, Preview of Denver Conference	Ballroom
1:30 pm-4:30 pm	CLADEA Meeting	Board Room
2:15 pm-3:30 pm	Concurrent Sessions 7	(see page 15)
3:45 pm-4:45 pm	Concurrent Sessions 8	(see page 16)
6:00 pm-9:00 pm	Dinner on your own (Riverboat Cruise)	
8:00 pm-10:00 pm	Trolley Stop Bar	First Floor Lobby

## Saturday, October 4

8:15 am	Transportation to FedEx Center departs	First Floor Lobby
8:30 am-11:30 am	Post-Conference Institute	FedEx Center

## PRE-CONFERENCE INSTITUTE A KNOXVILLE, 10/1 8:00 A.M.

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

Learn how to gain traction in your new environment and develop the basis for an action plan for the next year. Alan will focus on where to find sources of useful information on learning centers; how to conduct an informal review of the learning center using the *NADE Self-Evaluation Guide*; how to identify key initiatives and develop a strategic plan and much more! If you're new to the field of learning assistance, this institute is for you!



*Alan Craig  
Georgia perimeter College*

## PRE-CONFERENCE INSTITUTE B ST. LOUIS, 10/1 8:00 A.M

### Past Presidents: NCLCA Mentors Helping You



*Mark May*



*Jackie Harris*



*Johann Dvorak*



*Wendy Wilson*

Are students taking full advantage of your services? Does the staff at your learning center collaborate well with your faculty? Are you getting the recognition from administrators that you need? Attend this workshop to develop a comprehensive plan to enhance the image of your learning center and market your programs more effectively. Every center has different resources and marketing needs. In this workshop, participants will develop strategies for their center which will include plans for communicating effectively with students, peer tutors, faculty, administrators, and others. Your needs--additional clients, more peer tutors, better faculty relations, more resources from administrators, whatever--will be the topics of discussion in this interactive workshop.

## PRE-CONFERENCE INSTITUTE C JACKSON, 10/1 8:00 A.M.

### Learning Centers 2.0: Enhancing Student Learning With Technology

*Lisa D'Adamo-Weinstein & Craig Lamb*  
SUNY Empire State College



Wikis, iPods, blogs, texting...our students are using technology in ways that make our heads spin. The purpose of this institute is to get a handle on these technological innovations to help our students learn better as they engage with our learning centers. Focusing on current theories and best practices in enhancing student learning through technology, attendees will learn about new advances, engage in activities, and plan how to implement technology to enhance learning assistance on their campuses. This institute is appropriate for learning assistance, tutorial services, and developmental education faculty and staff who develop curriculum, workshops, and other resources for students.

Craig Lamb is the Director of Academic Support at Empire State College's, Center for Distance Learning. While Craig is working primarily with students in need of additional academic support services and academic skill development, and with faculty interested in delivering their courses content and material in more effective ways to increase student learning, he is becoming more and more interested in the creative uses of new technology to enhance student learning both within and outside the online class environment.

Lisa D'Adamo-Weinstein is currently the Director of Academic Support at Empire State College's Northeast Center. Lisa has also taught and coordinated academic assistance and learning support programs at Indiana University's Student Academic Center, including an academic retention course for at-risk students. She was the Coordinator of Student-Athlete Academic Support at American University in Washington, D.C. Most recently, she directed the Academic Excellence Program at the United States Military Academy, West Point for seven years until moving in August 2006 to the NY State Capital Region. Lisa has published journal articles for *The Learning Assistance Review* (published by the National College Learning Center Association—NCLCA) and is co-author of the book *Piecing It Together: A Guide*

## LUNCH WITH STEPHEN PORTER CHATTANOOGA, 10/1, 11:30 A.M.



*Stephen Porter*  
Iowa State University

*In his words...* During my years as an administrator and as a manuscript reviewer, I realized there are two main reasons (other than workload) why many practitioners are not publishing in peer-reviewed journals. First, they do not always understand how a manuscript should appear, and second, they are often unclear as to how the publication process typically works. In my talk I will take some of the mystery out of the process by describing how a good research paper should be structured, and how to successfully navigate the journal submission process.

## PRE-CONFERENCE INSTITUTE E KNOXVILLE, 10/1, 1:30 P.M.



*Christine Reichart  
The Learning  
Assistance Review*

### **Join in the Fascinating Rhythm of Publishing!**

Learn some tips that will demystify that task. We will provide hands-on activities that will help develop research topics for manuscript submission. Included are techniques for determining what “type” of article format to follow, some brainstorming on ideas and setting up a plan-of-attack to successfully complete the submission process. Participants need only be interested in starting.

This institute will focus more in depth on developing topics. Workshop activities may include converting what you handle in your everyday job into a publishable idea. Participants should “roll-up their sleeves” and come ready to work.

## PRE-CONFERENCE INSTITUTE F ST. LOUIS, 10/1, 1:30 P.M.

### **The Learning Center: At the Heart of Student Success and Retention.**

*Jack Truschel  
The Association for the Tutoring Profession (ATP)  
East Stroudsburg University of Pennsylvania*



This session will focus on the transition from high school to college. In general, the high school graduate believes that he or she has achieved a significant milestone and can successfully navigate the remaining academic career. However, scheduling for class and taking/failing the first exam can cause challenges. In general, the student is unfamiliar with the rigors of college and initial anxiety transitions into poor self-esteem and self-defeat. This institute will focus on the structure of the learning center and successful methods used to assist students in persisting to graduation. Participants will review the current theoretical models related to retention and will discuss methods used to target services for students. Jack will provide information on methods to save costs associated with program delivery and personnel associated with providing ancillary / supportive services to students.

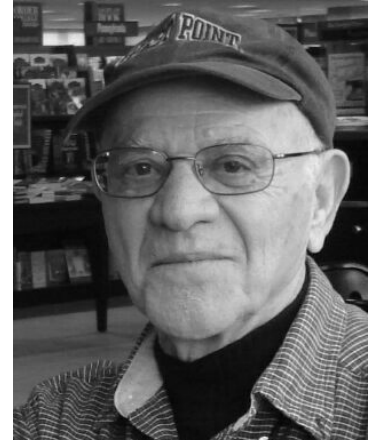


## PRE-CONFERENCE INSTITUTE G JACKSON, 10/1 1:30 P.M.

### A Review of Standards and Best Practices for Learning Centers

*Frank Christ*

Join our esteemed colleague as he shares the 21st century is a time of standards and best practices for programs and services in higher education. Such standards and best practices assist learning center administrators in reviewing their learning center programs and practices and in making appropriate changes to strengthen them. In this institute participants are asked to participate in a review of standards and best practices, most of which are based on qualitative and quantitative research. Bring materials from your institution to use and identify important pieces to include when you return home.



## POST-CONFERENCE INSTITUTE FEDEX CENTER, 10/4, 8:30 A.M.



*Dave Caverly*

### Instructional Applications of Blogs, Wikis, and Second Life

Through a TIDE sampler, learn how to use a blog, a wiki, and virtual worlds. Explore the potential of each of these Web 2.0 applications for developmental education, for sharing ideas online, and for providing social constructivist opportunities for learning concepts.

This institute will be held at another location (transportation organized but not included) in order to provide access to the internet via **your laptop** for use while creating your individual resource. We are investigating laptop rental for you at this Institute. More information forthcoming on website.

*We're sorry but pre-registration is required for this institute due to set-up, so onsite registration may not be available, however, check with David Reedy, Conference Co-Chair.*

# Bring Online Tutoring to Your Students



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# CONCURRENT SESSION SCHEDULE

**Concurrent Sessions 1**

**Thursday, October 2**

**10:00 am–11:15 am**

1. **Beale** *The Rhythm of Reviewing: An Inter-Campus Peer Review Process for Learning Center Administrators*, Jennifer Haley, Core Curriculum Tutoring Coordinator, Ball State University
2. **Chattanooga** *NCLCA Learning Center Leadership Certification* Laura Choiniere, Director, CAD, Roger Williams University
3. **Jackson** *Theoretical Underpinnings: The Foundation for Tutor Training Programs*, Esther Owens, Coordinator of SEEK Tutoring, John Jay College
4. **Knoxville** *Publishing a Research Paper in a Peer-Reviewed Journal*, Stephen Porter
5. **Memphis** *Finding Your Rhythm in Building Effective Learning Center Programs* Elaine Richardson, Director, Academic Success Center, Clemson University
6. **Natchez** *Eliminate the Blues: Publish Articles in The Learning Assistance Review (TLAR)* Christine Reichert, Director of Academic Services, Lourdes College
7. **Orpheum** *Honing Mechanical Skills along with Organization Skills in Writing Activities in and out of Class*, Guixia Yin, Assistant Professor of English, Bunker Hill Community College
8. **Oxford** *A Chorus of Ideas for Managing a Successful Learning Center* Michael Dickinson, Director, Ballotti Learning Center, Suffolk University
9. **St. Louis** *Linking Student Learning and Study Skills' Outcomes to Intervention Strategies that Enhance Student Development*, Patricia Collins Director, Learning Support Services, The University of Akron Wayne College

# CONCURRENT SESSION SCHEDULE

**Concurrent Sessions 2**

**Thursday, October 2**

**11:30 am—12:30 pm**

10. **Beal** *NCLCA Past President's Panel: Who is NCLCA and How to Get Involved in YOUR Association*, Sandi Crawford, NCLCA Past President, 2007-2008, Cuyahoga Community College
11. **Chattanooga** *Optimizing & Automating Your Center Services and Data*, Mary Obehelman, Eastern US Consultant, Engineerica Systems
12. **Jackson** *Tutor Practicum: An Interactive Tutor Training that Provides an Alternative to Role Play*, Carole Basak, Associate Director, Academic Support Services, St. Norbert College
13. **Knoxville** *Making SI Work for Developmental Math Courses*, Jamie Dutton Nelson, Coordinator of Peer Learning, South Texas College
14. **Orpheum** *Writing for Success: Writing Across the Curriculum and The Center for Teaching & Learning*, Heidi Rosenberg, Assistant Director of the Center of Teaching & Learning, Aurora University
15. **Oxford** *The Deepest Blue: Learning Center Emergency Preparation*, Michael Ruwe, Learning Services Program Coordinator, University of North Carolina-Wilmington
16. **Memphis** *Bridging the Great Divide: Bringing Learning Assistance to Students 24/7*, Jadwiga Piper, Director, CAD National-Louis University
17. **Natchez** *Managing an Award-Winning Academic Support Center: Building a Foundation on Faculty Support*, Yvette Giles, Assistant Director, Daytona Beach College
18. **St. Louis** *Establish the Rhythm—Avoid the Blues: Programs for At-Risk Freshmen*, Karen Goode-Bartholomew, Director, Academic Support Services, St. Norbert College

# CONCURRENT SESSION SCHEDULE

Concurrent Sessions 3

Thursday, October 2

2:30 pm—3:45 pm

19. **Beale** *"I'll Be There": Costs and Benefits of Partnered Tutoring*, Mark Walvoord, Assistant Director University of Oklahoma
20. **Chattanooga** *The New CAS Standards for Learning Assistance Programs*, Karen Agee Reading & Learning Coordinator, University of Northern Iowa
21. **Jackson** *Beyond "Basic Training": Connecting Student Staff through an Annual In-Service*, Janis Wilkins-Mash Director, Learning Resource Center, Saint Joseph's University
22. **Knoxville** *Maximizing Center Resources with TutorTrac Software*, Kelly Corder, Developer, Redrock Software Corporation
22. **Memphis** *Empowering Developmental Student Success: A Unique Integration of Learning Assistance and Student Development Services with Alternative Instructional Approaches*, Pamela Lau Director, Center for Academic Success, Parkland College
23. **Orpheum** *Personalizing Classroom Learning: Engaging the Developmental Student*, Marian Yoder Assistant Professor, Harrisburg Area Community College
24. **Oxford** *Utilizing Multiple Interlocking Learning Communities to Form a Center for Teaching and Learning--Hit the Right Notes*, Jack Trammell Director of DSS/Professor Sociology, Randolph-Macon College
25. **St. Louis** *Using Student Blues to Create Academic Rhythms: How Innovative Collaborations Between Faculty and Learning Center Administrators Built Model, Credit-Bearing, First-Year Courses With Embedded Support for At-Risk Students*. Dorie AuCoin, Assistant Director, Academic Achievement Center, Bridgewater State College

# CONCURRENT SESSION SCHEDULE

**Concurrent Sessions 4**

**Thursday, October 2**

**4:00 pm—5:00 pm**

26. **Beale** *Funding Your Research and Practice: How to Submit a Brenda Pfaehler Professional Development Grant Proposal*, Travis Ramage, Academic Advisor, Aurora University
27. **Chattanooga** *The Black and White Keys of a Data Collection Plan*, Darla McCann, Director of Academic Support, Anoka Ramsey College
28. **Jackson** *"Soul Train-ing": Using Case Studies for Tutor Training*, Thomas Gibson, Asst. Director/Academic Coordinator, Queens College-CUNY
29. **Knoxville** *Recruiting and Training Supplemental Instructor (SI) Leaders* Maureen Hurley, Assoc. Director, International Center for SI, University of Missouri-Kansas City
30. **Oxford** *A Different Rhythm to Overcome Academic Blues*, Glynn Mathis, Director, Academic Resource Center (ARC), Texas Wesleyan University
31. **St. Louis** *Probation, Suspension, and Dismissal: Striking New Chords to Avoid the Academic Blues*, Mark May, Dean, Retention and Student Success, Clayton State University

# CONCURRENT SESSION SCHEDULE

**Concurrent Sessions 5**

**Friday, October 3**

**9:45 am–10:45 am**

32. **Beale** *A New Edition of the Handbook of College Reading and Strategy Research*, David Caverly
33. **Chattanooga** *Creative Methods of Assessing Learning Center Effectiveness*, Laura Sanders, Learning Resource and Assessment Center Director, Valparaiso University
34. **Jackson** *CRLA and NCLCA: Assisting your Professional Growth and Development*, Karon Mathews, Executive Director, Student Learning Center, Texas A&M University
35. **Knoxville** *Swaying to the Rhythm in SI Sessions*, Dana Welch, Student Affairs Administrator, University of Texas at Tyler
36. **Memphis** *Using a Strengths-Based Program to Enhance Engagement*, Marilyn Webb, Coordinator of Tutoring and Accommodation Services, Tompkins Cortland Community College
37. **Natchez** *The Rhythmic Sounds of Success: The Harmonious Relationship between a Learning Support Partnership Program and Student Retention*, Elise Rhodes, Instructional Services Coordinator, Center for Academic Success, Clayton State University
38. **Orpheum** *Grammar Blues in the Learning Center: Understanding and Implementing Tutoring Strategies*, Diana Bell, Director, Academic Resource Center, University of Alabama in Huntsville
39. **Oxford** *The Rhythms and Occasional Blues of Employee Performance Appraisals*, Susan Smith, Learning Center Director, Rose-Hulman Institute of Technology
40. **St. Louis** *Students in Academic Difficulty: Curing the Student Blues*, Tamara Bowden, Director of Tutoring Services, Auburn University

# CONCURRENT SESSION SCHEDULE

**Concurrent Sessions 6**

**Friday, October 3**

**11:00 am—12:00 pm**

41. **Beale** *Tutoring in the Corporate Setting: Adapting Tutoring Methods for a Corporate Professional Development Program*, Kate Ranft, Pres. NCLCA, The Joint Commission
42. **Chattanooga** *The Extreme Academic Makeover Workshop Series: A Collaboration between LSU Student Government and the Center for Academic Success*, Sandra McGuire, Director, Center for Academic Success, Louisiana State University
43. **Jackson** *Tutorpalooza: A Fast and Fun-filled Day of Tutor Training*, Jennifer Knecht Interim Director, CLE, South Texas College
44. **Knoxville** *Growing a Supplemental Instruction Program: A Campus-wide Perspective*, Johanna Dvorak, Director, Educational Support Services, University of Wisconsin-Milwaukee
45. **Memphis** *Academic Support for the Millennial Generation*, Joel McGee, Director, Texas A&M University
46. **Natchez** *How Jackson State Provides Tutoring 24/7*, MaryJane Bassett, Executive Director of Academic Assistance, Jackson State Community College
47. **Orpheum** *Pondering Equilibrium: Seeking Balance Through Alternative Tutoring Practices*, Chuckie Campbell, Instructor of English/Grad Student/ Tutor, Eastern Kentucky University/ University of Southern Mississippi
48. **Oxford** *Student Workshops that Work: Finding the Rhythm*, Mary Knasinski, Senior Student Services Coordinator, University of Wisconsin-Milwaukee
49. **St. Louis** *Developing an Effective One-Week Summer Bridge Program*, Lori DeConinck, Director, The Learning Center, Southern New Hampshire University



# CONCURRENT SESSION SCHEDULE

Concurrent Sessions 7

Friday, October 3

2:15 pm—3:30 pm

50. **Beale** *NCLCA Learning Center Leadership Certification*, Laura Choiniere Director, CAD, Roger Williams University
51. **Chattanooga** *Research Clinic: How to Conduct and Write a Research Proposal*, William White, Educational Leadership, Grambling State University
52. **Jackson** *Designing a Student-Centered Tutoring Program to Increase Student Persistence*, Jacqueline Gibson, Director, Lincoln University, PA
53. **Memphis** *SEAL Training: Service, Efficiency, Academics and Leadership*, Tacy Holiday, SEAL Training, Montgomery College
53. **Natchez** *Revisiting Your Core Purpose: How Nominate Your Center for the Outstanding Learning Center Award*, Alan Constant, Director, UT Learning Center, University of Texas at Austin
54. **Orpheum** *The Missing Piece: Permanent Elimination of Reading Problems*, Jan Swinton, Reading Teacher (Retired), Spokane Falls Community College
55. **Oxford** *Investors Wanted: Forging Vested Relationships with Academic Shareholders*, Lindley Workman Alyea, Assistant Director, Texas State University-San Marcos
56. **St. Louis** *The Power of Emotions and Inspiration: Contemporary Students and the Joy of Learning*, Sarah Baird, Assistant Director, Louisiana State University

# CONCURRENT SESSION SCHEDULE

**Concurrent Sessions 8**

**Friday, October 3**

**3:45 pm—4:45 pm**

57. **Beale** *How to Fund your Research and Practice: Submitting a Brenda Pfaehler Professional Development Grant Proposal*, Travis Ramage, Academic Advisor / STAR Program Coordinator, Aurora University
58. **Chattanooga** *Research Clinic: Continuing the Conversation*, William White, Educational Leadership, Grambling State University
59. **Jackson** *Constraints when Tutoring Students with Learning Disabilities*, Joseph Wiseman, Instructional Associate (English/Writing), Austin Community College
60. **Knoxville** *Tutoring the Next Generation: A Campus-Wide Program for the "Group" Generation*, Jennifer Phippen, Assistant Director of Academic Support Services, North Central College
61. **Memphis** *Beating the Odds: A Current and Future Look at University "Comprehensive" Support Programs*, Antoinette McConnell, Coordinator, Northeastern Illinois University
62. **Natchez** *The Learning Center Quartet: How to Get Four Tutoring Programs in Rhythm (and Under One Roof)*, Michael Ruwe, Learning Services Program Coordinator, University of North Carolina-Wilmington
63. **Orpheum** *The Role of Fluency in Preparing Students for COMPASS Assessments*, James Daniels, President, Confidence Building Software, Inc.
64. **Oxford** *What Does Academic Support Got to Do With It? Getting First-Year Students to Feel in Control of their Learning Starts in the Classroom*, Shayla Pruitt, Assistant Director, ASC, Berkeley College
65. **St. Louis** *Improving Teaching Effectiveness to Enhance Student Learning: "Teaching as Learning..Learning as Teaching"*, Jacqueline Gardner, AVP, Academic Support Services, Meharry Medical College

N C L C A



# SESSION THEMES AND DESCRIPTION

## Beale : Presentations by the NCLCA Board

### TH 10:00 AM – 11:15 PM

Jennifer Haley, Core Curriculum Tutoring Coordinator, Ball State University  
Jackie Harris, Study Strategies Coordinator, Ball State University  
Gary Ritz, Math Tutoring Coordinator, Ball State University  
David Reedy, Director, The Learning Center, Rhodes State College

The Rhythm of Reviewing: An Inter-Campus Peer Review Process for Learning Center Administrators

This presentation will describe the work completed by administrators of the learning centers at Ball State University, Indiana University Purdue University Fort Wayne, and Rhodes State College. The group created and applied a model of peer review to the learning centers at each institution. Attend this session to learn how we designed, applied, assessed, and refined this inter-campus peer review model.

### TH 11:30 AM – 12:30 PM

Sandi Crawford, NCLCA –Past President, Cuyahoga Community College

NCLCA Past President's Panel: Who is NCLCA and How to Get Involved in YOUR Association

The mission of the National College Learning Center Association (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. Participants who attend this session will learn about the history of NCLCA, from its infancy as the Midwest College Learning Association in 1985 to the evolution of the association into a national association with over 250 members, and hear about the strategic plan for continued growth and expansion. Participants will also learn about the many opportunities for involvement in NCLCA from serving on one of the many committees (e.g., Professional Development and Membership) to serving as a member of the Executive Board (e.g., Publications Officer, Recording Secretary, or Vice President). Come to the session and find out how you can get involved in YOUR association.

### TH 2:30 PM – 3:45 PM

Mark Walvoord, Assistant Director, University of Oklahoma  
Tammy Pratt, Director, University of Oklahoma

"I'll Be There" -- Costs and Benefits of Partnered Tutoring

Our Peer Learning Assistants (PLAs or tutors) work in course-, time-, and subject-specific centers located throughout campus. As a new program, we chose to pair up PLAs for each session. This allows several advantages to clients, PLAs, and our learning center administration.

### TH 4:00 PM – 5:00 PM

Linda Zilgme, Tutorial Coordinator, SUNY at Buffalo  
Lani Jendrowski, Academic Coordinator, SUNY at Buffalo

Academic Coaches: Improving the Game Plan.

Strategize for student success beyond the tutoring realm. Academic Coaches allow students to become more confident and pragmatic in balancing their busy lives. In a comfortable peer-to-peer setting, students can get the skills they need to become active players in their academic careers. Learn about what academic coaches do, how they are trained, and observe a simulated session.

# SESSION THEMES AND DESCRIPTION

## Beale : Presentations by the NCLCA Board, cont.

### FR 9:45 AM – 10:45 AM

David Caverly, Russ Hodges,

*A New Edition of the Handbook of College Reading and Strategy Research*

This session summarizes the research from the second edition of the *Handbook of College Reading and Study Strategy Research*. Presenters will give an overview of the second edition of this book, discuss conclusions and implications from their three chapters, answer questions, and interact with the audience.

### FR 11:00 AM – 12:00 PM

Kate Ranft, NCLCA President, The Joint Commission

Tutoring in the Corporate Setting: Adapting Tutoring Methods for a Corporate Professional Development Program

The Joint Commission, a not-for-profit corporation that accredits health care organizations, recently established a professional development center for its staff of over 1000 employees. Central to the center's offerings is The Fellows Program, a peer-to-peer learning experience that adapts current pedagogy to create a tutoring program without courses or texts.

### FR 2:15 PM – 3:30 PM

Laura Choiniere, Director, CAD, Roger Williams University  
Rae Maslana, Coordinator, Tutoring Services, College of DuPage

NCLCA Learning Center Leadership Certification (a Post-Con option)

Often learning assistance professionals come into the field through happenstance rather than intentional design. Learning Center Leadership Certification allows novice or highly-experienced individuals, from part-time faculty or staff to learning center directors, to acquire the credential, Certified Learning Center Professional.

### FR 3:45 PM – 4:45 PM

Travis Ramage, Academic Advisor / STAR Program Coordinator, Aurora University

How to Fund your Research and Practice: Submitting a Brenda Pfaehler Professional Development Grant Proposal

Each year the National College Learning Center Association awards the \$1000 Brenda Pfaehler Professional Development Grant to foster the professional growth of our members in their research, leadership, and/or curriculum innovation. This session will help participants develop ideas for research and provide them an outline for developing an award winning proposal. This is going to be a hands-on session, so be ready to roll up your sleeves and begin drafting a proposal for next year's award.

# SESSION THEMES AND DESCRIPTION

## Chattanooga: Learning Center Evaluation

### **TH 10:00 AM – 11:15 PM**

Laura Choiniere, Director, CAD, Roger Williams University  
Rae Maslana, Coordinator, Tutoring Services, College of DuPage

NCLCA Learning Center Leadership Certification

Often learning assistance professionals come into the field through happenstance rather than intentional design. Learning Center Leadership Certification allows novice or highly-experienced individuals, from part-time faculty or staff to learning center directors, to acquire the credential, Certified Learning Center Professional.

### **TH 11:30 AM – 12:30 PM**

Mary Oberhelman, Eastern US Consultant, Engineerica Systems

Optimizing & Automating Your Center Services and Data

AccuTrack by Engineerica Systems, Inc. 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 ! Easily report on specific groups of students! [www.AccuTrack.org](http://www.AccuTrack.org)

### **TH 2:30 PM – 3:45 PM**

Karen Agee, Reading & Learning Coordinator, University of Northern Iowa

The New CAS Standards for Learning Assistance Programs

The new Learning Assistance Program standards adopted by the Council for the Advancement of Standards in Higher Education (CAS) can improve the way we evaluate our centers. Let's review the new standards and guidelines and learning and development domains and together start crafting learning outcomes for our own students.

### **TH 4:00 PM – 5:00 PM**

Darla McCann, Director of Academic Support, Anoka Ramsey Community College  
Jan Pomeroy, Director of Academic Support, Anoka Ramsey Community College

The Black and White Keys of a Data Collection Plan

Accountability is a repeating melody in learning center assessment and evaluation. A trio encompassing program data, client data, and tutor performance data will be discussed. A key consideration will be how to simplify the collection process with home-grown electronic aids. The ultimate center symphony results in student retention and success!

# SESSION THEMES AND DESCRIPTION

## Chattanooga: Learning Center Evaluation, cont.

### **FR 9:45 AM – 10:45 AM**

Laura Saunders, Learning Resource and Assessment Center Director, Valparaiso University

Creative Methods of Assessing Learning Center Effectiveness

How do you show the success of your learning center programs, while avoiding the effects of other factors occurring in the same environment?

This session will outline a student-based assessment plan that focuses in on those students that have made significant use of the learning center services and how to measure their success.

### **FR 11:00 AM – 12:00 PM**

Sandra McGuire, Director, Center for Academic Success, Louisiana State University

The Extreme Academic Makeover Workshop Series: A Collaboration between LSU Student Government and the Center for Academic Success

The Center for Academic Success and Student Government at Louisiana State University provide workshops that discuss topics such as How to Balance Time and Ace Exams, and How to Face Finals with Confidence and Calm. This interactive session presents metacognitive strategies that excite students and motivate them to learn.

### **FR 2:15 PM – 3:30 PM**

William White, Educational Leadership, Grambling State University

Heidi Rosenberg, English, Aurora University

Research Clinic: How to Conduct and Write a Research Proposal

Learn how to develop an academic paper in learning assistance and present it at a professional conference as part of a panel.

### **FR 3:45 PM – 4:45 PM**

William White, Educational Leadership, Grambling State University

Heidi Rosenberg, English, Aurora University

Research Clinic: Continuing the Conversation

The presenters will help participants begin the process of identifying research topics and/or structuring participants' current research into a proposal that can be presented at a professional conference as part of a panel.

# SESSION THEMES AND DESCRIPTION

## Jackson: Tutor Training

### **TH 10:00 AM – 11:15 PM**

Esther Owens, Coordinator of SEEK Tutoring, John Jay College

Theoretical Underpinnings: The Foundation for Tutor Training Programs

This workshop will present a core of information that every tutor should know which powers the tutoring delivered, irrespective of the discipline tutored. Through an evaluation of tutors and their evaluation of the overall program, we have gone far in developing an effective training program. In the workshop, participants will become acquainted with theories about learning and tutor training, key strategies used in training, and given approaches to solving problems when these occur.

### **TH 11:30 AM – 12:30 PM**

Carole Basak, Associate Director, Academic Support Services, St. Norbert College

Tutor Practicum: An interactive tutor training that provides an alternative to role play

Peer tutors begin their tutoring experience confident of their understanding of the material but they are not always sure how to translate that into a successful tutoring experience. Experience a tutor practicum by discussing real situations and recognizing the myriad of issues that impact each tutoring relationship and exchanging strategies to deal with them increases the tutor's confidence and ability. Leave with a packet of material that can be adapted to your training needs.

### **TH 2:30 PM – 3:45 PM**

Janis Wilkins-Mash, Director, Learning Resource Center, Saint Joseph's University  
Kristen Goldberg, Coordinator of Supplemental Instruction, Saint Joseph's University

Beyond "Basic Training": Connecting Student Staff through an Annual In-Service

While specialized job training is necessary for tutors, Supplemental Instruction Leaders, and student office staff alike, all-staff training can prove invaluable. Come learn how an annual all-staff in-service training creates a feeling of connectedness among student staff members and how such training hones job skills which translate to the "real world."

### **TH 4:00 PM – 5:00 PM**

Thomas Gibson, Asst Director/Academic Coordinator, Queens College-CUNY  
Tracy Daraviras, Asst Professor/Tutoring Coordinator, Brooklyn College-CUNY

Soul Train-ing: Using Case Studies for Tutor Training

Do your tutors think they "know it all?" Well, make them prove it by engaging them in situational case studies that require them to think critically, work collaboratively, and support their findings and positions.

# SESSION THEMES AND DESCRIPTION

## Jackson: Tutor Training , cont.

### **FR 9:45 AM – 10:45 AM**

Karon Mathews, Executive Director, Student Learning Center, Texas A&M University  
Jane McGrath, Professor Emerita, Paradise Valley Community College  
Karen Agee, Reading and Learning Coordinator, University of Northern Iowa

CRLA and NCLCA: Assisting Your Professional Growth and Development

Conference participants unfamiliar with the College Reading and Learning Association (CRLA) will engage in conversation with the CRLA 2009 president-elect to discuss the CRLA mission, its membership, students served, program certifications, and the relationship between CRLA and NCLCA in CLADEA (Council of Learning Assistance and Developmental Associations).

### **FR 11:00 AM – 12:00 PM**

Jennifer Knecht, Interim Director:CLE, South Texas College  
Jamie Dutton Nelson, SI Coordinator, South Texas College

Tutorpalooza: A Fast and Fun-filled Day of Tutor Training

This session will acquaint tutoring professionals at all levels with a fun and beneficial training method. Come learn about our day-long, multi-session, conference-style approach which helps tutors prepare for the coming semester while also earning hours towards certification. Sessions vary from instructor-led, topic-specific workshops to interactive, game-style segments.

### **FR 2:15 PM – 3:30 PM**

Jacqueline Gibson, Director, Lincoln University

Designing a Student-Centered Tutoring Program to Increase Student Persistence

Tried everything to engage students? Looking for ways to increase student persistence? This presentation explores creating a student-centered program to increase student persistence and engage students in learning. We will explore benefits of the implementation of a vision/mission statement, tutor training program, collaborations with academic affairs, and a well-designed curriculum.

### **FR 3:45 PM – 4:45 PM**

Joseph Wiseman, Instructional Associate (English/Writing), Austin Community College

Constraints when Tutoring Students with Learning Disabilities

How can tutors best assist college students who have pronounced learning disabilities? In a perfect world, the answer is obvious: the same ways we would assist any students. But in our imperfect world, constraints can interfere. This roundtable discussion will allow real-world tutors to explain what works best for them.



# SESSION THEMES AND DESCRIPTION

## Knoxville: Tutoring / Supplemental Instruction

### **TH 10:00 AM – 11:15 PM**

Stephen Porter,

Publishing a Research Paper in a Peer-Reviewed Journal

#### **Summary**

TBA

### **TH 11:30 AM – 12:30 PM**

Jamie Dutton Nelson, Coordinator of Peer Learning, South Texas College

Making SI Work for Developmental Math Courses

Learn successful strategies for scheduling and promoting developmental math SI courses, selecting effective SI Leaders, increasing student success, and evaluating SI programs. Data will be presented on increased student success rates, increased participation, and effective strategies for tracking student performance.

### **TH 2:30 PM – 3:45 PM**

Kelly Corder, Developer, Redrock Software Corporation

Maximizing Center Resources with TutorTrac Software

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.

### **TH 4:00 PM – 5:00 PM**

Maureen Hurley, Assoc. Director, International Center for SI, University of Missouri-Kansas City

Recruiting and Training Supplemental Instructor (SI) Leaders

Selection and training of SI Leaders is challenging. This presentation provides interactive exercises that focus on criteria for good leader candidates, methods of recruiting and interviewing applicants, structures for creating initial and ongoing training workshops, and the importance of observing and debriefing sessions.

# SESSION THEMES AND DESCRIPTION

## Knoxville: Tutoring / Supplemental Instruction, cont.

### FR 9:45 AM – 10:45 AM

Dana L. Welch, Student Affairs Administrator, The University of Texas at Tyler  
SI Mentors and Interns, The University of Texas at Tyler

Swaying to the Rhythm in SI Sessions!

Using inexpensive activities that address various learning styles, our veteran SI leaders present ways to make sessions fun AND effective. The activities can be adapted to fit a variety of subjects and session sizes and also incorporate stations and snacks – proven methods that keep students on-task and coming back for more!

### FR 11:00 AM – 12:00 PM

Johanna Dvorak, Director, Educational Support Services, University of Wisconsin-Milwaukee

Growing a Supplemental Instruction Program: A Campus-wide Perspective

Like to grow your Supplemental Instruction Program? Find out how our Center was able to increase our SI offerings from five to 47 courses in four years.

Program management, staffing, evaluation, and student outcomes will be presented. SI, SI variations and tutoring will be compared.

### FR 2:15 PM – 3:30 PM

**Presenter(s):**

TBA

**Title**

TBA

**Summary**

TBA

### FR 3:45 PM – 4:45 PM

Jennifer Pippen, Assistant Director of Academic Support Services, North Central College

Tutoring the Next Generation: A Campus-Wide Program for the “Group” Generation

Do you struggle with connecting students with tutoring services? Having some practical methods to start programming, as well as ways for tutors to reach out to students, will increase the number of students attending tutoring sessions. In this session, you will learn some strategic ways to increase the number of students using tutoring services.

# SESSION THEMES AND DESCRIPTION

## Memphis: Learning Center Programs

### **TH 10:00 AM – 11:15 PM**

Elaine Richardson, Director, Academic Success Center, Clemson University

Finding Your Rhythm in Building Effective Learning Center Programs

This session will focus on the challenges and successes of providing academic support services at a 4 year public research university. We will review processes for establishing and expanding programs and evaluating their effectiveness. Participants will be encouraged to share their successes and lessons learned in this interactive presentation.

### **TH 11:30 AM – 12:30 PM**

Jadwiga Piper, Director, CAD, National-Louis University

Bridging the great divide: Bringing learning assistance to students 24/7

This presentation will focus on the delivery of learning assistance that is both convenient and accessible to students who may otherwise not obtain academic support services. An overview of online and in-class services and resources will be given, with emphasis on online services.

### **TH 2:30 PM – 3:45 PM**

Pamela Lau, Director, Center for Academic Success, Parkland College

Empowering Developmental Student Success: A Unique Integration of Learning Assistance and Student Development Services with Alternative Instructional Approaches

Parkland College's Center for Academic Success has moved beyond traditional tutoring services to include collaborative partnerships with faculty and academic program leaders in its programming. These academic support initiatives include faculty-led tutoring to modularization of developmental courses to "intrusive" advising. You will take away useful learner-centered ideas to empower student success.

### **TH 4:00 PM – 5:00 PM**

Erin Farrow, Assistant Director for Academic Skills, Student Success Center, University of North Carolina at Greensboro

The Importance of Incorporating Academic Skills in an Effective Learning Center

Academic Skills is an area that is not as wide-spread and popular as tutoring, yet it is equally important to developing a well-rounded, successful student. We will share what has worked, what has not worked and what we are working on for the future in terms of making UNCG's Learning Assistance Center one that offers many different strategies to make good students into great students.

# SESSION THEMES AND DESCRIPTION

## Memphis: Learning Center Programs, cont.

### **FR 9:45 AM – 10:45 AM**

Marilyn Webb, Coordinator of Tutoring and Accommodation Services, Tompkins Cortland Community College

Using a Strengths-Based Program to Enhance Engagement

In order to best meet the needs of students in our learning-centered, strengths-based college, my college has chosen to use StrengthsQuest, a strengths development program for college-age students developed by The Gallup Organization. This program gives all students the best chance of success by helping them to focus on their talents and strengths, rather than on their weaknesses. Use of a strengths-based lens for student and staff development has improved engagement of students and has led to more productive classroom interactions. Benefits include improved tutorial relationships, enhanced functioning of teams at all levels, increased motivation, and more!

### **FR 11:00 AM – 12:00 PM**

Joel McGee, Director, Texas A&M University

Academic Support for the Millennial Generation

The "Millennial Generation" began showing up on our campuses in the fall of 2000 and will be with us for another fifteen or more years. This session will discuss the impact this generation of students and their "helicopter" and "stealth fighter" parents will have on learning center programs.

### **FR 2:15 PM – 3:30 PM**

Tacy Holiday, SEAL Training, Montgomery College

SEAL Training: Service, Efficiency, Academics and Leadership

SEAL (Service, Efficiency, Academics, and Leadership) Training is loosely inspired by the Navy Seals and created to meet the needs staff and tutors involved in tutoring and homework lab services. This session provides a training overview, opportunity to sample parts of the training, and ideas for using SEAL Training.

### **FR 3:45 PM – 4:45 PM**

Antoinette McConnell, Coordinator, Northeastern Illinois University

Beating the Odds: A Current and Future Look at University 'Comprehensive' Support Programs

This presentation explores university and college 'comprehensive' programs that support the academic success of groups entering college in large numbers. Many are first-generation or from underserved communities. Participants will examine program service components, discuss best practices and formulate a future model based on current millennium student needs.

# SESSION THEMES AND DESCRIPTION

## Natchez: Professional Development / Research

### TH 10:00 AM – 11:15 PM

Christine Reichert, Director of Academic Services, Lourdes College  
Susan Shelangoskie, Assistant Professor of Language and Literature, Lourdes College

Eliminate the Blues: Publish 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.

### TH 11:30 AM – 12:30 PM

Yvette Giles, Assistant Director, Daytona Beach College

Managing an Award-Winning Academic Support Center: Building a Foundation on Faculty Support

Would you like to increase your faculty's participation in delivery and utilization of your learning support center's programs and services? This 60-minute session will explore best practices from the 2007 winner of the NCLCA/ Frank L. Christ Outstanding Learning Center Award for two-year colleges.

### TH 2:30 PM – 3:45 PM

Kate Ranft, The Joint Commission, Moderator

Call for Papers Presentation

Donna J. Gray, Trevecca Nazarene University (TNU)

*Learning Centers: Significant Places of Growth for Developmental Education Students*

Hypothesis: This paper will discuss both the "rhythms" and "blues" of TNU's academic support services (and the preliminary data) as they were purposefully integrated into the developmental education learning community.

Craig C. Curty, North Carolina A&T State University

*A Proactive Approach in Retaining International College Students: Promoting Institutional Support Services for Successful Adjustment*, Hypothesis: Subjects having access to a centralized support office for international students are retained in significantly higher numbers and persist to graduation.

### TH 4:00 PM – 5:00 PM

Lisa Philpott, CEO, AskOnline

Planning for an On-line Tutoring Implementation

More and more colleges and universities across the U.S. are providing online tutoring assistance to their students. By introducing online or "e-tutoring", traditional tutoring centers are enhancing the services that they provide to the students at their schools. This session will share strategies for a successful online tutoring implementation.

# SESSION THEMES AND DESCRIPTION

## Natchez: Professional Development / Research, cont.

### FR 9:45 AM – 10:45 AM

Elise Rhodes, Instructional Services Coordinator, Center for Academic Success, Clayton State University  
Mark Daddona, Director, Center for Academic Success, Clayton State University

The Rhythmic Sounds of Success: The Harmonious Relationship between a Learning Support Partnership Program and Student Retention

Designed to provide opportunities for greater academic success, The Learning Support Partnership Program is a collaborative effort between a state university and local two-year college. Students enroll in developmental mathematics and reading courses through the two-year college, but attend class at the university. This session will provide an overview of the program, university support activities, retention data, and interventions made available through the 2007 Brenda Pfaehler Professional Development Grant.

### FR 11:00 AM – 12:00 PM

MaryJane Bassett, Executive Director of Academic Assistance, Jackson State Community College  
Carolyn Linkous, Smarthinking

How Jackson State Provides Tutoring 24/7

The Academic Assistance Center at Jackson State Community College provides supplementary instructional materials and individual and group tutoring in most academic areas. A description of the college's tutoring program will include details of SMARTHINKING online tutoring services which supports JSCC's ability to offer tutoring 24/7, anytime, anywhere.

### FR 2:15 PM – 3:30 PM

Alan Constant, Director, UT-Learning Center, University of Texas at Austin

Revisiting Your Core Purpose: How Nominate Your Center for the Outstanding Learning Center Award

In this workshop, participants will learn about the procedure for nominating their learning centers for the NCLCA Frank Christ Outstanding Learning Center Award. More importantly, participants will discuss the elements that go into a successful nomination: clarifying mission, vision and values; focusing on professional development; and making the best use of resources to serve students.

### FR 3:45 PM – 4:45 PM

Michael Ruwe, Learning Services Program Coordinator, University of North Carolina Wilmington

The Learning Center Quartet: How to Get Four Tutoring Programs in Rhythm (and Under One Roof)

The University of North Carolina Wilmington's (UNCW) University Learning Center has evolved from four autonomous and (somewhat) unrelated tutoring programs into one cohesive group. This transition has not always been smooth, but through a steady vision, support from the administration, and a willingness to work together, we are finding our rhythm.

# SESSION THEMES AND DESCRIPTION

## Orpheum: Reading and Writing Development

### TH 10:00 AM – 11:15 PM

Guixia Yin, Assistant Professor of English, Bunker Hill Community College

Honing Mechanical Skills along with Organization Skills in Writing – Activities in and out of Class

The presenter will demonstrate in-class and out-of-class activities that improve students' mechanical skill in writing and help them bridge mechanical and organization skills.

### TH 11:30 AM – 12:30 PM

Heidi Rosenberg, Assistant Director of the Center of Teaching & Learning and Assistant Professor of English, Aurora University

Eric Schwarze, Director of the Center for Teaching and Learning, Aurora University

Writing for Success: Writing Across the Curriculum and The Center for Teaching & Learning

While Writing Across the Curriculum (WAC) programs are prevalent in colleges and universities across the country, most of these programs are located in and run by a college or university's English department. Aurora University's courses are offered in our Writing for Success Program (WSP) as part of the university's general education program and facilitated by The Center for Teaching & Learning. This session will share the decisions behind the housing of the program in the general education program and how those decisions have helped the program encourage better academic writing as well as the challenges by the unique housing of the program.

### TH 2:30 PM – 3:45 PM

Nanette Hatzes, Director of the Learning Center, Shippensburg University

Assessing learning outcomes in the Learning Center: Moving beyond usage and student satisfaction surveys

With diminishing budgets and increasing numbers of at-risk students enrolling at our institutions, Learning Centers are under increasing pressures to demonstrate the "value added" of their programs and services. This presentation will present a model that moves beyond usage and customer satisfaction to the assessment of meaningful, realistic learning outcomes.

### TH 4:00 PM – 5:00 PM

Jackie Harris, Study Strategies and Writing Coordinator, Ball State University  
Larry Markle, Director of Disabled Student Development, Ball State University  
Taiping Ho, Professor, Criminal Justice Department, Ball State University

Implementing a Faculty Mentorship Program for Students with Disabilities

Realizing that faculty engagement and advising are critical components in the success and retention of students, the Faculty Mentorship Program (FMP) was created to connect students with disabilities with a faculty mentor. The presenters will discuss the creation of the FMP, implementation steps, data, and suggestions for starting a program

# SESSION THEMES AND DESCRIPTION

## Orpheum: Reading and Writing Development, cont.

### FR 9:45 AM – 10:45 AM

Diana Bell, Director, Academic Resource Center, University of Alabama in Huntsville

Blues in the Learning Center: Understanding and Implementing Tutoring Strategies

The goal of this interactive presentation is to discuss effective ways to teach grammar in tutorial settings and will be guided by the following plan:

- Defining Grammar
- The Grammar “Problem” and the Myth of Transience
- Misinformed Solutions
- Dispelling the Myth and Research in Grammar Instruction
- Effective Tutoring Strategies

### FR 11:00 AM – 12:00 PM

Chuckie Campbell, Instructor of English/Grad Student/ Tutor, Eastern Kentucky University/ University of Southern Mississippi

Sam Meyer, Past WC Director/Tutor, Eastern Kentucky University

Pondering Equilibrium: Seeking Balance Through Alternative Tutoring Practices

This session focuses on the balance of directive and non-directive tutoring techniques for the empowerment of writing center tutors. Within the context of past techniques and theoretical discussions, the uses and ramifications of an experimental technique, scribing, are discussed.

### FR 2:15 PM – 3:30 PM

Jan Swinton, Reading Teacher (Retired), Spokane Falls Community College  
Dee Tadlock, Director of Research and Development, Read Right Systems

The Missing Piece: Permanent Elimination of Reading Problems

Students often struggle to get literal information from text. These students will have difficulty succeeding in college reading classes designed to develop critical thinking and other information processing skills. Learn about a constructivist intervention that quickly empowers students to understand text and thus prepares them for success in these and other courses.

### FR 3:45 PM – 4:45 PM

James Daniels, President, Confidence Building Software, Inc.  
Dr. Richard Hitchcock, Georgia Perimeter College.

The Role of Fluency in Preparing Students for COMPASS Assessments

Fluency is a key ingredient in all successful performances. Its role is recognized in such diverse areas as athletics, music, chess competitions, and surgery. Performance on skills assessments, such as COMPASS in Reading, English, and Math, can be improved through the use of fluency development techniques.



# SESSION THEMES AND DESCRIPTION

## Oxford: Learning Center Management

### **TH 10:00 AM – 11:15 PM**

Michael Dickinson, Director, Ballotti Learning Center, Suffolk University

A Chorus of Ideas for Managing a Successful Learning Center

In this interactive workshop, the presenter's notes of lessons learned as the director of two learning centers will serve as the prelude to a chorus of ideas as participants exchange strategies and resources for managing a successful learning center. Topics will include marketing, faculty relations, staff development, and program evaluation.

### **TH 11:30 AM – 12:30 PM**

Michael Ruwe, Learning Services Program Coordinator, University of North Carolina Wilmington

"The Deepest Blue: Learning Center Emergency Preparation"

There is no way to prevent an emergency situation from happening; however, we can at least try to anticipate the best actions to take if it does occur. Tutors need to be trained for emergency situations for several reasons: Learning Center faculty and staff will not always be present; tutees often look to the tutor for guidance; thinking about possible scenarios is better than no forethought at all.

### **TH 2:30 PM – 3:45 PM**

Jack Trammell, Director of DSS/Professor Sociology, Randolph-Macon College  
Jenny Bruce, Director of Instruction/Professor Education, Randolph-Macon College

Utilizing Multiple Interlocking Learning Communities to Form a Center for Teaching and Learning--Hit the Right Notes

Is your learning center underfunded? Understaffed? Underappreciated? or Overwhelmed? The adoption of a CTL (Center for Teaching Learning) framework, utilizing preexisting learning communities, can mitigate all of these challenges. A case study from Randolph-Macon College will serve as an illustration.

### **TH 4:00 PM – 5:00 PM**

Glynn Mathis, Director, Academic Resource Center (ARC), Texas Wesleyan University

A Different Rhythm to Overcome Academic Blues

Students, especially new students, on some university campuses are bewildered (have the "blues") by the complexity of trying to learn the "system," or know where to go to get the answers to their questions. Consequently they dance (out of rhythm) all over the campus when trying to get those answers, thus increasing an already high level of anxiety and frustration. Having one central location where students can go to find assistance helps tremendously.

# SESSION THEMES AND DESCRIPTION

## Oxford: Learning Center Management, cont.

### FR 9:45 AM – 10:45 AM

Susan Smith, Learning Center Director, Rose-Hulman Institute of Technology

The Rhythms and Occasional Blues of Employee Performance Appraisals

The employee performance appraisal process is viewed by some as a complex and burdensome task. However, if structured properly, the process can serve a number of important purposes for both the employee and the supervisor, ranging from providing feedback on work performance and accomplishments to recognizing opportunities for planning professional development seminars for employees. This interactive session will discuss the employee appraisal process for professional staff and student peer tutors. Participants will review and discuss sample employee situations and consider what strategies to implement.

### FR 11:00 AM – 12:00 PM

Mary Knasinski, Senior Student Services Coordinator, University of Wisconsin-Milwaukee

Student Workshops that Work: Finding the Rhythm

The Tutoring Center at UW-Milwaukee is offering student skills workshops to the campus population. These can be a valuable way of bringing students into the center and helping them feel connected. But workshop topics, times, publicity and methods need to be carefully planned to ensure student attendance and success.

### FR 2:15 PM – 3:30 PM

Lindley Workman Alyea, Assistant Director, Texas State University-San Marcos

Katy Lee Kemp, Learning Specialist, University of North Texas - Health Science Center

Investors Wanted: Forging Vested Relationships with Academic Shareholders

As higher education practitioners, we often wish our colleagues were better invested in our programs. This interactive session will help learning center management, program administrators, and SI Leaders and tutors discover simple, inexpensive techniques for creating a sense of investment within their organization and across the campus community.

### FR 3:45 PM – 4:45 PM

Shayla Pruitt, Assistant Director, ASC, Berkeley College (NY)

Loren Kleinman, Assistant Director, ASC, Berkeley College (NJ)

What Does Academic Support Got to Do With It? Getting first-year students to feel in control of their learning starts in the classroom

To prepare first-year students for the demands of higher education, Berkeley College's ASC develops programming focusing on first-year student retention. We organize course-specific in-class workshops on soft skills including time management, study skills, ASC orientation and evaluation, embedded tutoring, and the tutorial request process.

# SESSION THEMES AND DESCRIPTION

## St. Louis: At-Risk / First-Year Student Programming

### TH 10:00 AM – 11:15 PM

Patricia Collins, Director, Learning Support Services, The University of Akron Wayne College

Linking Student Learning and Study Skills' Outcomes to Intervention Strategies that Enhance Student Development

Are your students aware of their learning and study strategies' strengths and weaknesses? This session demonstrates how the Learning and Study Strategies Inventory (LASSI) can be both diagnostic and prescriptive in improving student success. Discussion will focus on three intervention models developed for at-risk student populations.

### TH 11:30 AM – 12:30 PM

Karen Goode-Bartholomew, Director/Academic Support Services, St. Norbert College

Establish the Rhythm-Avoid the Blues: Programs for At-Risk Freshmen

Not all students enter college with a background that positions them for success in college. These at-risk students enter with different needs. Two programs have been designed to offer freshmen the opportunity to learn and practice academic habits associated with success in college. It is an opportunity given to students who know they can do more, desire a challenging program of skill development, want an invitation to academic excellence and are ready to immerse themselves in an academic experience designed to encourage success.

### TH 2:30 PM – 3:45 PM

Dorie AuCoin, M.Ed., Assistant Director, Academic Achievement Center, Bridgewater State College

Using Student Blues to Create Academic Rhythms: How Innovative Collaborations Between Faculty and Learning Center Administrators Built Model, Credit-Bearing, First-Year Courses With Embedded Support for At-Risk Students

This session explores the challenges and rewards of sustaining a centralized learning assistance program for academically at-risk, first-year students that is credit-bearing and part of the full curriculum. Discussion will focus on the administrative and faculty collaborations and strategies that support this model and which have generated positive student outcomes.

### TH 4:00 PM – 5:00 PM

Mark May, Dean, Retention and Student Success

Marcia Bouyea-Hamlet, Evening Services Coordinator, Clayton State University

Probation, Suspension, and Dismissal: Striking New Chords to Avoid the Academic Blues

Does your campus have a high percentage of students who are not in good academic standing? Attend this presentation to learn about and discuss policy changes, research, and interventions for students who not in good academic standing or are readmitted.

# SESSION THEMES AND DESCRIPTION

## St. Louis: At-Risk / First-Year Student Programming, cont.

### FR 9:45 AM – 10:45 AM

Tamara Bowden, Director of Tutoring Services, Auburn University  
Elizabeth (Liza) Mueller, Director of Academic Coaching and Counseling, Auburn University

Students in Academic Difficulty: Curing the Student Blues

Of course the "Blues" is a genre of music, but it also refers to the mood of our at-risk students. In this session you will learn about three programs at Auburn University that help to retain our students: Study Smart; the Cater Center for Academic & Career Excellence; and A-Team.

### FR 11:00 AM – 12:00 PM

Lori DeConinck, Director/The Learning Center, Southern New Hampshire University  
Chad Detjen, Peer Mentoring Coordinator, Southern New Hampshire University

Developing an Effective 1-Week Summer Bridge Program

Come brainstorm with us as we take you through the process of developing an effective 1-week summer bridge program! We welcome the opportunity to share our experience with you. Participants will leave with an array of ideas applicable to their own institutions, as well as information on recommendations and pitfalls.

### FR 2:15 PM – 3:30 PM

Sarah Baird, Assistant Director, Louisiana State University

The Power of Emotions and Inspiration: Contemporary Students and the Joy of Learning

Recent cognitive science research is affirming what we already know about the power of the affective domain; emotions, attitudes, and interest have significant influence on the learning experience. What does this mean for the college student? How can we capitalize on this knowledge to transform the student learning experience? What specific learning strategies can contribute to helping students reignite (or experience for the first time) the love of learning?

### FR 3:45 PM – 4:45 PM

Jacqueline Gardner, AVP Academic Support Services, Meharry Medical College  
Pamela Rucker, Educational Skill Specialist, Meharry Medical College

Improving Teaching Effectiveness to Enhance Student Learning: Teaching as Learning...Learning as Teaching

This presentation is intended to demonstrate that through the combination of institutional expertise in strategically identifiable areas from across all disciplines, students who are academically diverse based on undergraduate performance and other non-cognitive characteristics have achieved success in Medical, Dental and Graduate Studies and Research.

# KEYNOTE SPEAKERS



October 2, Thursday at 8:50 a.m. :

## ***The Rhythm and Blues of Research & Publishing for Learning Center Professionals***

Research and publishing are critical activities for learning center administrators and staff. These activities make a difference in how the academic world perceives learning centers, its administrators and staff. In this keynote, Frank Christ, a well published author of material relevant to learning centers, discusses the rhythm of publishing and the blues of authorship to argue that learning assistance would be elevated to a respectable academic role when more learning center professionals research and publish.



October 3, Friday at 12:15 p.m.:

## ***Hot Licks in the Rhythm and Blues of Researching and Publishing***

Each year I write several columns named TechTalk in the *Journal of Developmental Education*. I enjoy writing as it allows me to communicate what I have learned through writing much like I do orally in teaching. In this short talk, I'll model how I use technology to explore an idea, find research to support integration, organize the article into an outline, and convert it to connected prose with references. Come hear how you can too.

# AWARDS BANQUET

<p style="text-align: center;"><b>Frank Christ/NCLCA Outstanding Learning Center Awards</b></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 style="text-align: center;"><b>Student Learning Center Texas A&amp;M University Karon Mathews, Director</b></p>
<p style="text-align: center;"><b>Brenda Pfaehler Professional Development Grant</b></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 style="text-align: center;"><b>Marion Kane Lake Sumter Community College</b></p> <p style="text-align: center;"><b>Preparing the Non- Traditional Student for College: A Workshop</b></p>
<p style="text-align: center;"><b>Julia Visor Graduate Student Conference Proposal Award</b></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 style="text-align: center;"><b>Charles "Chuckie" Campbell and Sam Meyer Eastern Kentucky University</b></p> <p style="text-align: center;"><b>Pondering Equilibrium: Seek- ing Balance Through Alterna- tive Tutoring Practices</b></p>

# NCLCA LIFETIME ACHIEVEMENT AWARD

## Charlotte Short



Charlotte Short exemplifies the characteristics of someone deserving NCLCA's Lifetime Achievement Award. From the beginning of her career as a mathematics teacher in the Kenosha Unified Schools to the culmination of her career as the Learning Assistance Coordinator at University of Wisconsin Parkside, Charlotte has fostered academic success for thousands of students.

She received her undergraduate degree in mathematics and English from a small Minnesota women's college and a MA in Developmental Education from National-Louis University in Chicago, IL. In her early career, she was active with leadership in educational youth activities like 4-H and scouting. She served as a regional officer of what was then called Extension Homemakers and was a board member of the Kenosha Literacy Council.

In addition to teaching, Charlotte was actively involved in research and investigated success rates for targeted classes, the impact of required attendance, appropriate placement scores, and the retention of students who take one or more developmental skills classes. Her article, "Strong Success in Developmental Algebra: Implications for Retention and Success in General Studies" was published in *Research in Developmental Education* in 1966.

The University of Wisconsin Parkside was the birth-site of the Midwest College Learning Center Association, now NCLCA. In the spirit of the early founders like Carol Cashen, Jonnie Dvorak, Jan Norton, Doris Nice, and others, Charlotte continued the legacy using a vision to oversee the development of the organization. Charlotte first began serving on the NCLCA Executive Board in the mid 1990s. During the late 1990s, the organization went through significant changes and moved from the Midwest College Learning Center Association to the National College Learning Center. Charlotte's calm leadership skills and sense of direction were appreciated by all during this time of reorganization. She helped create the healthy new organization we see today. During her presidential year, 2000-2001, she served on ACDEA and helped rewrite the documentation qualifications for ACDEA Fellows. She represented NCLCA at National-Louis for the opening ceremonies of Martha Maxwell's archives. In further contribution to NCLCA, she co-chaired the Summer Institute by hosting it in 2001, 2003, and 2005 at Parkside. The Summer Institutes were very valuable to all who attended and many of the current officers in NCLCA were formerly SI participants during these years. Most recently, she was a reviewer/evaluator for NCLCA certification.

Charlotte retired during the summer of 2008. She enjoys traveling and has toured Egypt, Ireland, Hawaii, and the Maritime Provinces. She and her husband, Charles, have 3 sons and 2 grandchildren. NCLCA sends her the very best wishes in all her future endeavors. We know she will continue to have a positive influence on all who enter her life in the future.

# SCHOLARSHIP RAFFLES

## Help Support Professional Development

NCLCA has a long-standing tradition of supporting the professional development of learning center administrators. The Brenda Pfaehler 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](http://www.nclca.org).

The following raffles will be held during the conference to help support our scholarship efforts. The Raffle Table will be in the Welcome room which is Ballroom 1 (also the registration area) as well as at various other events. .

This gift basket includes a variety of items designed to welcome you to the state of Tennessee and the city of Memphis. The ticket will be drawn at the Welcome Reception.

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. This will be awarded at lunch on Friday







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# EXHIBITORS

## **AccuTrack by Engineerica**

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Suite #117  
Winter Park, FL 32792  
Email: mary@accutrack.org  
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*With AccuTrack© you can instantly eliminate sign in sheets and appointment schedule confusion. Web appointment scheduling keeps your data safe behind your college security! Justify your center to management with instant reports & charts for grant funding.*

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## **Carnegie Learning, Inc.**

Ashley Weight  
Frick Building  
20th Floor  
437 Grant Street  
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*Carnegie Learning is a leading publisher of secondary and postsecondary math curricula software and text solutions that are helping all students everywhere to learn math .*

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Bob Khouri  
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608-849-2424  
video@modumath.org

*ModuMath's interactive video courseware has proven effective with hard-to-serve adult students as an individualized, self-paced alternative course and a supplemental resource. Real-life examples throughout the math and algebra tutorials accommodate both visual and experiential learners. Request a CD preview and an on-campus demonstration.*

## **Read Right Systems, Inc.**

Dee Tadlock/Jan Swinton (360) 427-9440  
310 W. Birch St.  
Shelton, WA 98584  
www.readright.org  
deet@readright.com

*Read Right, a breakthrough reading methodology with an impressive track-record, eliminates student reading problems must faster than other available programs*

# EXHIBITORS

## **Smarthinking**

Kristin O'Bannon

*SMARTHINKING provides people and technology to help institutions offer students outstanding academic support to increase student achievement and enhance learning. SMARTHINKING connects students to E-structor®-Certified tutors anytime, from any Internet connection, 24/7. Live, on-demand academic support is available in mathematics, writing, science, business, and Spanish and via the Online Writing Lab. [www.smarthinking.com](http://www.smarthinking.com)*

## **Townsend Press**

George Henry  
439 Kelley Drive  
West Berlin, NJ 08091  
[www.townsendpress.com](http://www.townsendpress.com)  
Fax: (800) 225-8894

*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.*

## **TutorTrac: Redrock Software Inc.**

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Web: [www.tutortrac.com](http://www.tutortrac.com)

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## **WC Online: The RiCH Company**

Evan Olson (414) 321-9700  
3238 S. 92nd St.  
Milwaukee, WI 53227  
Email: [support@therichco.com](mailto:support@therichco.com)  
Web: [www.therichco.com/wconline/](http://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.*

# EXHIBITORS

---

## **ATP: Association for the Tutoring Profession**

Jack Truschel

Web: [atp.jsu.edu/index.html](http://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.*

---

## **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](http://www.crla.net)

Email: [tbarnes@randolphcollege.edu](mailto: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

Phone: (269) 782-1000

Fax: (269) 782-1331

Web: [www.nade.net](http://www.nade.net)

Email: [mhay@swmich.edu](mailto: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.*

---

## **National Center for Developmental Education**

Appalachian State University

Reich College of Education

ASU Box 32098

Boone, North Carolina 28608-2098

Phone (828) 262-3057

Fax (828) 262-7183

Web: [www.ncde.appstate.edu](http://www.ncde.appstate.edu)

*The National Center for Developmental Education (NCDE) provides instruction, training programs, research, and other services consistent with the purpose of developmental education and the missions of Appalachian State University and the Reich College of Education. These services are provided to a national audience of professionals dedicated to serving underprepared and disadvantaged college students.*

# 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.**



# NCLCA EXECUTIVE BOARD, 2007-2008



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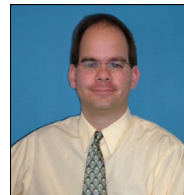
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Grant Collins  
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*National  
College  
Learning  
Center  
Association*



# NCLCA PRESIDENTIAL YEARBOOK



**Carol  
Cashen**  
1986-1987



**Sandra  
Burmeister**  
1987-1988



**Martha  
Casazza**  
1988-1989



**Carol  
Eckermann**  
1989-1990



**Nancy  
Bornstein**  
1990-1991



**Brenda  
Pfaehler**  
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



**David  
Reedy**  
2008-2009



# 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**  
*The Journal of the National College Learning Center Association*

**Letter from the Editors**  
Jeanne L. Higbee and Irene M. Duranczyk ..... 3

**Articles**  
International Students in a Learning Center: Self-Perceptions of Their EFL and ESL Preparation for Academic Writing in the U.S.  
Carol Schein ..... 5  
Supplemental Instruction and Noncognitive Factors: Self-Efficacy, Outcome Expectations, and Effort Regulation  
Tabitha Crer ..... 17  
Effect of Relational Communication Training for Tutors on Tutee Course Grades  
Scott A. Chastack and Sharon Paterson McGuire ..... 29  
**Join the Conversation**  
Dealing With Student Errors: A Postexamination Report on Student Learning  
Suzanne S. Austin and Eleanor Logrip ..... 41

**Book Reviews**  
Whose Coast? Whose Aspirations? Learning to Teach Underprepared Writers Across the Curriculum by Fishman and McCarthy  
Reviewed by Colin Irvine ..... 57  
Teaching Developmental Reading: Historical, Theoretical, and Practical Background Readings by Stahl and Boylan  
Reviewed by Joan E. Dillon ..... 63  
**Publication Guidelines** ..... 69  
**NCLCA Membership Information** ..... 73

ISSN 1087-0059 | Volume 9 | Number 2 | Fall 2004

## The NCLCA Newsletter

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

**Summer 2008**  
National College Learning Center Association  
**NCLCA newsletter**  
**Memphis 08**  
NCLCA Conference  
The Rhythm & Blues of Research and Practice  
October 2 & 3

Dedicated to Supporting Learning Center Professionals

This Issue

2008 Conference	1
From the President's Desk	2
Campus Visit	4
Student Spotlight	5
NCLCA Institute	7
Calendar	8
Executive Board	9

September 12 is the early registration deadline for the 32nd annual NCLCA conference in Memphis. This year, in addition to over 70 sessions from reports in the field, there are also many activities that will make your experience at the conference not only instructional, but memorable.

**Rooftop Welcome Reception** (10:1-5:30-7:30 p.m.)—Enjoy the lights of Memphis from the rooftop patio of the beautiful Memphis Marriott while you network with others. There will also be southern cuisine, door prizes and live music provided by the University of Memphis.

**Hospitality Suite** (10:1-2, 8:00-10:00 p.m.)—Relax with friends new and old.

**Awards Banquet** (10:2, 12:45-2:15 p.m.)—Enjoy a meal together and celebrate the accomplishments of others in the field. Come hear how you can also be recognized or identify those you know who are deserving of recognition. Learn more about the NCLCA Institute with its Karen Quinn Scholarship, Julie Neer Glasslake Student Conference Proposal Award, Brenda Phares Research Grant Award, NCLCALSCHE Web Site Awards, and Frank L. Cretz Outstanding Learning Center Awards.

Cont. on page 2

NCLCA.ORG

**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.

# NCLCA PUBLICATIONS

## 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.edu](http://www.nclca.org/guidelinesforsubmissions.htm.edu).

# CONFERENCE COMMITTEE

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Tacy.Holliday@montgomerycollege.edu

**Co-Chair**  
**David Reedy**

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Rhonda Carroll, Ray Lagesse

**Conference Committee Members:**  
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## PAST CONFERENCE THEMES AND LOCATIONS

2007	Learning Centers by Design	Atlanta, GA
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	Evanston, IL
1994	Ways of Knowing	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

## THE FUTURE

2009	Denver, CO
2010	Indianapolis, IN

# NCLCA GLOSSARY

Term	Definition
<b>ACDEA</b>	<b>American Council of Developmental Education Associations:</b> 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.
<b>ATP</b>	<b>Association for the Tutoring Profession:</b> < <a href="http://www.jsu.edu/depart/edprof/atp/">www.jsu.edu/depart/edprof/atp/</a> > Their mission is to provide a communication platform linking tutors, tutor coordinators, and administrators who are committed to the development of the independent learner.
<b>Awards Banquet</b>	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.
<b>Blue Ribbon Commission</b>	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.
<b>Board Meeting</b>	NCLCA Executive Board meetings take place once per month via teleconference, online, or in person. The board also meets at the annual conference.
<b>Breakfast</b>	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.
<b>Brenda Pfaehler Professional Development Grant</b>	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.
<b>Concurrent Sessions</b>	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.
<b>CRLA</b>	<b>College Reading and Learning Association:</b> < <a href="http://www.crla.net">www.crla.net</a> > 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.
<b>Exhibits</b>	Each year at the conference, various organizations and businesses will bring materials and resources to share with conference attendees. Please browse the exhibits!
<b>Frank Christ Outstanding Learning Center Award</b>	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.
<b>Hospitality Room</b>	Join other conference attendees in a relaxing, informal environment in which to visit and snack!
<b>CC Luncheon (Continuing the Conversation)</b>	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.
<b>IWCA</b>	<b>International Writing Centers Association:</b> < <a href="http://writingcenters.org">writingcenters.org</a> > This organization was founded to foster communication among writing centers and to provide a forum for concerns.
<b>Julia Visor Graduate Student Award</b>	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.
<b>Keynote Speakers</b>	Outstanding professionals in the education field are invited to speak at the Plenary Session and the Awards Banquet.

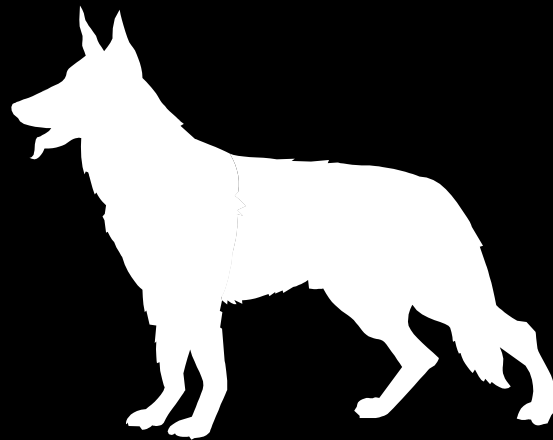
# CHEAT SHEET FOR NEWCOMERS

Term	Definition
<b>Learning Support Center Website Awards</b>	Co-sponsored by NCLCA and LSCHE, these awards honor learning support centers who have developed outstanding websites.
<b>Lifetime Achievement Award</b>	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.
<b>LSCHE</b>	<b>Learning Support Centers in Higher Education:</b> < <a href="http://www.pvc.maricopa.edu/~lsche/">www.pvc.maricopa.edu/~lsche/</a> > On this web portal, you can review the history of learning support centers in higher education along with relevant definitions of learning assistance.
<b>LCE</b>	<b>Learning Center Exchange:</b> Online newsletter co-sponsored by NCLCA and AccuTrack. Visit < <a href="http://www.learningassistance.com">www.learningassistance.com</a> >
<b>Members' Breakfast</b>	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!
<b>NADE</b>	<b>National Association for Developmental Education:</b> < <a href="http://www.nade.net">www.nade.net</a> > 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.
<b>NCDE</b>	<b>National Center for Developmental Education:</b> < <a href="http://www.ncde.appstate.edu">www.ncde.appstate.edu</a> > Their mission is to improve the quality of practice in the field of developmental education
<b>NCLCA</b>	<b>National College Learning Center Association:</b> < <a href="http://www.nclca.org">www.nclca.org</a> > 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.
<b>Newsletter</b>	An official publication of NCLCA, the newsletter is issued 3-4 times per year and includes many informational articles and features.
<b>Night on the Town</b>	Options for group dining and entertainment will be available.
<b>NTA</b>	<b>National Tutor Association:</b> < <a href="http://www.ntatutor.org">www.ntatutor.org</a> > Their mission is to foster the advancement of tutoring to enhance student academics.
<b>Panel Discussion</b>	This type of Concurrent Session features the presenters sharing information and materials with the audience.
<b>Plenary Session</b>	This session includes the Conference Welcome, Updates, and a Keynote Speaker.
<b>Pre and Post-Conference Institutes</b>	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.
<b>Registration</b>	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.
<b>Round-table</b>	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

<b>Term</b>	<b>Definition</b>
<b>Share Table</b>	There will be a table designated as the “share table” in which anyone can share materials, brochures, publications, etc. with all conference attendees.
<b>Shuttle Service</b>	Airports and/or hotels usually provide a shuttle service to and from the airport for a fee.
<b>TLAR</b>	<b>The Learning Assistance Review:</b> scholarly refereed journal and an official publication of NCLCA.
<b>Welcome Reception</b>	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.
<b>Workshop</b>	This type of Concurrent Session provides a hands-on activity for the participants.

# Beware of NCLCA Institute



It could change your life  
July 2009

N C L C A





# Notes

# Notes

# Notes



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