



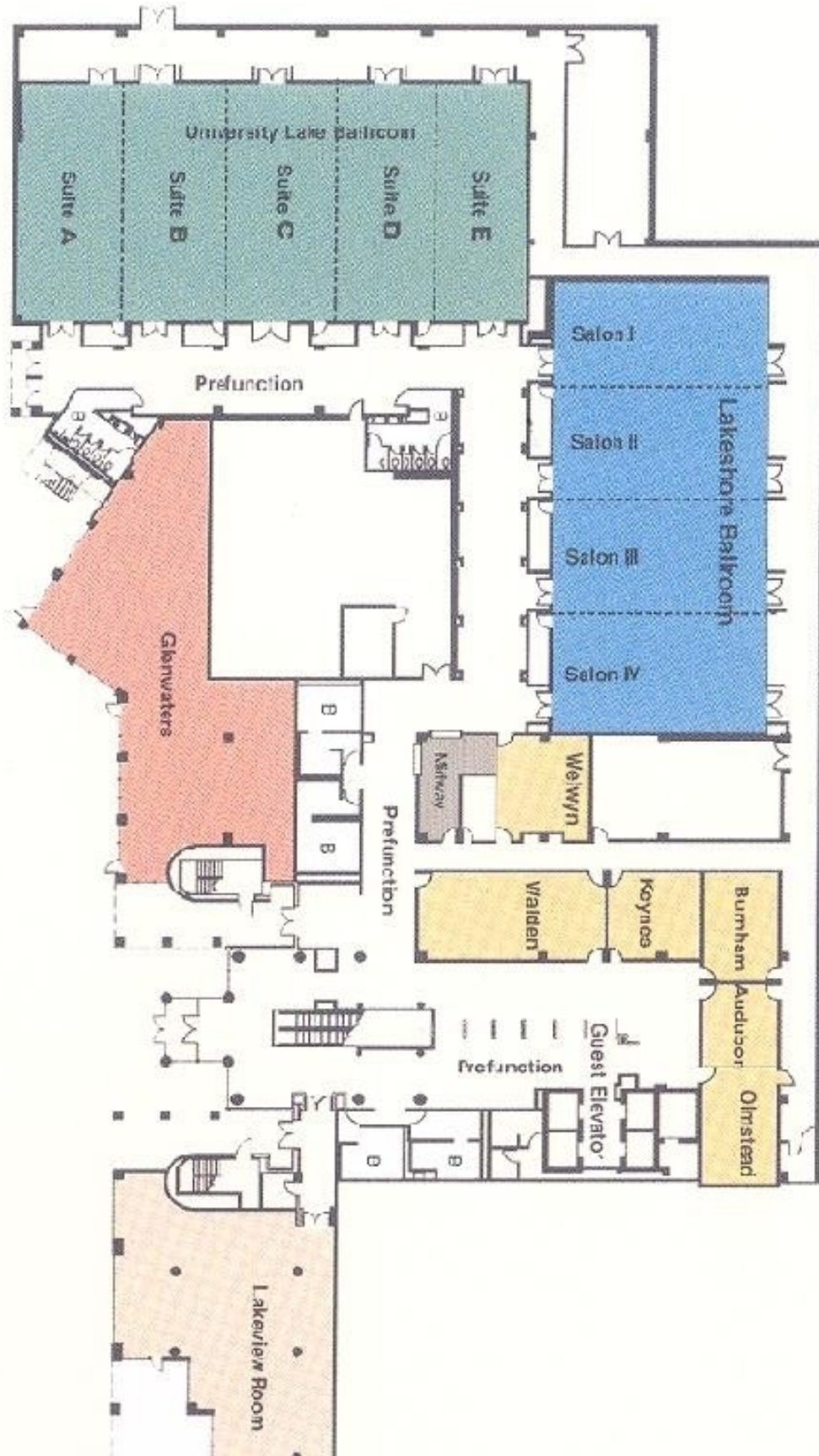
***RACING TO  
STUDENT EXCELLENCE  
NCLCA 2010***



**September 29 - October 2  
Hilton Charlotte  
University Place  
Charlotte, North Carolina**



# HOTEL MAP



# CONFERENCE SCHEDULE

## Wednesday, September 29

|                    |                                       |                                 |
|--------------------|---------------------------------------|---------------------------------|
| 8:00 am - 9:00 am  | Continental Breakfast                 | Lakeshore Ballroom I            |
| 9:00 am - 12:00 pm | Pre-Conference Institutes A and B     | Lakeshore Ballroom III, IV      |
| 12:00 pm - 2:00 pm | Lunch on your own                     |                                 |
| 2:00 pm - 5:00 pm  | Pre-Conference Institutes C, D, and E | Lakeshore Ballroom II - IV      |
| 2:00 pm - 5:00 pm  | UNCC Learning Center Tours            | Meet at NCLCA Registration Desk |
| 5:30 pm - 6:00 pm  | Newcomers Reception                   | Lakeview Room                   |
| 6:00 pm - 7:30 pm  | Welcome Reception                     | Lakeview Room                   |
| 8:00 pm - 10:00 pm | NCLCA Hospitality Suite               | Harris Room                     |

## Thursday, September 30

|                     |  |                              |
|---------------------|--|------------------------------|
| 7:30 am - 8:30 am   | Continental Breakfast  | University Ballroom A - D    |
| 8:30 am - 9:50 am   | Welcome, Presidential Address, Plenary Keynote: Mr. Marcus Engel                   | University Ballroom A - D    |
| 10:00 am - 6:30 pm  | Exhibit Hall Open  | University Ballroom E        |
| 10:05 am - 11:05 am | Concurrent Session 1   | See pages 18 & 19            |
| 11:20 am - 12:20 pm | Concurrent Session 2   | See pages 19 & 20            |
| 12:30 pm - 1:45 pm  | Awards Banquet   | University Ballroom A - D    |
| 2:00 pm - 3:15 pm   | Concurrent Session 3   | See pages 20 & 21            |
| 3:30 pm - 4:30 pm   | Concurrent Session 4   | See page 22                  |
| 4:30pm - 5:30 pm    | Poster Session /Conversations with Christine (TLAR)/ Q&A with Rae and Laura (LCLC) | Glenwaters Room              |
| 5:30 pm - 6:30 pm   | Exhibit Grand Opening / Cash Bar Reception   | University Ballroom E        |
| 6:00 pm - 9:30 pm   | Feel the Thrill Tour (NOTT)  | Meet in Hilton Lobby at 4:30 |
| 8:00 pm - 10:00 pm  | NCLCA Hospitality Suite  | Harris Room                  |

## Friday, October 1

|                     |                                      |                           |
|---------------------|--------------------------------------|---------------------------|
| 7:30 am - 8:30 am   | Breakfast Buffet                     | University Ballroom A - D |
| 8:00 am - 1:00 pm   | Exhibit Hall Open                    | University Ballroom E     |
| 8:30 am - 9:15 am   | Members' Meeting                     | University Ballroom A - D |
| 9:30 am - 10:30 am  | Concurrent Session 5                 | See pages 26 & 27         |
| 10:45 am - 11:45 am | Concurrent Session 6                 | See pages 28 & 29         |
| 12:00 pm - 1:00 pm  | Concurrent Session 7                 | See pages 30 & 31         |
| 1:15 pm - 2:30 pm   | Continuing the Conversation Luncheon | Lakeview Room             |
| 2:45 pm - 4:00 pm   | Concurrent Session 8                 | See pages 32 & 33         |
| 4:00 pm—5:00 pm     | Concurrent Session 9                 | See pages 34 & 35         |
| 5:00 pm - ?         | Dinner on your own                   |                           |
| 7:00 pm - 9:00 pm   | Hospitality Suite                    | Harris Room               |

## Saturday, October 2

|                    |                                   |                             |
|--------------------|-----------------------------------|-----------------------------|
| 8:00 am - 9:00 am  | Continental Breakfast             | Lakeshore Ballroom I & II   |
| 9:00 am - 12:00 pm | Post-Conference Institute E and F | Lakeshore Ballroom III & IV |
| 9:00 am - 5:00 pm  | Explore Charlotte on your own     |                             |

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## MEMBERS' MEETING

Friday 8:30 am - 9:15 am, University Ballroom A - D

After having a continental breakfast on Friday morning, join your fellow members for an update on NCLCA. The Members' breakfast provides an opportunity for the Executive Board of NCLCA to induct new officers, conduct discussion and voting that must go before the membership, and give annual reports to membership.

This is your chance to gain insight and participate in the decision-making of NCLCA. Your input is very important to the organization.

# PRESIDENT'S WELCOME



## Welcome to NCLCA 2010!

Welcome to the 25<sup>th</sup> Annual National College Learning Center Association Conference, *Racing to Student Excellence!* The entire NCLCA Board and many other volunteers have toiled tirelessly on your behalf to present an exciting conference.

Elaine Richardson, NCLCA Vice President and 2010 Conference Chair, has worked extremely hard over the last year, and

the last few months especially, to make this the best NCLCA conference ever! Keynote speaker, Marcus Engel, will enthrall us with an “unforgettable message of overcoming adversity” and his amazing journey in turning life’s obstacles into opportunities. Elaine has scheduled an eclectic array of pre- and post-conference institutes, including the first ever Leadership Institute of the Council for Learning Assistance and Developmental Education Associations presented by Russ Hodges, CLADEA Chair, and Jack Truschel, CLADEA Vice Chair and NCLCA Vice President-Elect. In addition, Travis Ramage and the proposals committee have selected a great set of presentations and poster sessions that are sure to pique your interest.

The local committee led by Martha Sanburg of the University of North Carolina Charlotte has arranged an outstanding assortment of Night/Weekend on the Town ideas including the *Feel the Thrill Tour* of Charlotte Motor Speedway on Thursday night. Also because we are in Charlotte on the first Friday of the month, we have the opportunity to participate in the NoDa Gallery Crawl in “historic art district” of Charlotte. Or, if you sew, then you MUST go to Mary Jo’s Cloth Store on Saturday. More fabric than you may have ever seen in one place!

Of course, a key reason for the success of NCLCA is the “family feel” to our organization, so be sure to take time to network and commune with your learning center compatriots while you are in Charlotte. None of us have all the answers, but all of us have some of the answers. And we all have lots of questions! Get reacquainted with your colleagues while strolling around the path on the lake next to the hotel or while enjoying the cuisine, brew, and view at Boardwalk Billy’s.

Also, please continue helping us make each conference the best ever by providing your feedback on the session and conference evaluation forms. We review every one of these, and we have implemented many of your ideas and suggestions each year. Thank you!

And don’t forget to make plans for the 26<sup>th</sup> Annual NCLCA Conference (Learning Centers: At the Crossroads of Student Success) at the Westin in beautiful downtown Indianapolis September 28—October 1, 2011!

Collegially,  
Alan Craig  
NCLCA President 2009-2010

# NCLCA MISSION

## *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.
- Presenting and participating in the yearly conference.
- Resources on a variety of topics, including the Bibliography.
- Training opportunities such as the NCLCA Institute.
- Serving on the Executive Board.
- Applying for grants, such as the Brenda Pfaehler Professional Development Grant.
- Submitting articles to *The Learning Assistance Review* or the *NCLCA Newsletter*.



**Your participation is welcomed and encouraged.**

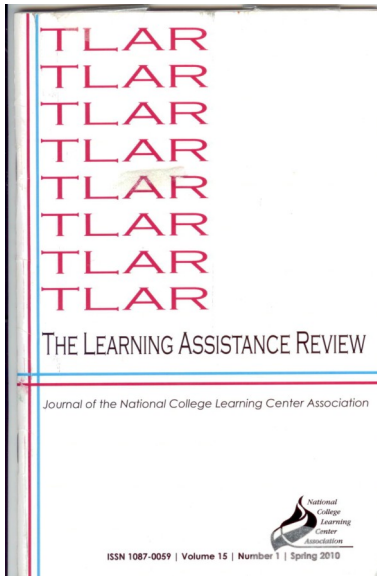


# NCLCA PUBLICATIONS

## A MEMBER BENEFIT

### The Learning Assistance Review (TLAR)

*The Learning Assistance Review (TLAR)* is the peer reviewed journal for the National College Learning Center Association.



In the past three years, the journal's mission has been to not only encourage scholarship in the discipline but to provide support for those hoping to enter the world of publication. As a result, the NCLCA members have benefited from a wide diversity of topics, types of articles, and submissions from all over the world, with the farthest published submission from Australia.

In addition, we are proud to expand our scholarship to beyond our association, as *TLAR* is now electronically available through ERIC and EBSCO. *TLAR* is now able to participate in the long-arm of scholarly dialogue among all the associated disciplines and disciples.

While progress has been made, scholarly publication is still struggling to attract a consistent supply of submissions. Members are urged to attend the *TLAR* workshop or speak with the editors about possible submissions. Learning Assistant Professionals are critical to student success; publishing is a way to memorialize not only our best practice, theory, and research but also as a way to bring credence to our profession in an academic environment that values scholarship.

#### Editor



**Christine Reichert**

#### Managing Editor



**Jeannine Rajan**

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

- A Campus Visit:** description of a learning center, including successful programs, organizational structure, marketing techniques, training strategies, hiring practices, collaborative efforts, and any aspect of the learning center's operation that would be of interest to our readers.
- Practitioner's Corner:** specific techniques and strategies for building different aspects of successful learning center programs.
- From the President's Desk:** the current president of NCLCA takes this opportunity to address the membership.
- Tutor Spotlight:** tutors and SI leaders from many different institutions are honored by their supervisors.
- Conference Corner:** upcoming deadlines for proposal submissions to conferences; dates of upcoming conferences; names and URL's of professional organizations.

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# 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



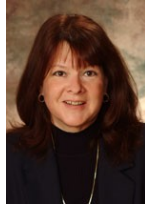
**Anna  
Hammond**  
1995-1996



**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



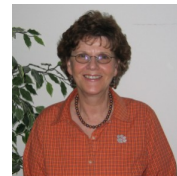
**Kate  
Ranft**  
2007-2008



**David  
Reedy**  
2008-2009



**Alan  
Craig**  
2009-2010



**Elaine  
Richardson**  
2010-2011



# KEYNOTE SPEAKER

## Mr. Marcus Engel

Thursday 8:30 am - 9:50 am, University Ballrooms A - D



***Unimaginable pain. Terrifying realization.  
Then, darkness. Complete and total darkness.***

Marcus Engel lived these horrific moments... but that is only the beginning of the story. On a cold autumn night during his first semester of college, a drunk driver struck the car in which Marcus was riding. When he awoke to a world he would never again see, Marcus faced seemingly insurmountable obstacles: survive hundreds of hours of reconstructive surgery, adapt to blindness and find happiness in a world changed forever.

While still restricted to a hospital bed, a feeding tube and respirator, Marcus set his goal: return to college as quickly as possible. This goal would sustain him through two years of medical recovery, a six-month stint at rehab school and one month training with a new Seeing Eye dog.

Not only did Marcus accept and embrace the challenge, but the life lessons he learned are now the guiding forces that inspire hundreds of thousands every day.

Marcus' career as a professional speaker began at the young age of 22. His story has empowered, enlightened and entertained audiences around the nation to overcome personal adversity and make intelligent decisions. His autobiography, *After This... An Inspirational Journey for All the Wrong Reasons* was released in 2002 and has helped tens of thousands realize their potential and reach for new goals. His newest book, *The Other End of the Stethoscope: 33 Insights for Excellent Patient Care*, was released in 2006 and is a tribute to Health Care Professionals.

***Marcus Engel inspires audiences to achieve success by making intelligent choices.***

His programs help audiences to:

- Understand repercussions of unhealthy decisions
- Break through self-limiting behaviors
- Achieve success despite the obstacles
- Learn how choices, not circumstances, determine happiness
- Turn adversity into victory
- Explore issues associated with disability
- Find inspiration in unlikely places
- Realize the true value of interpersonal relationships

# PRE-CONFERENCE INSTITUTE A

## Alan Craig

Wednesday, September 29, 9:00am-12:00 pm, Lakeshore Ballroom III



### *Help! I'm a New Learning Center Director*

#### **Biography**

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

Alan has an AA in Liberal Arts from Hillsborough Community College and a BA (*summa cum laude*) and MA in Mathematics from the University of South Florida. He is a doctoral student in the developmental education program at Grambling State University. Alan has been an adjunct instructor in mathematics at Georgia Perimeter College and at Hillsborough Community College. He tutored at both as well. In addition to his role as Vice President of NCLCA, Alan is a member of CRLA, NADE, and ATP, and is the Treasurer of the Georgia Tutoring Association. Alan is also Associate Content Editor of the web portal Learning Support Centers in Higher Education. <http://www.lsche.net>

#### **Summary of Presentation**

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

Depending on attendee interest, topics may include

- Sources of useful information on learning centers
- Conducting an informal learning center review using the *NADE Self-Evaluation Guide*
- Developing a vision, mission, goals
- Identifying key initiatives and developing a strategic plan
- Implementing objectives and status reporting
- Managing and improving daily operations
- Developing policies and procedures
- Dealing with bureaucracy
- Overcoming a poor pre-existing relationship with a key department
- Creating an advisory board
- Publicity and public relations
- Budget planning
- Professional development

# PRE-CONFERENCE INSTITUTE B

**Linda Thompson and Karen Patty Graham**

Wednesday, September 29, 9:00am-12:00 pm, Lakeshore Ballroom IV

## ***Evaluating Tutoring or Course-Based Learning Assistance Programs Using the NADE Guides to Self-Evaluation, 2nd Ed.***



### **Biography**

**Linda Thompson** is Director of the McNair Scholars Program and Professor of Psychology at Harding University in Searcy, Arkansas. She holds the Ed.D. degree in Higher Education from the University of Memphis, where her dissertation research focused on the effect of centralized vs. decentralized developmental education program structure on student retention and achievement. She is a past president of the National Association for Developmental Education (NADE) and a Fellow of the Council of Learning Assistance and Developmental Education Associations. She has served on the NADE Certification Council since 2003 and currently chairs the Council.

Thompson co-wrote (with Dr. Karen Patty-Graham) the revised chapter, "Factors Influencing the Teaching/Learning Process Guide," in the 2009 *NADE Self-Evaluation Guides, 2<sup>nd</sup> Edition: Best Practice in Academic Support Programs*. Thompson designed, proposed and implemented a developmental program at Harding University in 1986. In 1987, under a Title III grant, she started a Learning Center and in 1990 she accepted leadership of Harding's TRIO Student Support Services Program, which she directed until 2003. Since that time, she has directed the Ronald E. McNair Post-baccalaureate Achievement Program at the school. She has also presented workshops nationally on communication skills and multicultural awareness and on uses of the Myers-Briggs Type Indicator in tutor training, counseling and teaching. She also consults and presents on NADE Certification. She has coordinated peer mentoring and peer tutoring programs, taught freshman orientation courses and study skills seminars, advised freshman undeclared majors, and taught Developmental Psychology, "Lifespan Development." Her husband is the Dean of Sciences and professor of mathematics at Harding University. They have one son and two grandsons who live in Nashville, TN. Thompson is active in her church where she interprets for the deaf.



### **Biography**

**Karen Patty-Graham** retired in 2007 as Director of Instructional Services at Southern Illinois University Edwardsville where she had taught, advised, and served as a department administrator for thirty years. She holds an Ed.D. in the Instructional Process, with a specialization in Curriculum and Instruction, from Southern Illinois University Edwardsville. Her dissertation focused on retention of academically high risk university students. She served two terms as Vice President of the National Association for Developmental Education (NADE), as President-elect in

2008-2009, and as President in 2009-2010. She is a Fellow of the American Council of Developmental Education Associations (now Council of Learning Assistance and Developmental Education Associations, CLADEA) and a recipient of the Henry Young Award for Outstanding Individual Contribution to NADE. Dr. Patty-Graham has served as NADE's Director for the Council for the Advancement of Standards in Higher Education and as Review Operations Manager for the Certification Council. She is co-author (with Dr. Linda Thompson) of one of the four program self-evaluation guides in the *NADE Self-Evaluation Guides, 2<sup>nd</sup> Edition*. She is a past president of both the Midwest Regional Association for Developmental Education (MRADE) and Chapter 203 of The Honor Society of Phi Kappa Phi at SIUE. Dr. Patty-Graham's career includes teaching at the elementary level, including Title I reading; university reading and study skills courses; and teacher preparation courses in developmental and remedial reading as well as in content reading strategies. She has been a frequent workshop presenter at local and national levels. Instructional Services, which she directed since 1987, provides developmental and enrichment courses, math tutoring, testing, the Writing Center, Supplemental Instruction, a summer bridge program, and a freshman seminar for SIUE students. Instructional Services developmental coursework received NADE certification in 2004.

# PRE-CONFERENCE INSTITUTE B

## *Evaluating Tutoring or Course-Based Learning Assistance Programs, cont.*

### Summary of Presentation

What is a major difference between successful programs that consistently produce excellent student outcomes and less-effective programs? The literature shows consistently that programs that engage in ongoing, systematic assessment and evaluation demonstrate better student outcomes than those that do not regularly assess or that assess sporadically.

This session will provide participants with a resource for engaging in their own initial self-evaluations and will discuss the assessment loop that provides long-term knowledge of their programs' effectiveness. This knowledge can provide the basis for making program improvements and demonstrating the effectiveness of their programs over time.

They will be introduced to—and will have an opportunity to practice using—the *NADE Self-Evaluation Guides, 2<sup>nd</sup> ed., Best Practices in Academic Support Programs* for Tutoring Programs and Course-based Learning Assistance Programs such as Supplemental Instruction, Structured Learning Assistance, and Peer-Led Team Learning. The session will show how the *Guides* may be useful to professionals who are developing Learning Centers or student support programs by introducing them to statements of best practice and giving them an opportunity to compare their practices to these statements.

Presenters are authors of the *Guides* and members of the NADE Certification Council.

# PRE-CONFERENCE INSTITUTE C

## Elizabeth McWilliams

Wednesday, September 29, 2:00pm-5:00 pm, Lakeshore Ballroom II

### *Personalizing Academic Assistance: The Art of Building an Academic Coaching Program*



### Biography

Elizabeth McWilliams is the head Academic Coach in the Academic Success Center at Clemson University where she has been instrumental in developing and expanding the academic coaching program. In addition, she established and serves as the coordinator for Tiger Success, a program which targets students on Academic Probation. Elizabeth is a member of the Academic Recovery Team (ART) at Clemson's ASC and is the coordinator of the Academic Recovery Program at the University. Prior to joining the Academic Success Center staff in 2008, Elizabeth was active with the Council for Exceptional Children presenting at the state and national levels. She received her BA in Elementary Education and her MED in Special Education from Clemson University. Elizabeth taught in public schools for 28 years and at Clemson University in the Department of

Special Education.

### Summary of Presentation

In the same way that an athletic coach identifies an athlete's strengths and weaknesses – and develops a training regime so the athlete may excel – academic coaches work with students on goal-setting, motivation, time management, personal accountability and other skills. They then partner with the student to set game plans for success. The primary focus of this workshop is to share ideas and information for building an Academic Coaching program; participants can then take it back to their campus and enable more students to benefit from the coaching experience. First, the session will provide attendees with the history of Academic Coaching at Clemson University. Understanding the process of development will help attendees develop a plan to approach academic coaching at their institution. Second, participants will receive an overview of resources used in academic coaching. The session will promote in-depth discussion and exchange of ideas. General topics to be presented and discussed will include:

- Getting started with an academic coaching program
- Promoting your services
- Serving a range of student populations
- Working with probation students
- Findings and Results at Clemson
- What's Next for You?



# PRE-CONFERENCE INSTITUTE D

## Dr. Jack Truschel and Dr. Russ Hodges

Wednesday, September 29, 2:00pm-5:00 pm, Lakeshore Ballroom III

### *The Council for Learning Assistance and Developmental Education Associations (CLADEA) Leadership Institute*



#### **Biography**

**Dr. Jack Truschel**, was born in Neubrücke, Germany. He is married, with a son and two daughters. He holds a BA. degree in Psychology from King's College, a Masters Degree in Public Administration from Marywood University, a Masters Degree in Clinical Psychology from Marywood University, a Doctorate (Ed.D) in Educational Administration from Temple University and a doctorate (Psy.D.) in Clinical Psychology from the Philadelphia College of Osteopathic Medicine. He was recruited to East Stroudsburg University of Pennsylvania in 1989, where he is currently a Professor in the Department of Academic Enrichment and Learning. He serves as the Director of Advising and is a full professor who has developed and teaches the First Year Experience classes for the university. In 2009, Dr. Truschel

became a Certified Learning Center Professional – Level 4. His research interests include student persistence, best practices of academic advising, best practices of learning centers, academic hardiness & student resiliency, student characteristics as they are related to academic persistence, and child & adolescent disorders to include their evaluation and treatment. Jack has been actively involved in learning center, advising and tutoring and is one of the founders and the Past President of the Association for the Tutoring Profession (ATP). He also has served on the Board of Directors of the International Foundation for the Tutoring Profession and is on the Lackawanna College Board of Trustees. Jack has also been inducted as a Fellow of the Council Learning Assistance and Developmental Education Associations (CLADEA), which is the highest honor in the field of developmental education, learning assistance, and tutoring services.



#### **Biography**

**Dr. Russ Hodges** is an associate professor in the College of Education. He specializes in helping college students maximize their learning potential through a undergraduate 3-credit hour academic success course he teaches and coordinates called Effective Learning. Russ also teaches master- and doctoral-level classes for the college of Education. Russ has co-authored a undergraduate textbook now in its 2nd edition titled *Academic Transformation: The Road to College Success* by Pearson Education. Look for his newest graduate textbook to be released later this spring titled *Teaching Study Strategies in Developmental Education: Readings on Theory, Research and Best Practices* by Bedford/St. Martin. Russ has served as the president of state and national professional associations in his field and has received awards for his

research, writing and service including being named Academic Fellow of the Council of Learning Assistance and Developmental Education Associations—his professions most prestigious award. He has also received College Academic Support Program's Lifetime Achievement Award. Russ earned his Doctorate of Education from Grambling State University in Louisiana. He earned his master's degree in counseling from Northeast Louisiana University his undergraduate degree in sociology from Centenary College of Louisiana. He grew up in Crowley, Louisiana, loves Cajun food and music, and lives by the motto: "Laissez les bons temps rouler -- let the good times roll!"

#### **Summary of Presentation**

Napoleon Bonaparte once stated, "A leader is a dealer in hope." Covered in this interactive and high-energy institute are the foundations and dimensions of effective leadership with a focus on servant leadership. Also introduced are concepts of Appreciate Inquiry, effective communication, conflict management, situational decision-making and Emotional Intelligence (EI).

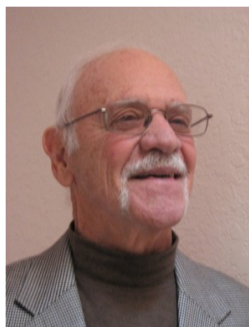


# PRE-CONFERENCE INSTITUTE E

**Frank Christ and Alan Craig**

Wednesday, September 29, 2:00 pm - 5:00 pm, Lakeshore Ballroom IV

## ***Best Practices for Learning Center Management***



### **Biography**

**Frank L Christ**, Emeritus, CSU Long Beach. Frank Christ is the founder and co-director of the Winter Institutes for Learning Assistance Professionals and has been actively involved with learning assistance and learning centers for the past 40 years. He was the founder and past coordinator (1972-1990) of the award-winning Learning Assistance Support System at CSU Long Beach. Frank is also a founder and past president of the Western College Reading Association, now known as the College Reading and Learning Association and a member of NCLCA. His editorial contributions include editor of the WCRA Proceedings (Vols. I through IV), guest editor and contributor to the Jossey-Bass New Directions for Learning Assistance series (1981), founding columnist (1981-87) of the Journal of Developmental Education

"Techtalk" Series, Editor for LABS, 8-page learning skills booklets published by H & H Publishing Company, content editor of LSCHE, the learning support center web portal, senior editor of a CRLA Monograph entitled, "Starting Up A Learning Assistance Center: Conversations with CRLA Members Who Have Been There and Done That" (Clearwater, FL: H & H Publishing Company, Inc., 2000), and contributor, "Academic Support," Higher Education in the United States: An Encyclopedia. (Santa Barbara, CA: ABC-CLIO Publishers 2002). In addition, Frank has authored or co-authored more than a dozen books including 100 Things Every Online Student Ought to Know (Cambridge Stratford Ltd.) and Online Skills & Strategies Handbook (Allyn & Bacon). Many of his major articles can be found on the Learning Support Center for Higher Education web site at <http://www.lsche.net>.



### **Biography**

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

2005 NCLCA/LSCHE Website Excellence Award. Alan has an AA in Liberal Arts from Hillsborough Community College and a BA (*summa cum laude*) and MA in Mathematics from the University of South Florida. He is a doctoral student in the developmental education program at Grambling State University. Alan has been an adjunct instructor in mathematics at Georgia Perimeter College and at Hillsborough Community College. He tutored at both as well. In addition to his role as Vice President of NCLCA, Alan is a member of CRLA, NADE, and ATP, and is the Treasurer of the Georgia Tutoring Association. Alan is also Associate Content Editor of the web portal Learning Support Centers in Higher Education.

### **Summary of Presentation**

After an introduction to the concept of best practices, the participants will view over 60 best practices that are suggested that they consider for their center. Practices are grouped in nine presentation modules with time for feedback after each practice and for group sharing after each module. Best practices will focus on basic areas of centers, clientele of centers, its programs and services, technology, the partnering and brokering of services, assessment and evaluation, publicity and public relations, staff training, and certification of its programs, and personnel. Participants will be urged to share this PP presentation on their campus. Presentation will offer a link to an extensive LSCHE bibliography keyed to individual best practices.

# Conferences & Publications



**17th National Conference on  
Students in  
Transition**  
November 13-15, 2010  
Houston, Texas

[www.sc.edu/fye/SIT](http://www.sc.edu/fye/SIT)

**National Resource Center for  
The First-Year Experience  
& Students in Transition**  
UNIVERSITY OF SOUTH CAROLINA

**30<sup>th</sup>**  
**Annual Conference  
on The First-Year Experience<sup>®</sup>**  
February 4-8, 2011  
Atlanta, Georgia



Register before Jan 10, 2011 to receive  
the conference registration discount.

For additional information visit us at  
[www.sc.edu/fye/annual](http://www.sc.edu/fye/annual)

Monograph No. 7  
**Supplemental Instruction  
Improving First-Year Student  
Success in High-Risk Courses,  
3rd edition**

Merion E. Stone &  
Glen Jacobs, Editors

*Produced in  
collaboration with the  
International Center  
for SI, University of  
Missouri-Kansas City*

Since its inception more than three decades ago, Supplemental Instruction (SI) has been adopted by institutions in nearly 30 countries and adapted to fit a variety of institutional contexts. By targeting high-risk courses rather than at-risk students, SI overcomes the stigma attached to remedial education, making it a suitable intervention for all learners. This new edition addresses the history and theoretical basis for SI, reviews evidence of its success, and includes a more detailed discussion of program implementation and administration. (2008). 120 pages. ISBN 978-1-889-27162-0. \$35



**A Faculty and Staff Guide to  
Creating Learning Outcomes**

Jimmie Gehagan,  
John Dingfelder,  
and Katharine Pei

*Produced in  
association with the  
Office of Student  
Engagement,  
University of South  
Carolina*

For more than a decade, educators have focused on illustrating the effectiveness of educational interventions by measuring changes in grade point averages, retention, satisfaction, and participation. What such measures don't tell us is what students know or are able to do as a result of their educational experiences. A Faculty and Staff Guide to Creating Learning Outcomes presents a framework for developing and assessing student learning outcomes in a brief, accessible format. (2010). 32 pages. ISBN 978-1-889-27167-5. \$3 each. Call for special shipping rates on bulk orders.



Monograph No. 53  
**Organizing for Student Success:  
The University College Model**

Scott E. Evenbeck, Barbara Jackson,  
Maggie Smith, Dorothy  
Ward, & Associates

*Produced in  
association with the  
Association of Deans  
and Directors of  
University Colleges  
and Undergraduate  
Studies*

Organizing for Student Success draws on data from more than 50 institutions to provide insight into how university colleges are organized, the initiatives they house, and the practices in place to ensure their effectiveness. The university college has emerged as a structure for organizing not only the first college year but also the entire undergraduate experience to ensure that students succeed and persist to graduation. An invaluable resource for first-year experience steering committees, general education reform committees, and other groups or administrators charged with reorganizing and revitalizing the delivery of undergraduate education. Ultimately, these structures are also catalysts for creating institutional change. (2010). 180 pages. ISBN 978-1-889-27170-5. \$40



Monograph No. 38  
**Transforming the First Year of  
College for Students of Color**

Laura Rendón,  
Mildred García,  
& Dawn Person,  
Editors

Chapters address specific strategies for working with African American, Latino/a, Asian Pacific American, American Indian/Alaska Native, and multiracial student populations to ensure their success in the first year of college and beyond. Strategies for creating inclusive classroom environments, opportunities for intergroup and intra-group interactions, and enhancing academic and social integration are also addressed. (2004). 208 pages. ISBN 1-889271-45-4. \$35



# POST-CONFERENCE INSTITUTE F

**Lisa D'Adamo-Weinstein, Craig Lamb, and Tacy Holliday**

Saturday, October 2, 9:00 am - 12:00 pm, Lakeshore Ballroom III

## *Racing Into the Future of Learner Support and Center Management*



### **Biography**

**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 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 NCLCA) and is co-author of the book *Piecing It Together: A Guide to Academic Success*.



### **Biography**

**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 skills development, and with faculty interested in delivering their course content and material in more effective ways to increase student learning, he is becoming more and more interested in the creative uses of technology to enhance student learning both within and outside the online classroom environment.



### **Biography**

**Tacy Holliday** used to be a student who was at a college learning center so much that she was often teased about living there. Now she manages that center. Trained in organizational psychology, Tacy is interested in helping individuals, groups, and organizations realize their potentials. She views the appropriate use of technology as an avenue to do this effectively and efficiently. As the Director of the Science Learning Center at the Germantown Campus of Montgomery College, Tacy officially serves as manager, tutor trainer, and science tutor. Unofficially, she serves as a student and staff cheerleader, and as an advocate for student-centered learning assistance and customer service. Tacy is a joyful participant in the National College

Learning Center Association in various roles and has obtained Level 3 Certification in Learning Center Leadership, offered by NCLCA. Her articles have been published in *The Journal of Leadership Studies* and *TLAR*. She also authored *At Least 50 Great Ideas for Tutor Training*.

## **Summary of Presentation**

Students today are wired, wireless, online and on facebook -- learning centers need to meet students in real and virtual spaces -- this institute is designed to help learning center professionals leverage emerging technologies to manage and train staff, create learning resources, deliver tutoring and other services, and evaluate programs. Participants will be introduced to emerging technologies and suggestions for how to use them to assist learning and center management.

- Wikis
- Podcasting
- Social Networking
- Web Videos
- Blogging
- Digital Presentations
- IM and Text Chat
- Project Sharing
- Cutting Edge Technologies



# POST-CONFERENCE INSTITUTE G

## Wendy Wilson

Saturday, October 2, 9:00 am-12:00 pm, Lakeshore Ballroom IV



### *Setting Your GPS for Success: Developing a Strategic Plan for Your Learning Center*

#### **Biography**

**Dr. Wendy Wilson** is the Assistant Director of Academic Support for the University of North Texas Dallas. She was recruited just this year to help develop the academic support programs for the new university. In the past, she has directed a comprehensive learning assistance unit at the University of Maryland and Directed the Tutorial Programs for the United States Naval Academy. She has experience directing both a professional and student staff of over 150 students.

Wendy holds a PhD in College Student Personnel Administration from the University of Maryland, a Master's in Education with a Reading Specialist endorsement and a Bachelor's in English from Harding University in Searcy, AR. Wendy's background has provided her with a variety of experiences in higher education. Beginning with an interest in the teaching and learning process, she was an undergraduate tutor in her university's learning center. Since that time, she has served in roles where she has taught high school students, facilitated the matriculation of pre-college students, coordinated academic programs and directed both co-curricular and student development programs. In these roles, she has been interested in creating environments that allow students to engage with the institution and provide them with opportunities to be validated as learners.

Wendy served as President of NCLCA from 2005-6, the co-chair of the NCLCA Institute and an Institute mentor. Wendy was also a founding member of the Association for the Tutoring Profession and has served as a professional consultant for the American Council on Education.

#### **Summary of Presentation**

- Do you want to be able to communicate your goals and objectives to administrators and others on campus?
- Are you being called upon to identify the most effective use of the institution's resources and your center's key priorities?
- Is everyone in your office going in different directions and you need to develop a common vision to move the center forward?

If you answered yes to any of these questions, you have a need for strategic planning. This process allows center Directors and leaders to align their goals and objectives to the institution's priorities and the best practices in learning assistance. With budget shortfalls and increasing accountability, participants in this interactive workshop will gain the necessary tools to help them demonstrate the center's centrality to the campus community. Attendees will learn about a 10-step strategic planning process and will focus specifically on identifying the key issues facing the center in the next 1-3 years and how to develop a plan to address those needs. Examples will be provided from a successful strategic planning process.

# Concurrent Sessions at a Glance

## Thursday, September 30, 2010

| Date/Time/<br>Location  | Lakeshore Salon I  | Lakeshore Salon II  | Lakeshore Salon III   | Lakeshore Salon IV   | Walden  | Burnham   | Olmstead  | Glenwaters  |
|---|--|---|---|--|---|---|---|---|
| <b>Session 1</b><br>TH September 30<br>10:05 am -<br>11:05am<br>(60min) | Learning Center<br>Leadership<br>Certification<br><b>Rae Maslana</b>   | A Modified<br>Version of SLA: How<br>We Made it Work for<br>Franklin University<br>Math<br>Students<br><b>Holly Englert</b> | The Undergraduate<br>Learning Commons:<br>Exploring the<br>Centralization of<br>Academic Support<br><b>Eric Moschella</b> | From Zero to Sixty in<br>One Semester Flat: The<br>Trials, Tribulations, and<br>Rewards of Creating<br>a Successful Learning<br>Center<br><b>Maria Zullo</b> | Are You in the<br>Groove, or Do You<br>Crash on the Track<br>with Your<br>PowerPoint?<br><b>Sylvia Ramsey-<br/>Rezner</b>   | Helping Students<br>Navigate Through a<br>Rigorous<br>Discipline—Using<br>Extensive<br>Collaborative<br>Efforts Between the<br>Learning<br>Center and Faculty<br>as a GPS<br><b>Lori Baez</b> | From Zero to<br>Writing Center:<br>The First Year<br>and Beyond<br><b>Linda<br/>Stedje-Larsen</b> | Around the Table—<br>Providing<br>Academic<br>Support for<br>Students with<br>Disabilities.<br><b>Elaine<br/>Richardson and<br/>Laura Choiniere</b> |
| <b>Session 2</b><br>TH September 30<br>11:20am -<br>12:20pm<br>(60 min) | Keeping Your<br>Tutoring Program<br>on Track<br><b>Michael McLeod</b>  | When <i>Hands Off<br/>Tutoring Isn't<br/>Working: Introduction<br/>to the Structure Matrix</i><br><b>Marcia Toms</b>        | Directing Learning<br>Centers to Maximize<br>Student Academic<br>Success<br><b>Johanna Dvorak</b>                         | Why Reinvent the<br>Wheel, When You Can<br>Take Control of It?<br>Student Excellence<br>Through Professional<br>Development<br><b>Kathy McFatter</b>         | Collaborations to<br>Get General<br>Engineering<br>Students on the<br>Right Track<br><b>Christine<br/>Murphy</b>  | The Learning<br>Assistance Review<br><b>Christine<br/>Reichert</b>  | The Learning<br>Assistance Review<br><b>Christine<br/>Reichert</b>                                | Marketing to the<br>Finish Line of<br>Success<br><b>Mark Daddona</b>  |
| <b>Session 3</b><br>TH September 30<br>2:00 pm - 3:15 pm<br>(75 min)    | Empowering<br>Students for<br>Writing Across the<br>Curriculum: The Tutor<br>Training/Critical<br>Thinking Connection<br><b>Esther Owens</b> | Online Tutoring: The<br>Lock Haven University<br>Experience after<br>One Year<br><b>Pamela Czapla</b>                       | Embedding Learning<br>Strategies in Tutorial<br>and Small Group<br>Sessions<br><b>Jim Valkenburg</b>                      | I'm Late, I'm Late for a<br>Very Important Date...<br>Stories from the<br>Development of a<br>Student Success Center<br><b>Jim Wilson</b>                    | Keeping up with the<br>Millennials:<br>To what extent<br>should technology<br>change the nature of<br>our work with and<br>for students?<br><b>Christine Blaney</b> | Program Growth:<br>Increasing your<br>speed even on low<br>octane fuel<br><b>Tammy<br/>Pratt</b>  | Leaping Ahead<br>From Learning<br>Styles to Learning<br>Systems<br><b>Patricia Maher</b>          | Optimizing &<br>Automating Your<br>Center Services<br>& Data<br><b>Mary<br/>Oberhelman</b>  |
| <b>Session 4</b><br>TH September 30<br>3:30 pm - 4:30 pm<br>(60 min)    | Maximizing Tutor<br>Training: Teaching<br>Metacognitive Skills<br><b>Cora Dzubak</b>   | Modeling Best<br>Practices Using<br>Best Sellers<br><b>Susan Smith-Roads</b>  | High Octane Learning<br>Centers: Fueling<br>Academic Success<br><b>Jenny Bruce</b>  | Using What's<br>Already There:<br>Descriptive<br>Review as<br>Professional<br>Development<br><b>Marlena Reese</b>  | Kiss Kiss: A Call<br>For Learning<br>Centers to<br>Champion<br>Faculty-Student<br>Interaction<br><b>M.E. McWilliams</b>   | Circle of Trust:<br>Creating and<br>Maintaining a<br>Sense of<br>Community in<br>Study Groups<br><b>Joe Salvatore</b>   | Poster Session Set-<br>Up   |   |



# Concurrent Sessions at a Glance

## Friday, October 1, 2010

| Date/Time/Location  | Lakeshore Salon I   | Lakeshore Salon II   | Lakeshore Salon III  | Lakeshore Salon IV  | Walden  | Burnham  | Olmstead   | Glenwaters   |
|---|---|--|--|---|---|--|--|--|
| <b>Session 5</b><br>FR October 1<br>9:30 am - 10:30 am<br>(60 min)  | Learning Center Leadership Certification<br><b>Rae Maslana and Laura Choiniere</b>                        | Expand the Learning Center's Impact and Influence: Help Graduate Students Use Metacognition to Race to Excellence!<br><b>Saundra McGuire</b> | This is the Thing: Thirty Minutes to a Revolution in Writing<br><b>Kyle Torke</b>  | Holistic Support that Promotes Student Learning<br><b>Dotti Osterholt</b>   | Innovation and Imagination: Using Technology to Enhance Learning Center Practice<br><b>Anne Vermont</b>               | Early Alert Systems: Infusing a Proactive Approach to Student Academic Success into the Campus Culture<br><b>Keri Fadden</b> | Tapping Talent: Promoting Innovation and Effectiveness in Your Center<br><b>Crystal Carlson</b>    | Developing a Tutor Training and Resource Wiki Space<br><b>Josh Reid</b>  |
| <b>Session 6</b><br>FR October 1<br>10:45 am - 11:45 am<br>(60 min) | First Lap to Excellence: Using Professional Practices in Tutor Employment<br><b>Debra Fetner</b>          | Fostering Success for Students with Disabilities<br><b>Jacqueline Harris</b>   | How to Serve Graduate/Professional Students in a Learning Center: An Example from the University of Houston<br><b>Laura Heidel</b> | Training for the Marathon: An Academic Success Course for Students in College Prep Courses<br><b>Sara Hamon</b>         | Podcasting for Fun and (Educational) Profit<br><b>Sara Anderson</b>   | Enhancing Academic Resiliency Can Lead to Retention<br><b>Jack Truschel</b>  | Study Partners Management Team-from Conception to Implementation<br><b>Tamara Miller Bowden</b>    | Using Learning Styles to Put Students on the Fast Track to Success<br><b>Laura Sanders</b>                                 |
| <b>Session 7</b><br>FR October 1<br>12:00 pm - 1:00 pm<br>(60 min)  | Math Connections<br><b>Ross Barnhart</b>  | Think about Reading: Talking to Faculty about how to Talk about Reading<br><b>Kyle Torke</b>   | Using a Web Based System to Optimize & Automate Your Center Data<br><b>Mary Oberhelman</b>   | Rebound to Good Academic Standing!<br><b>Martha Sanburg</b>   | Focusing on the One: Providing the Right Resources to Help Each Student Succeed<br><b>Martin Golson</b>               | Expanding your Learning Center to Meet the Needs of a Changing Student Population<br><b>Marcia Laskey</b>                    | Gearing up to Win the Race<br><b>Erica Jackson</b>   | Transformational Learning: A New Model of Peer Education<br><b>Jenny Pippen</b>  |
| <b>Session 8</b><br>FR October 1<br>2:45 pm - 3:45 pm<br>(60 min)   | Assessment and Planning: Looking Within to Look Ahead<br><b>David Clickner</b>                            | Embedding the Tutoring Process: Five Models of Using Embedded Tutors in Gatekeeper Courses<br><b>Randi Korn</b>                              | Student-Centered Evaluation<br><b>Adam Pang</b>  | Recruiting a Campus Pit Crew for Your Center<br><b>Jennifer Haley</b>   | Sight Unseen: Working with Writing Center Clients through Asynchronous E-Mail Consultations<br><b>Michael Frizell</b> | Worth the Effort: A Positive Experience with Administrative Program Review<br><b>Chesney Reich</b>                           | Revvng Up: Planning a Conference Style Tutor Training Day<br><b>Tammy Pratt</b>                    | Universal Design Applications in Higher Education: Four Student Perspectives<br><b>Elaine Richardson</b>                   |
| <b>Session 9</b><br>FR October 1<br>4:00 pm - 5:00 pm<br>(60 min)   | How to Determine If a Student Has the Vocabulary Knowledge to Benefit from Tutoring<br><b>Gary Probst</b> | A+ Innovative Tutoring Method to Enhance Student Success and Retention for Underprepared Students<br><b>John Vassiliou</b>                   | Integrated Learning Support: Greater Than the Sum of Its Parts<br><b>Sally Search</b>  | Integrating Developmental Reading, Writing and Math through Collaborative Skills Projects<br><b>Roger Perry-Stovall</b> | Helping Tutors become Mentors through Observations and Self Reflection<br><b>Gary Campbell</b>                        | Addressing Reading Problems by Utilizing Brain-Based Research to Inform Practice<br><b>Lisa Putnam Cole</b>                  | Best Practices: How to Develop a Successful Collaborative Learning Program<br><b>Joe Salvatore</b> | On Your Mark... Get Set... Go! Submitting a Brenda Pfahler Professional Development Grant Proposal<br><b>Travis Ramage</b> |

# CONCURRENT SESSION DETAILS

**Concurrent Sessions 1**

**Thursday, September 30**

**10:05 am—11:05 am**

**Salon I**

**NCLCA Learning Center Leadership Certification**

Rae Maslana, Coordinator-Tutoring Services, College of DuPage (LCLC Chair 2007-10)

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*.

NCLCA is the sole provider of certification in learning center leadership. This certification acknowledges accomplishments through benchmarking, sharing experiences and training in theories and best practices in learning assistance. Furthermore, a *Certified Learning Center Professional* possesses a nationally-recognized credential and set of standards by which to foster future growth and development by focusing on evolving levels of practice, training, self-reflection, service, and evaluation.

This session will outline the 4 levels of certification, provide detailed criteria for each level, and review the application submission process and highlight submission strategies to possibly avoid applicant re-work.

**Salon II**

**A Modified Version of SLA: How We Made it Work for Franklin University Math Students.**

Holly Englert, Learning Resources Coordinator, Franklin University

Recognizing the need to improve student success in gateway math courses, Franklin University modified Ferris State's SLA program to enhance existing academic support services for students. In this presentation, we will discuss the steps taken to implement our version of SLA, best practices, and student performance data.

**Salon III**

**The Undergraduate Learning Commons: Exploring the Centralization of Academic Support**

Eric Moschella, Director of Academic Support, Georgia Institute of Technology

Recently the Georgia Institute of Technology broke ground on the Wayne G. Clough Undergraduate Learning Commons, a "one stop shop" for all undergraduate academic support services. This presentation will outline the physical centralization of academic support on a campus whose academic support network is vastly decentralized.

**Salon IV**

**From Zero to Sixty in One Semester Flat: The Trials, Tribulations, and Rewards of Creating a Successful Learning Center**

Maria Zullo, Director, Learning Assessment & Support Center, Valley Forge Military College

Creating a learning center is an exciting and challenging experience. Given unlimited time and resources, plans for an effective and successful center can be designed and executed with a minimum of stress. However, most directors do not live on Fantasy Island and have to contend with limited time and even more limited resources. This presentation offers commonsense strategies and suggestions for building and operating a successful learning center.

**Walden**

**Are You in the Groove, or Do You Crash on the Track with Your PowerPoint?**

Sylvia Ramsey-Rezner, Academic Resource Coordinator - Assoc. Professor, Georgia Military College - Augusta Campus

If your PowerPoint is the centerpiece of your presentation instead of it being "you," then you are sure to crash on the track with your audience. If abused, it can turn your audience off. Learn how can you get in the groove on the track and see that checkered flag at the finish line!

# CONCURRENT SESSION DETAILS

**Concurrent Sessions 1**

**Thursday, September 30**

**10:05 am—11:05 am**

**Burnham      Helping Students Navigate Through a Rigorous Discipline—Using Extensive Collaborative Efforts Between the Learning Center and Faculty as a GPS**

Lori Baez, Communication Instructor and Liaison to Nursing, Alverno College  
Mary Kitten, Nursing Faculty, Alverno College

A learning center instructor and a nursing faculty member come together to discuss the benefits of collaboration and offer unique options for learning center involvement. We will share how collaboration resulted in changes in the nursing pathway, creation of new interventions, increased learning center specialization, and enhanced learning center credibility.

**Olmstead      From Zero to Sixty in One Semester Flat: The Trials, Tribulations, and Rewards of Creating a Successful Learning Center**

Linda Stedje-Larsen, Director, Support Services, Wingate University  
Kevin Winchester, Writing Center Director, Wingate University

Creating a learning center is an exciting and challenging experience. Given unlimited time and resources, plans for an effective and successful center can be designed and executed with a minimum of stress. However, most directors do not live on Fantasy Island and have to contend with limited time and even more limited resources. This presentation offers commonsense strategies and suggestions for building and operating a successful learning center.

**Glenwaters      Around the Table – Providing Academic Support for Students with Disabilities.**

Marcus Engel, NCLCA 2010 Conference Keynote Speaker  
Laura Choiniere, Director-Center for Academic Development, Roger Williams University  
(NCLCA Corresponding Secretary 2007-10)  
Beth McWilliams, Academic Coach, Clemson University  
Arlene Stewart, Disability Services Director, Clemson University  
Jeff Dube, Undergraduate Student, Clemson University

Join our keynote speaker, disabilities specialists, learning center specialists and students in this interactive round table discussion about providing study strategies and other forms of academic support for students with disabilities.

**Concurrent Sessions 2**

**Thursday, September 30**

**11:20 am—12:20 am**

**Salon I      Keeping Your Tutoring Program on Track**

Michael F McLeod, Coordinator for Tutorial Services, Clemson University

Training is the mainstay of any tutoring program and coordinators must not only have initial training but must use many techniques to cohesively maintain an on-going training regimen. Using and adapting Bloom's Revised Taxonomy for Critical Thinking can provide a good scaffolding technique to accomplish this.

**Salon II      When 'hands off' Tutoring Isn't Working: Introduction to the Structure Matrix.**

Marcia Toms, Associate Director, North Carolina State University

Despite tutors' best efforts, many students still do not succeed. It is very possible that the focus of the tutoring session should have been different. Come experience a tutor training session on how to decide how much structure to provide based on theories of adult/child learners and experts/novices.

**Salon III      Directing Learning Centers to Maximize Student Academic Success**

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

This presentation will assist new or veteran college learning center managers to improve their practice and programs. Participants will gain management ideas in the following areas: structuring and organizing your center, planning services, integrating services on campus, staffing and training tutors, starting new initiatives, and evaluating your learning assistance program.

# CONCURRENT SESSION DETAILS

**Concurrent Sessions 2**

**Thursday, September 30**

**11:20 am—12:20 am**

**Salon IV**      **Why Reinvent the Wheel, When You Can Take Control of It? Student Excellence through Professional Development**

Kathy McFatter, Marketing/Member Services, STARLINK

The race is on! This fun interactive session will provide you with the professional development resources and tips to maneuver your Teaching and Learning Center into the Winners Circle of student excellence. Sit back, relax, and take a load off and let STARLINK do the driving! Vroom!

**Walden**      **Open Session**

**Burnham**      **Collaborations to Get General Engineering Students on the Right Track**

Christine Murphy, Lecturer / Special Programs Coordinator, Clemson University  
Elizabeth Stephan, Director General Engineering, Clemson University

The Academic Success Center offers workshops, supplemental instruction, tutoring, a university skills course, academic coaching and counseling to academically engage students. Presenter will share details and results of the collaborative effort with the general engineering program at Clemson to increase academic performance by increasing student participation in academic support services.

**Olmstead**      **Reach your potential! Climb that “scholarship mountain!”**

**Publish in *The Learning Assistance Review (TLAR)*!**

Christine Reichert, Coordinator-Tutoring & Disability Services and Jeannine Rajan, Director of Academic Enrichment Center, University of Toledo- Health Sciences Campus

The presentation will have two-parts. The first part will be the nuts & bolts of preparing manuscripts for submission. The second part will be a workshop to brainstorm article ideas and present tips for finding time to write in a busy work day. Special focus will be on how to design a project that can build on existing *TLAR* articles (part of the “Join the Conversation” segment).

**Glenwaters**      **Transformational Learning: A New Model of Peer Education**

Jenny Phippen, Assistant Director, Academic Support Services, North Central College

With the changing needs of Millennials, we need to adapt current tutoring practices to reflect those specific needs. I believe this generation of students has been coddled by parents, coaches and teachers. Therefore they lack important life skills that are needed to be successful academically and personally in a college setting. Currently, tutoring and mentoring are separate entities at the College. These models are incomplete in and of themselves. Tutoring assists with the academic development of students but is very isolated in its approach and scope. Students and tutors only focus on the course materials of the moment and do not focus on the future development of the student whether in course work or outside academics. Mentoring focuses on the relationship and how to develop as a person but lacks the academic focus. By bringing both together, the student can receive a more holistic approach to academic and personal development.

**Concurrent Sessions 3**

**Thursday, September 30**

**2:00 pm—3:15 pm**

**Salon I**      **Empowering Students for Writing Across the Curriculum: The Tutor Training/Critical Thinking Connection**

Esther Owens, Coordinator of SEEK Academic Support Center, John Jay College

Tutor training that integrates critical thinking skills in the tutoring of writing is essential in helping students to become better and more thoughtful writers. This kind of tutoring helps tutees to *race to excellence* in their academic lives. Conference workshop participants will engage in interactive exercises that demonstrate how tutors can incorporate skills of critical thinking into writing across the curriculum as well as become acquainted with a theoretical framework on which this is based.

# CONCURRENT SESSION DETAILS

**Concurrent Sessions 3**

**Thursday, September 30**

**2:00 pm—3:15 pm**

- Salon II**      **Online Tutoring: The Lock Haven University Experience After One-Year**  
Pamela Czapla, Director, Tutorial Services, Lock Haven University.
- Students text and use Facebook but do they want online tutoring? Lock Haven University's first year experience with the mechanics of purchasing, installing and marketing Smarthinking to faculty and students will be described via PowerPoint. The floor will then be opened up to enable the audience to exchange experiences and thoughts.
- Salon III**      **Embedding Learning Strategies in Tutorial and Small Group Sessions Summary**  
Jim Valkenburg, Director, TLC, Delta College
- Embedding Learning Strategies in Tutorial and Small Group Sessions is a workshop that offers a synthesis of ideas about how to help students learn by inserting learning strategies into tutorial or small group sessions. Participants will be asked to actively engage in a series of scenarios that will exemplify how tutors and facilitators can employ learning strategies to improve student learning.
- Salon IV**      **"I'm Late, I'm Late for A Very Important Date ..." Stories from the Development of a Student Success Center**  
Jim Wilson, Ed.D., Assistant Vice President, Academic Affairs, Wilmington University  
Peggy Mitchell, Director, Student Success Center, Wilmington University
- This presentation will tell the story surrounding the planning, implementation, development and assessment of a new university student success center.
- Walden**      **Keeping up with the Millennials: To What Extent Should Technology Change the Nature of Our Work With and For Students?**  
Christine Blaney, Learning Instructor, University of Pennsylvania  
Marlena Reese, Learning Instructor, University of Pennsylvania
- Facebook; iCal; Google Suite; Blackberries; iPhones; Blackboard. How do we meet students where they are while sustaining the personal nature of our work? In this workshop-style presentation, we will consider provocative questions about the purpose and use of technology as a means for connecting with students.
- Burnham**      **Program Growth: Increasing Your Speed Even on Low Octane Fuel**  
Tammy Pratt, Director, Assessment and Learning Center, University of Oklahoma
- As a fairly new program on our campus, we have both enjoyed generous start-up funding as well as searched for ways to maximize our effective reach to students using freebies. We'll discuss the low- or no-cost ways we've used technology, marketing, increased staffing, and increased space to improve student assistance.
- Olmstead**      **Leaping Ahead From Learning Styles to Learning Systems**  
Patricia Maher, Director, University of South Florida  
Faith Pawelski, Senior Student Services Coordinator, University of Wisconsin-Eau Claire
- Confused by the numerous learning style models recommended in learning support literature? In this workshop you will have the opportunity to leap ahead into a comprehensive learning system and hear how it has been applied in tutor training and learning strategies courses at two different universities.
- Glenwaters**      **Optimizing & Automating Your Center Services & Data**  
Mary Oberhelman, US Consultant, Engineerica Systems, Inc.
- Pen and paper sign in systems are inaccurate and time consuming. Using an automated system gives you more accurate reports by collecting data and keeping it current. Automated systems that can be customized for your individual needs will optimize services and automate manual processes like appointments scheduling and loaned material checkouts. In this session we will address the above questions/ comments & open the floor for a discussion of the advantages of using a computerized tracking system. We will also take you through a tour of the AccuTrack software, the most popular administrative software for tutoring centers in the US.



# CONCURRENT SESSION DETAILS

**Concurrent Sessions 4**

**Thursday, September 30**

**3:30 pm—4:30 pm**

## **Salon I**

### **Maximizing Tutor Training: Teaching Metacognitive Skills**

Cora Dzubak, Director, The Nittany Success Center, Penn State - York

You have enough tutors and they are certainly a bright group. But do they really understand what it is to “think”?! Are they able to explain to a tutee what is needed, study wise, in order for information to get into long term memory? What role do learning styles play as the tutee and tutor work together? This presentation will include the handouts and activities on metacognition and memory that are used in our CRLA certified tutor training program.

## **Salon II**

### **Modeling Best Practices using Best Sellers**

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

To model best practices, encourage life-long learning, and emphasize the value of professional development, our Learning Center provides monthly in-service workshops for tutors throughout the academic year. For the past two years, we have used excerpts from popular books – *The Fred Factor*, *Quiet Strength*, *The 7 Habits of Highly Effective People*, and more - to spark discussion with tutors about their work and lives.

## **Salon IV**

### **High Octane Learning Centers: Fueling Academic Success**

Jenny Bruce, Director of Instruction/Associate Professor of Education, Randolph-Macon College

How can learning center professionals improve student academic outcomes and become campus leaders in improving retention rates? We will share methods and materials from our transformation from a learning center into a Center for Teaching and Learning Center that boosts student success to higher levels. The key is in cultivating working relationships with other Campus professionals.

## **Walden**

### **Using What’s Already There: Descriptive Review as Professional Development**

Marlena Reese, Learning Instructor, University Of Pennsylvania

Christine Blaney, Learning Instructor, University Of Pennsylvania

“Something significant happens when people commit to a sustained conversation around a shared topic of inquiry” (Himley, M, 2000, p. 199). This workshop-style presentation utilizes the descriptive review process as way to reconsider professional development, allowing learning professionals to use their insider knowledge to collectively generate new knowledge.

## **Burnham**

### **Kiss Kiss: A Call For Learning Centers to Champion Faculty-Student Interaction Out Of Class**

M.E. McWilliams, Director of Academic Assistance and Resource Center, Stephen F. Austin State Univ.

Faculty may be resentful if visits to the learning center increase and visits to their offices decrease. Our staff wanted to encourage and recognize faculty-student interaction. Only one way existed to accomplish our mission: unabashedly *kissing-up* to faculty to implore their input and support for new programs to generate faculty-student interaction.

## **Olmstead**

### **Circle of Trust: Creating and Maintaining a Sense of Community in Study Groups**

Joe Salvatore, Assistant Director, Science Learning Center, University of Michigan

At the start of the semester, 13 students meet together for the first time in their study group. They are strangers. One student, the study group leader, must find a way to connect these students and build their trust in each other. This session will focus on successful strategies and techniques for fostering community, including active participation in icebreakers, games and activities, and collaborative learning techniques.



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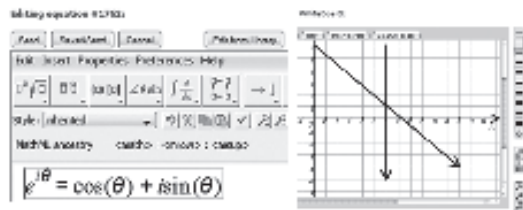
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The date was also...  
along the...  
to...  
all...  
the...  
with your family...  
not to...  
with another...

- Comment (C) Add the response to the...  
• Comment (D) This is a...  
• Comment (E) This...  
• Comment (F) This...  
• Comment (G) This...  
• Comment (H) This...  
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# POSTER SESSION DETAILS

**Poster Sessions**

**Thursday, September 30**

**4:30 pm - 5:30 pm**

**Glenwaters    The Felician College Math Lab**

Jacqueline Bakal, Math Lab Director/Developmental Math Coordinator, Felician College  
Dr. Elizabeth Uptegrove, Professor of Math, Felician College

Felician College is an independent co-educational Catholic/Franciscan College founded and sponsored by the Felician Sisters. This poster session will show the success we have had with our recently renovated Math Lab. You will see our students and tutors at work in addition to our passing and retention rates for past semesters.

**PALS (Peers Assisting Learning Success): A Proposed Model for Peer Study Skills Coaching**

Melinda Coleman, Coordinator of Study Skills Program, College of Charleston  
Steve Gibson, Director, Center for Student Learning, College of Charleston

Who can juggle 5 classes, 2 jobs, 3 leadership positions, and still have time to play on the weekend? An exceptional student, of course! Can we turn their abilities into resources for students who need study skills assistance? Join us for discussion as we share ideas for our pilot program.

**From Notebook and Pen: How to Create a Tutoring Program From Scratch**

Jennifer Fasy, Program Coordinator, Salt Lake Community College

In 2006, our college wanted to create a campus one-to-one tutoring program. We didn't have an office, computer, phone, or even a name. This presentation covers how we grew from nothing but pen and paper to a full-blown program, and provides ideas, Dos/Don'ts, and examples for other new programs.

**If You Build It, They Will Come: Growing a Learning Assistance Center Creatively and Cost-Effectively**

Juan J. Moreno Director, Learning Assistance Center, Texas A&M University-Kingsville

In 2004, Texas A&M University-Kingsville established a Learning Assistance Center for students. Unfortunately, its impacts were disappointing. In 2009, plans were developed to renovate the Center and develop a comprehensive and inviting learning space. Investments of state and federal funding and sweat equity resulted in improved program effectiveness.

**Creating an Interactive CRLA Tutor Training**

Marisol Jimenez, Associate Director, Lehman College  
Dr. Ainsley Parkinson, LCSLC Coordinator, Lehman College  
Sarah Blazer, Writing and Literacy Coordinator, Lehman College

In 2009, the Instructional Support Services Program (ISSP) at Lehman College redesigned its tutor training following the guidelines of the College Reading and Learning Association (CRLA). We will provide an overview of how the program changed its CRLA training and created over 25 interactive workshops to train writing and content tutors.

**Reeling Them In: Marketing a Tutoring Center**

Mary Hamilton, LTC Coordinator, Georgia Perimeter College  
Charlie Lyon, LTC English Supervisor, Georgia Perimeter College

The biggest single problem faced by any business is how to get customers. Even with the best product or service, a business has to attract people willing to pay for it. Tutoring centers face the same challenge: how to attract students who need help (including those who may not know it), how to convince faculty that tutors can offer valuable outside-of-class help, and how to persuade administrators to support the tutoring center's efforts. With more than 22 years collective experience in tutoring and lab management, the presenters will show examples of successful marketing techniques derived from practical experience, statistical information, and outreach. The poster presented is designed to show that it is not enough to establish a tutoring center, staff it with competent tutors and provide personal and written help to students.

# POSTER SESSION DETAILS

**Poster Sessions**

**Thursday, September 30**

**4:30 pm - 5:30 pm**

**Glenwaters    The Benefits of an Academic Counseling Program in a Learning Center**

Lori McGregor, Academic Counselor, Clemson University

Explore the benefits of providing academic counseling in your Learning Center! An individual session provides students with a safe environment to discuss reasons they aren't reaching their academic goals, and also helps them personalize and apply success strategies. Presented: anatomy of a session, assessment instruments, evaluation data, and generating student participation.

**Destination Success: Racing to the TVCC Student Success Center**

Iris Reeves, Student Success Center Coordinator, Trinity Valley Community College

As funding continues to be elusive and resources scarce, how do we continue to strive to assist our students in their quest for a successful college experience? The idea of a supplemental instruction lab open to all students without qualification considerations became an important goal for the Learning Initiative Council. We hope to share our success and the path we took to achieve that success with those attending the poster presentation at the NCLCA Conference.

**Getting Probation Students Back on Track**

Christine C. Murphy, PhD, Special Programs Coordinator, Clemson University

Beth McWilliams, Academic Coach, Clemson University

The Academic Success Center offers workshops, supplemental instruction, tutoring, academic coaching and counseling to all students, plus a university skills course and the Tiger Success program to students on probation. This session will detail results of efforts taken to get students from probation back to good standing.

## NATIONAL ASSOCIATION FOR DEVELOPMENTAL EDUCATION



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Dessie S. Williams  
dessie0721@yahoo.com



# CONCURRENT SESSION DETAILS

**Concurrent Sessions 5**

**Friday, October 1**

**9:30 am–10:30 am**

## **Salon I**

### **NCLCA Learning Center Leadership Certification**

Rae Maslana (LCLC Chair 2007-10), Coordinator-Tutoring Services, College of DuPage,  
Laura Choiniere (NCLCA Corresponding Secretary 2007-10), Director-Center for Academic  
Development, Roger Williams University

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*. NCLCA is the sole provider of certification in learning center leadership. This certification acknowledges accomplishments through benchmarking, sharing experiences and training in theories and best practices in learning assistance. Furthermore, a *Certified Learning Center Professional* possesses a nationally-recognized credential and set of standards by which to foster future growth and development by focusing on evolving levels of practice, training, self-reflection, service, and evaluation. This session will outline the 4 levels of certification, provide detailed criteria for each level, and review the application submission process and highlight submission strategies to possibly avoid applicant re-work.

## **Salon II**

### **Expand the Learning Center's Impact and Influence: Help Graduate Students Use Metacognition to Race to Excellence!**

Saundra McGuire, Assistant Vice Chancellor for Learning and Teaching; Professor of Chemistry,  
Louisiana State University

The transition from undergraduate to graduate school is often problematic for students. However, the problems can be alleviated by providing effective learning strategies that address situations specific to this level of learner. Attendees will learn metacognitive tools and mentoring strategies that help graduate and professional students excel.

## **Salon III**

### **This is the Thing: Thirty Minutes to a Revolution in Writing**

Kyle Torke, Coket Fellow in Reading in Rhetoric, Assoc. Prof., The Colorado College / US Air Force Academy

A simple writing exercise, some pointed guidance and examples, and an opportunity for revision will transform student writing in fundamental and profound ways—and quickly. In the “It, This, Thing” writing exercise, an instructor can point out the three primary skills a student must develop to create strong, precise, clear writing: elimination of abstract language, employment of potent verbs, and avoidance of passive constructions. More than a classroom activity, the exercise illuminates a comprehensive way of viewing writing and thinking, linking “style” with “content”; the exercise argues that a reliance on a weak style stymies young writers in the quagmire of average content; the exercise persuades young writers that if they keep three primary maxims at the forefront of their writing, all their letters, essays, job applications, and reviews will gain grace and efficiency. The exercise is for students, but the presentation I am offering provides instructors a clear, focused way of attending to student writing and ameliorating the major issues every reader of student writing sees in nearly every assignment.

## **Salon IV**

### **Holistic Support that Promotes Student Learning**

Dotti Osterholt, Assistant Professor of First Year Studies Department, Landmark College  
Sophie Dennis, Assistant Professor of First Year Studies Department, Landmark College

Students who utilize Learning Centers on college campuses are faced with the initial need for self disclosure. They need to find a way to ask for the help they need and then reveal their areas of greatest weaknesses to a stranger. Often these students are diagnosed with Learning Disabilities and they bring with them a range of past experiences that shape the way they interact within their academic environment. How can we make these initial interactions positive and at the same time establish a level of trust that will increase the opportunity for further visits to the center? Effective tools and interactive styles will be introduced to help identify obstacles that may inhibit the student's full engagement in the Learning Center.

## **Walden**

### **Innovation and Imagination: Using Technology to Enhance Learning Center Practice**

Anne Vermont, Coordinator of Tutoring, University of South Carolina Aiken  
Stephanie Foote, Director of the Academic Success Center & First Year Programs, Univ. of South Carolina Aiken

Decreases in funding have prompted many learning center professionals to seek affordable resources to support the programs and services in their centers. Changes in student characteristics and demands for learning centers, as well as increased national interest in student success are also fueling the need to be more imaginative and innovative in learning center practice. This session will demonstrate how one learning center is using various technologies (almost all are free) to enhance the efficiency and quality of their programs and services.

# CONCURRENT SESSION DETAILS

**Concurrent Sessions 5**

**Friday, October 1**

**9:30 am–10:30 am**

**Burnham Early Alert Systems: Infusing a Proactive Approach to Student Academic Success into the Campus Culture**

Keri Fadden, Associate Director of the Allegheny College Learning Commons, Allegheny College  
Lynn Zlotkowski, Assistant Director of the Allegheny College Learning Commons, Allegheny College

A student is in academic trouble. How do academic support staff, faculty, and other campus resources collaborate to help that student? Allegheny College uses a self-designed online early alert system where faculty notify the Learning Commons (Academic Support Center) and academic advisor issues a student might be having in their course. These problems can range from one failed test to a student who hasn't been in class for weeks. The system has proved beneficial because of wide campus support for the system and ability to reach students early on.

**Olmstead Tapping Talent: Promoting Innovation and Effectiveness in Your Center**

Crystal Carlson, Instructional Associate, Spanish, Montgomery College

With budget cuts and rising enrollment, you have fewer resources and more students to help. How can you do more with less? Tap the talent in your center. In this workshop, we will discuss innovation and ways to maximize your team's talent in order to meet your center's goals effectively.

**Glenwaters Developing a Tutor Training and Resource Wiki Space (2009 Brenda Pfaehler Grant Winner)**

Joshua Reid, Coordinator of Learning Services, Illinois State University

Harness the power of Web 2.0 to enhance your tutors' training and development in a cost- and time-efficient way. Learn how to create your own tutor training and resource wiki space, demonstrating how a wiki can promote tutor collaboration, mentoring, training, professional development, and community. For novice to expert wikiphiliacs!

## Call to Conference!



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# CONCURRENT SESSION DETAILS

**Concurrent Sessions 6**

**Friday, October 1**

**10:45 am–11:45 am**

## **Salon I**

### **First Lap to Excellence: Using Professional Practices in Tutor Employment**

Debra Fetner, Associate Director, Center for Student Learning, College of Charleston

Are you staffing your learning center with the best tutors available to help students excel? Are you designing your hiring process in a way that introduces the professionalism you expect of your employees? Do you know your applicants to ensure they are the right fit? The presenter will discuss the timeline, steps, and materials she uses to acquire a talented staff.

## **Salon II**

### **Addressing the Needs of Students with Disabilities**

Jacqueline Harris, Study Strategies and Writing Coordinator, Ball State University

Larry Markle, Director, Disabled Student Development, Ball State University

The transition from high school to college can be difficult for any student, but for the student with a disability, the transition can be especially challenging. This session will explain how an institution has proactively addressed these issues and offer practical strategies for training tutors in the learning center environment.

## **Salon III**

### **How to Serve Graduate/Professional Students in a Learning Center: An Example from the University of Houston**

Laura Heidel, Learning Strategies Counselor, University of Houston

Trying to provide services to the graduate and professional students on your campus, but don't know where to start? It is important to offer programs that are relevant to this population, and that are well-marketed. This workshop will give participants several ideas for providing services to this group of students, useful immediately on their own campuses.

## **Salon IV**

### **Training for the Marathon: An Academic Success Course for Students in College Preparatory Courses**

Sara Hamon, Assistant Dean of Undergraduate Studies, Florida State University

Lisa Lisenon, Assistant-In Undergraduate Studies, Florida State University

A successful college career is not a series of disjointed academic sprints, but rather a marathon of ongoing and cumulative learning experiences. The conditioning for this grueling race requires mastery of study and life skills. The presenters will highlight their academic success class "linked" to preparatory courses for first-time-in-college students.

## **Walden**

### **Podcasting for Fun and (Educational) Profit**

Sara Anderson, Director of Academic Success, Edgewood College

Mary Knasinski, Senior Student Services Coordinator, UW Milwaukee

Your students use electronic media for everything from downloading music to watching movies – why not give them the same methods to explore the services your center offers? Podcasting is one new way to reach students who are constantly on the go. Surprisingly, podcasts are easy to create and distribute and are inexpensive to produce. Learn about two institutions' very different approaches to podcasting, and the pros and cons of each.

## **Burnham**

### **Enhancing Academic Resilience and Retention**

Jack Truschel, Professor, East Stroudsburg University

Germain Francois, Professor, East Stroudsburg University

This presentation explores a model of academic resilience. Dealing with stressful circumstances in an effective manner is an area of interest to many. Past research has shown certain characteristics of a personality promote more effective ways of managing stressful circumstances. This presentation draws together theory and action. It will provide attendees with a model that can be used by learning center personnel which can hold a direct implication in the retention of students and the strategies for enhancing academic resilience will be discussed.

# CONCURRENT SESSION DETAILS

**Concurrent Sessions 6**

**Friday, October 1**

**10:45 am—11:45 am**

**Olmstead**

**Study Partners Management Team—from Conception to Implementation**

Tamara Miller Bowden, Academic Counselor/Study Partners Director/Freshman Instructor,  
Auburn University

Jonathan Homesley, Graduate Assistant, Study Partners, Auburn University

The initial challenge was to conceptualize, develop, and implement an undergraduate student development leadership team model in an already existing peer tutoring program. To complicate matters further, the program budget had not increased in almost 20 years and was solely responsible for covering student salaries alone and nothing else. Using the model designed and implemented at Auburn University, presenters will share their experience from conception thru implementation describing the successful development of the first ever Study Partners (Peer Tutoring Program) Management Team. We have chronicled our experience in hopes of inspiring existing peer tutoring programs to design and implement their own student leadership team, or enhance one that is already in place.

**Glenwaters**

**Using Learning Styles to Put Students on the Fast Track to Success**

Laura Sanders (NCLCA Publications Officer), Hesse Learning Resource and Assessment Center Director,  
Valparaiso University

How do you use a student's learning style to help them reach their full potential?

This session will outline a technique to use a student's learning style and intellectual ability to help them develop strategies to compensate for their weaknesses and capitalize on their strengths to reach academic success.



## Tutoring: Helping Wishes Come True



**March 27-30, 2011**  
**Orlando, Florida**

**The Association for the Tutoring Profession**

**<http://www.myatp.org>**

# CONCURRENT SESSION DETAILS

**Concurrent Sessions 7**

**Friday, October 1**

**12:00 pm—1:00 pm**

## **Salon I**

### **Math Connections: Mentors + Mentees = Math Progression**

Ross Barnhart, Director of Learning Center, Pueblo Community College

To improve Basic Skills success rates for students. Often life issues or academic issues impair a student's success in completing their education. Mentoring helps solve these problems as they arise. Forming relationships with campus advocates helps students feel special and fuels their desire to succeed and graduate.

## **Salon II**

### **Think about Reading: Talking to Faculty about how to Talk about Reading**

Kyle Torke, Coket Fellow in Reading in Rhetoric / Associate Professor, The Colorado College / US Air Force Academy

The improvement of (impoverished) student writing garners most of the teacher's critical attention in many college courses, but the source for many writing assignments is a text—a book, film, academic article. If the reading of the text proceeds poorly, the writing will also be poor. Often, faculty assign a text without guiding the students about "how to read" the particular item, assuming that everyone who matriculates must know how to read. At the college level, however, reading is complicated: texts are longer, more abstract, filled with technical language, cluttered with unusual layouts, written in different eras, assigned out of context, or problematic for other reasons. If instructors talk with their students about the text they assign and guide students in "how to read" individual texts, students will approach their readings with more dedication, enjoy them with more efficiency, and arrive at class better prepared to articulate their engagement with the text.

## **Salon III**

### **Optimizing & Automating Your Center Data with a Web Based System**

Mary Oberhelman, US Consultant, Engineerica Systems, Inc

Pen and paper sign in systems are inaccurate and time consuming. Using an automated system gives you more accurate reports by collecting data and keeping it current. Automated systems that can be customized for your individual needs will optimize services and automate manual processes like appointments scheduling and loaned material checkouts. In this session we will address the above questions/comments & open the floor for a discussion of the advantages of using a computerized tracking system. We will also take you through a Power-Point tour of the Accademia software, the most popular administrative software for tutoring centers in the US.

## **Salon IV**

### **Rebound to Good Academic Standing!**

Martha Sanburg, Assoc. Director, University Center for Academic Excellence, Univ. of North Carolina Charlotte  
Liz Fitzgerald, Director of First Year Programs and Student Success, University of North Carolina Charlotte  
Carolyn Blattner, Assoc. Director, Student Success, University of North Carolina Charlotte  
Marquis McGee, Assist. Director, University Center for Academic Excellence Univ. of North Carolina Charlotte

In 2008 a group of academic and student services professionals at UNC Charlotte came together to dig deeper into understanding what leads our students into academic jeopardy. Through data analysis and a survey of students on academic probation, we observed particularly high probation rates among first semester college students. The students understood they were in trouble and knew they should take advantage of academic support units but few followed through in seeking assistance.

## **Walden**

### **Focusing on the One: Providing the Right Resources to Help Each Student Succeed**

Martin Golson, Instructional Specialist, Austin Peay State University  
Barbara Hanson, Coordinator, Austin Peay State University

Faced with increased enrollment and decreased funding, how can universities intervene with the right resources, at the right time to support at-risk students? We will show how Austin Peay State University uses data sharing, coordination, and multiple forms of support to identify, assist, and monitor students needing help.

# CONCURRENT SESSION DETAILS

**Concurrent Sessions 7**

**Friday, October 1**

**12:00 pm - 1:00 pm**

**Burnham      Expanding your Learning Center to Meet the Needs of a Changing Student Population**

Marcia Laskey, Director of Academic Support, Cardinal Stritch University  
Kate Meudt, Assistant Director of Academic Support, Cardinal Stritch University

The college student population is continuously changing; therefore, knowing the needs of today's college students will help College Learning Centers plan strategies and programs to expand services to better assist students. College learning centers need to look beyond traditional programming. This presentation will focus on the many programs that can be incorporated into Learning Centers. The strategies and programs are designed to assist students in diverse ways rather than just focusing on one-on-one or group tutoring.

**Olmstead      Gearing Up to Win the Race**

Erica Jackson, Academic Advisor and Diana Johnson, Academic Services Coordinator, Clayton State University

Is your Learning Center seeking an approach that will promote retention, academic success and accountability for those students admitted through developmental or other special programs? As Learning Centers strive to provide programs and assistance for academic success among this population of students, aligning a program that will encourage students to actively embrace university policies, resources, and a disciplined approach to succeed academically is essential. This session will focus on creating a systematic academic success contract designed to capture students as they first enter and gear them up to having a successful transition.

**Glenwaters      Marketing to the Finish Line of Success**

Mark Daddona (NCLCA Recording Secretary), Director, Center for Academic Success, Clayton State University

Is your Learning center reaching the number of students you think it should? What is the capacity of your center? Before you can help students race to the finish line, they must first know about your available services. This session will focus on effective strategies for marketing learning centers beginning with setting student contact goals, developing low budget marketing strategies, and assessing effectiveness. Participants will also share their marketing ideas and will begin to develop a marketing action plan.

## CONTINUING THE CONVERSATION LUNCHEON

**Friday, October 1, 1:15 pm - 2:30 pm, Lakeview Room**

***Free with conference registration.*** Back by popular demand, NCLCA will again offer a chance for learning center professionals to network over lunch. Meet with a CC leader over a delicious lunch to talk about important learning center issues.

***Topics Include:***

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

# CONCURRENT SESSION DETAILS

**Concurrent Sessions 8**

**Friday, October 1**

**2:45 pm—3:45 pm**

## **Salon I**

### **Assessment and Planning: Looking Within to Look Ahead**

David Clickner, Director, Learning Centers, Hudson Valley Community College

How can we think about next semester when we get caught up in the day to day activities of providing academic support to students? I will share the methods I employ to help work toward continuous improvement and planning while working to improve service to students as they pursue their academic goals.

## **Salon II**

### **Embedding the Tutoring Process: Five Models of Using Embedded Tutors in Gatekeeper Courses**

Randi Korn, Director Academic Support, MassBay Community College

Barbara Hatch, Asst. Dir. Academic Achievement Center, MassBay Community College

A survey indicated that our male students use tutoring when their friends do while women come to the tutoring center at the bequest of a faculty member. How do we get more students accessing tutoring services? Embed the tutors in a class. This presentation describes five models of embedded tutoring.

## **Salon III**

### **Student Centered Program Evaluation: Listening to Voices**

Adam Pang, Tutoring Program Coordinator, University of Hawaii

As a learning center administrator, you know your center does great work. But, the question is how do you uncover and highlight you and your staff's dedication, devotion and effectiveness through program evaluation? This presentation will share easy and practical ways to incorporate quantitative and qualitative evaluation into your program.

## **Salon IV**

### **Recruiting a Campus Pit Crew for Your Center**

Jennifer Haley, Core Curriculum Tutoring Coordinator, Ball State University

Jacqueline Harris, Study Strategies and Writing Coordinator, Ball State University

Gary Ritz, Math Tutoring Coordinator, Ball State University

Do you feel that your Learning Center is a bit too insular? Have you been searching for ways to collaborate with other departments and programs on campus but you're not sure how to make those connections work? Join us to hear about campus connections that have helped us to strengthen our program, market our services, develop creative funding, and maintain the Learning Center as an integral part of campus.

## **Walden**

### **Sight Unseen: Working with Writing Center Clients through Asynchronous E-Mail Consultations**

Michael Frizell, Director, Bear CLAW, Missouri State University

Have you researched ways your Writing Center can serve students enrolled at satellite locations, in online classes, or dual credit courses only to find that your budget can't accommodate the service? This presentation demonstrates the pedagogically sound and economic e-consultation, while providing samples, marketing tools, and training materials.

## **Burnham**

### **Worth the Effort: A Positive Experience with Administrative Program Review**

Chesney Reich, Director, Catamount Academic Tutoring Center, Western Carolina University

Sara Weertz, Director, Supplemental Instruction, Angelo State University

Nory Prochaska, Director, Mathematics Tutoring Center, Western Carolina University

If the words "program evaluation" conjure images of countless hours spent writing reports that never will be utilized, let alone read, this presentation about WCU's efforts to institute a formal program review will renew your faith in the inherent good that can come from the systematic examination of academic support units.

# CONCURRENT SESSION DETAILS

**Concurrent Sessions 8**

**Friday, October 1**

**2:45 pm—3:45 pm**

**Olmstead**     **Revving Up: Planning a Conference Style Tutor Training Day**  
Tammy Pratt, Director, Assessment and Learning Center, University of Oklahoma  
Mark Walvoord, Assistant Director, Learning Center, University of Oklahoma

We revised our training schedule into an easy framework that is a great tool for designing a one-day training. We'll provide materials (like a 'kit') to use for your planning. Your one-day conference will include CRLA training requirements, provide diversity of topics, and get your tutors revved up for the semester.

**Glenwaters**     **Universal Design Applications in Higher Education: Four Student Perspectives**  
Elaine Richardson, Director/Professor, Academic Success Center, Clemson University  
Jeff Dube, Undergraduate Student, Clemson University  
Ryan Elsasser, Undergraduate Student, Clemson University  
Sutton Fain-Schwartz, Undergraduate Student, Clemson University  
Stephen Gosnell, Undergraduate Student, Clemson University

Creative Inquiry (CI) is a student research experience at Clemson University. For this presentation CI students will present the results of the UD project: photojournalism project reflection on campus accessibility; planned seminar presentation outlining study strategies for college students with ADHD; development and administration of a faculty survey to build relationships for students with disabilities; and a mathematical approach to evaluating campus accessibility.



## NEXT GENERATION OF STUDENT SUPPORT SYSTEMS



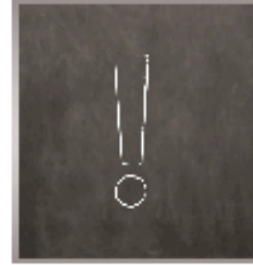
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# CONCURRENT SESSION DETAILS

**Concurrent Sessions 9**

**Friday, October 1**

**4:00 pm—5:00 pm**

**Salon I**      **How to Determine If a Student Knows the Definition of the Terms Required to Benefit from Tutoring.**

Gary Probst, Professor Emeritus, Prince George's Community College

Attendees will be shown how to create an informal vocabulary inventory to determine if a student knows the definition of the terms required to benefit from tutoring. Strategies will be given that a tutor can use to demonstrate how to learn and use a term's definition to apply a rule.

**Salon II**      **A+ Innovative Tutoring Method yields 1.4 Million Dollars for Miami Dade College, FL, to Enhance Student Success and Retention for Underprepared Students**

John Vassiliou, Director, Computer Courtyard, Learning Resources, Miami Dade College

High school graduates in need of remedial instruction are an important target population for higher education. Institutions are in need to increase students' performance on their own state-mandated standardized assessments in an efficient and cost-effective manner. While multiple methodologies exist, one increasingly popular method is the use of computer-aided instruction with the assistance of tutoring services.

**Salon III**      **Integrated Learning Support: Greater Than the Sum of Its Parts**

Sally Search, Dean for Academic Support Programs, Tallahassee Community College

Sandy Sampson, Learning Commons Coordinator/Communications, Tallahassee Community College

Vera Mayes, Learning Commons Coordinator/Math & Science, Tallahassee Community College

If you build it, they will come! At Tallahassee Community College, faculty, staff, and administrators integrate academic, technology, and counseling support services to increase access to resources and improve retention and success. This session will discuss the service model, resources, strategies for student success, assessment, and how results are used to improve student learning.

**Salon IV**      **Integrating Developmental Reading, Writing and Math Through Collaborative Skills Projects**

Roger Perry-Stovall, Math Coordinator, Berkeley College

James Pacello, Reading/Writing Coordinator, Berkeley College

The project was introduced to students in our developmental courses. Students enrolled in the courses tend to fall into one of several categories: they are facing cultural differences which have created barriers to mastering fundamental skills, they have mastered fundamental skills but did not take the assessment exam seriously, they lack the fundamental skills but are in denial about their need for development, or they are aware of their need for the development of fundamental skills and take the opportunity very seriously (typically adult learners who are many years removed from formal education). All but the latter struggle with motivation and enthusiasm regarding developing fundamental skills in reading, writing and/or math. The most common question among developmental students is, "Why do we have to learn this?" Our answer was to send students collaboratively on a guided information search so they could answer that question for themselves. We focused the information search on one key aspect of the need for improvement in the core skills: the workplace. The intended outcome was increased retention, universally community-based classroom environments, and more motivated and enthusiastic students. We will share our experience with the projects over several iterations of administration and brainstorm/share innovative ideas for future improvements. This workshop falls under "Using Today's Technology" and "Peer Cooperative Learning Programs."

**Walden**      **Helping Tutors become Mentors through Observations and Self Reflection.**

Gary Campbell, Director of Learning Center Programs, Salt Lake Community College

Well trained tutors can guide students to become self-directed learners, thus increasing student success. Observations and self-reflection allows the tutor a safe place to look back on the tutoring session. We will look at the benefits of observations and self-reflections and some of the different models gathered during our research.

# CONCURRENT SESSION DETAILS

**Concurrent Sessions 9**

**Friday, October 1**

**4:00 pm - 5:00 pm**

**Burnham      Addressing Reading Problems by Utilizing Brain-Based Research to Inform Practice**

Lisa Putnam Cole, Professor of Reading, Heartland Community College  
Dee Tadlock, Director of Research & Development, Read Right Systems

Learn how an innovative reading intervention program, implemented as the lab component of a 3-course developmental reading sequence, has helped students reach their full academic potential. Explore how this constructivist-based program relies on the plasticity of the brain to remodel the neural circuitry, which in poor readers guides the reading process inappropriately. Poor readers are transformed to excellent readers.

**Olmstead      Best Practices: How to Develop a Successful Collaborative Learning Program**

Joe Salvatore, Assistant Director, Science Learning Center, University of Michigan

Started in 1998, the Peer-Led Study Group Program at the University of Michigan's Science Learning Center serves as model for how learning centers can utilize collaborative learning to promote student engagement within large student populations. Nearly 7,000 students participated in 563 SLC Study Groups during the 2009-2010 academic year, representing 42% of the total number of students enrolled in 20 different courses. We will share the secrets to our success, including study group leader recruitment, training, and evaluation and assessment, with attention to key questions and challenges.

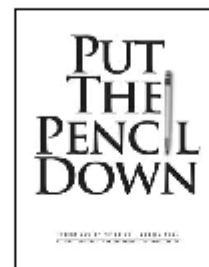
**Glenwaters      On Your Mark...Get Set...Go! Submitting a Brenda Pfaehler Professional Development Grant Proposal**

Travis Ramage (NCLCA Prof. Dev. Officer), Academic Advisor/STAR Program Coordinator, Aurora University

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.

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or call 888-249-7227**

# 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 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.

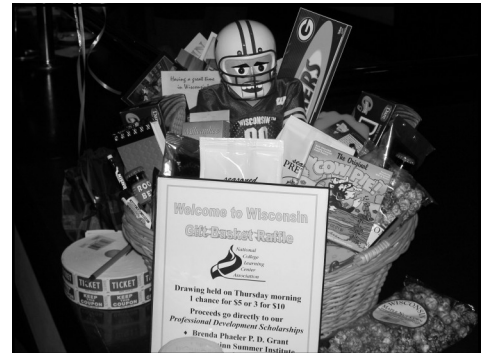
### Charlotte Gift Basket

This gift basket includes a variety of items designed to welcome you to the state of North Carolina and the city of Charlotte.

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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## STARLINK 2010 - 2011 Programming

**Aug. 30 - Sept. 10, 2010**

\* "Project Management Strategies and Tips"

**Sept. 13 - 27, 2010**

\* "Developmental Education: Motivating Your Students to Succeed"

**Oct. 11 - 25, 2010**

\* "Teaching Strategies that Create that... Ah-Ha! Moment"

**Oct. 18 - Nov. 1, 2010**

Leadership & Success Series 1  
"Your Success Capacity" - Shawn Harper

**Nov. 1 - 15, 2010**

Leadership & Success Series 2  
"Creating Your Most Passionate Life" - Patrick Combs

**Nov. 22 - Dec. 6, 2010**

Leadership & Success Series 3  
"Revealing a More Beautiful You"  
- Nigel Barker

**Nov. 22 - Dec. 6, 2010**

\* "How to Develop and Assess Course Learning Objectives"

**Feb. 7 - Feb. 21, 2011**

\* "Teaching to the Whole Brain"

**Feb. 14 - 28, 2011**

Leadership & Success Series 4

**Mar. 7 - 21, 2011**

Leadership & Success Series 5

**Apr. 4 - 18, 2011**

Leadership & Success Series 6

**Apr. 18 - May 2, 2011**

\* "Integrating Global Resources into your Classroom"

**June 27 - July 11, 2011**

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# AWARDS BANQUET

THURSDAY, SEPTEMBER 30 12:30PM-1:45PM  
UNIVERSITY BALLROOMS A-D

## ***Brenda Pfaehler Professional Development Grant***

Brenda Pfaehler served as president of MCLCA from 1981-1982, and she was active in the organization until her untimely death from cancer in 1996.

This grant fosters the professional growth of our members, and it is awarded to assist in research, leadership, and/or curriculum innovation.

Each year, NCLCA sets aside \$1,000 to fund one or more projects.

## **Rethinking and Redefining the Value of Tutoring: Examining Student Perceptions of Factors Impacting Utilization of Tutorial Services for Developmental Education Coursework**



**Dr. Beatriz Becerra-Barckholtz**  
University of Texas at Brownsville  
and Texas Southmost College

## **Peer Academic Coaching: Measuring the Effectiveness of Using Trainer Peer Coaches to Teach Time and Task**



**Melinda Coleman**  
College of Charleston

## ***Julia Visor Graduate Student Conference Proposal Award***

Julia Visor was a long-time member of NCLCA who lost her battle with cancer in 2002.

Two cash awards of \$100 (each) will be issued for the two highest rated proposals submitted by graduate students.

***To Be  
Announced***

## ***Frank Christ/NCLCA Outstanding Learning Center Awards***

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.

**Ball State University  
Learning Center**  
Ball State University,  
Muncie, IN  
Jennifer Haley,  
Core Curriculum/SI  
Jacqueline Harris,  
Study Strategies/Writing  
Gary Ritz, Math  
*(FOUR-YEAR COLLEGE)*

**Library Learning  
Information Center**  
Delta College,  
University Center, MI  
James Valkenburg, Director  
*(TWO-YEAR COLLEGE)*

# 2010 NCLCA/LSCHE Web Site Excellence Awards

## First Place Winners:

University of Central Florida--Student Academic Resource Center  
Ann-Marie Prince, Webmaster and Jennifer Wright, Director

University of Texas Brownsville and Texas Southmost College--Learning Enrichment  
Beatriz Becerra-Barckholtz, Director and Daniel Perez, Assistant Director

## Second Place Winners:

University of Illinois Springfield--Center for Teaching and Learning  
Kandice Pryor, Director

San Jose State University--Learning Assistance Resource Center  
Amy Lehman, Webmaster and Alice Ting, Director

## Third Place Winners:

University of Louisville REACH--Resources for Academic Achievement  
Dennis Keibler, Webmaster and Cathy Leist, Executive Director

Delta College--Library Learning Information Center/Teaching Learning Center  
Jim Valkenburg, Director



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## **N. Carolina State University**

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## **Read Right Systems**

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# CLADEA MEMBER ORGANIZATIONS

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

Dr. Jennifer Hurd  
Cengage Learning  
Phone: (630) 262-4571  
Web: [www.myatp.org](http://www.myatp.org)  
Email: [Jennifer.Hurd@cengage.com](mailto:Jennifer.Hurd@cengage.com)

*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**

Karon Mathews  
Texas A&M University  
Phone: (979) 845-2724  
Web: [www.crla.net](http://www.crla.net)  
Email: [k-mathews@tamu.edu](mailto:k-mathews@tamu.edu)

*The College Reading and Learning Association (CRLA) provides -college -reading and learning professionals with an open forum to discover and -exchange the -leading tools and -techniques to enhance student -academic success. In addition, CRLA certifies tutor training programs (ITPC) and mentor training programs (IMPC) to provide professionals with the opportunity to create, improve, and expand tutor and mentor training and -tutoring and mentoring on their campuses.*

## **National Association for Developmental Education**

Marcella Davis  
Madisonville Community College  
Phone: (270) 824-8671  
Web: [www.nade.net](http://www.nade.net)  
Email: [marcella.davis@kctcs.edu](mailto:marcella.davis@kctcs.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."*

## **National Center for Developmental Education**

Appalachian State University  
Reich College of Education  
ASU Box 32098  
Boone, North Carolina 28608-2098  
Phone (828) 262-3057  
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.*



The Council of Learning Assistance and Developmental Education Associations (CLADEA), formerly the American Council of Developmental Education Associations (ACDEA), serves as a clearinghouse for shared information and collaboration among professional associations in the field. Our mission is “to foster mutual support among national and international organizations dedicated to postsecondary learning assistance or developmental education.” CLADEA member associations—Association for the Tutoring Profession (ATP), College Reading and Learning Association (CRLA), National Association for

Developmental Education (NADE), National Center for Developmental Education (NCDE), and National College Learning Center Association (NCLCA)—are pleased to announce the selection of Fellows for 2010, to be inducted at ATP’s National Conference on March 29, 2011.

#### CLADEA 2010 Fellows:

**John N. Gardner ~ Jim Valkenburg ~ Janet N. Zadina**

The idea of a Fellows program to recognize and honor leaders in the profession was originally conceived by the distinguished researcher and scholar Martha Maxwell. Fellows are selected based on their long-term and significant contributions to our field. Selection as a Fellow represents the highest honor conferred upon professionals in learning assistance, tutoring, and developmental education.

Individuals selected as Fellows must be nominated by a current Fellow or by a member association. Current Fellows then review a portfolio of each nominee’s accomplishments and vote to determine who will be selected as new Fellows. Previously inducted Fellows include the following:

David Arendale  
 Carol Bader  
 Barbara Bonham  
 Nancy Bornstein  
 Hunter Boylan  
 Kathy Carpenter\*  
 Martha Casazza  
 David Caverly  
 Frank Christ  
 Susan Clark-Thayer  
 K. Patricia Cross  
 Nancy Carriuolo  
 Al Granowsky  
 Phoebe Helm

Jeanne Higbee  
 Russ Hodges  
 Gene Kerstiens\*  
 Lucy MacDonald  
 Georgine Materniak  
 Martha Maxwell\*  
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Dean, Academic Support  
Tallahassee Community College*

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## Membership Secretary



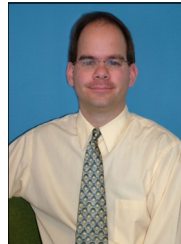
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## 2010 CONFERENCE COMMITTEE

|                               |  |
|-------------------------------|--|
| <b>Conference Chair:</b>      | M. Elaine Richardson, Clemson University               |
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| <b>Exhibits/Vendors:</b>      | Nancy McDaniel, Georgia Perimeter College              |
| <b>Web Site:</b>              | Alan Craig, Georgia Perimeter College                  |
| <b>Program:</b>               | Laura Sanders, Valparaiso University                   |
| <b>Registration:</b>          | David Reedy, Lima, OH                                  |
| <b>Local Chair:</b>           | Martha Sanburg, University of North Carolina Charlotte |
| <b>Decorations:</b>           | Laura Choiniere, Roger Williams University             |
| <b>Moderators:</b>            | Jennifer Haley, Ball State University                  |
| <b>Conference Logo/Theme:</b> | Alan Craig, Georgia Perimeter College                  |

## PAST CONFERENCE THEMES AND LOCATIONS

|      |  |                     |
|------|--|---------------------|
| 2010 | Racing to Student Excellence                                       | Charlotte, NC       |
| 2009 | Mountaintop Experiences in Learning Assistance                     | Denver, CO          |
| 2008 | The Rhythm and Blues of Research and Practice                      | Memphis, TN         |
| 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         |



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# THURSDAY NIGHT ON THE TOWN



## Feel the Thrill on a Speedway Tour!

The Feel The Thrill Tour includes a close-up look at areas that are off-limits on race days. Visit the NASCAR Sprint Cup Series garage, travel down pit road and take a picture in Victory Circle. The highlight of this half-hour tour is a comfortable van ride around the superspeedway where you will feel the full-tilt force of the 24-degree banking. If you'd like to see zMAX Dragway as well, join the 11:30 a.m. or 3:30 p.m. tour Monday through Saturday.



## The Speedway Club at Charlotte Motor Speedway

The Speedway Club holds a unique place both in North Carolina's racing legacy and in the world of private clubs. With a membership roster representing more than 5000 people, the Speedway Club is a distinctive haven of comfort, great food and the excitement of motor racing on multiple levels. There is a constant whirl of activity here. Dine as you watch an active speedway in operation more than 300 days per year.

# CHARLOTTE ATTRACTIONS

## Charlotte Center City Carriage Tours in Uptown Charlotte

Phone: 704/301-5111

A great way to see Uptown Charlotte! Sit back and relax while your coachman points out the highlights of some of Charlotte's oldest neighborhoods.

### Rates:

|  |      |
|--|------|
| 15 minute tour for 2 adults<br>(additional adults \$5)     | \$20 |
| 25-30 Minute Tour for 2 adults<br>(additional adults \$7)  | \$30 |
| 55-60 Minute Tour for 2 adults<br>(additional adults \$10) | \$60 |



## US National Whitewater Center

5000 Whitewater Center Parkway, Charlotte, NC 28214

Phone: 704-391-3900



The U.S. National Whitewater Center (USNWC) is the world's premier outdoor recreation and environmental education center. Alongside mountain biking and running trails, a climbing center, and challenge course, the park's unique feature is a multiple-channel, customized whitewater river for rafting and canoe/kayak enthusiasts of all abilities. The USNWC is only 10 minutes from downtown Charlotte and provides over 300 acres of woodlands along the scenic Catawba River. Olympic-caliber athletes, weekend warriors and casual observers share this world-class sports and training center. AllSport Daily Pass - \$49 Adult, \$29 Child (4 to 10 years old)

## NASCAR Hall of Fame – Where the Race Lives On

400 E. Martin Luther King Blvd., Charlotte, NC 28202

Phone: 704-654-4425

The newly opened NASCAR Hall of Fame in Charlotte's Center City, is a 150,000-square-foot, multi-faceted, unique attraction honoring the history and heritage of NASCAR. The high-tech venue, designed to educate and entertain race fans and non-fans alike, includes a state-of-the-art theater, Hall of Honor, restaurant, retail outlet, broadcast studio, artifact displays and interactive exhibits. The site includes a privately developed 19-story office tower and 102,000-square-foot expansion to the Charlotte Convention Center, highlighted by a 40,000 square-foot ballroom. The NASCAR Hall of Fame is owned by the City of Charlotte, licensed by NASCAR and operated by the Charlotte Regional Visitors Authority.



### General Admission Tickets:

Adult \$19.95

Military/Senior \$17.95

Child \$12.95



# CHARLOTTE ATTRACTIONS

## Discovery Place

301 N Tryon Street, Charlotte, NC 28202  
Phone: 704-372-6261

A \$31.6 million renovation completed in June 2010 has filled Discovery Place's wondrous halls with all-new interactive exhibits and activities. Dedicated to inspiring exploration of the natural and social world through extraordinary exhibits and educational programs that inform, challenge and engage audiences of all ages, Discovery Place is one of North and South Carolinas' most visited attractions. As one of the leading hands-on science centers in the country, Discovery Place offers visitors the opportunity to gain a greater understanding of the basics of science, technology, engineering and mathematics in a fun, interactive and informal setting. Today's a great day for discovery at the all-new Discovery Place. Open daily. Museum - \$12.00/adult IMAX - \$8.00/adult Museum + IMAX - \$18.00



## Billy Graham Library

4330 Westmont Drive,  
Charlotte, NC 29217  
Phone: 704-401-3200

Come journey through history with one of the most influential voices of the 20th century. Millions have been impacted by



Billy Graham. Now many more can learn about him and be inspired by his message of God's love. Through state-of-the-art multimedia exhibits, films and memorabilia, you can relive the historic moments of his life and that of his wife, Ruth Bell Graham. Tour the restored family home where he grew up and spend a time of reflection in the Memorial Prayer Garden. Guests love to shop in Ruth's Attic, a unique bookstore filled with gifts and inspirational books. Enjoy BBQ and deli sandwiches, hot dogs, salads, ice cream and freshly baked cookies in the Graham Brothers Dairy Bar. Admission is free and the Library is open Monday through Saturday 9:30 a.m. to 5:00 p.m.

## NoDa Gallery Crawl (North Davidson Street)

6:00pm - 9:00 pm  
Every 1st and 3rd Friday of the Month

There is no official beginning or end - it is not an organized parade of viewers. It is like a pub crawl, but instead of visiting only watering holes, participants meander at their leisure through a fine collection of galleries featuring original works in all mediums by artists at all stages of professional development.

Admission is free; parking on the street is free and \$3 @ Neighborhood Theater lot.

The center of NoDa is the corner of 36th and Davidson. you will find several restaurants and pubs, a deli, a cute coffee shop, a dog bar (humans welcome), wine bars, live music venues, a few boutiques and shops and several galleries all within a very few of blocks.

And there's a lot more on the other side of the RR tracks towards Tryon St.!!

# LOCAL RESTAURANTS



Restaurants near University Hilton:

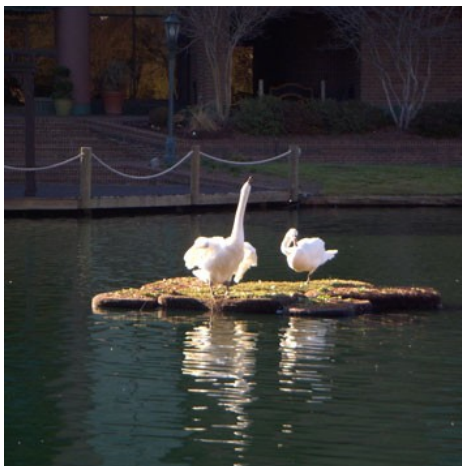
## Within walking distance of hotel:

|                    |              |
|--------------------|--------------|
| Applebee's         | 704/548-9219 |
| Boardwalk Billy's  | 704/503-7427 |
| Chick-Fil-A        | 704/593-0052 |
| Ciro's (Italian)   | 704/510-0012 |
| Lava Bistro        | 704/549-0050 |
| Max & Erma's       | 704/510-1025 |
| Zapata's (Mexican) | 704/503-1979 |
| Wine Vault         | 704/548-9463 |
| Ninety's Ice Cream | 704/547-1856 |
| Bad Dog's          | 704/717-7177 |
| McDonald's         | 704/547-1463 |



## Restaurants within 1/2 mile

|                      |              |
|----------------------|--------------|
| Nakato (Japanese)    | 704/549-9966 |
| Chili's              | 704/510-0626 |
| Bikini's             | 704/595-1719 |
| Cheddar's            | 704/503-7871 |
| Nona's Sweets Bakery | 704/717-6144 |
| China Palace         | 704/503-5306 |
| Jersey Mike's Subs   | 704/549-9003 |
| Starbucks            | 704/547-1787 |
| Panera               | 704/503-3850 |
| Chen's Bistro        | 704/510-9889 |



## Restaurants within 1-2 miles

|               |              |
|---------------|--------------|
| Showmars      | 704/547-0265 |
| Golden Corral | 704/549-4555 |

# NCLCA GLOSSARY

| Term  | Definition  |
|---|---|
| <b>ACDEA</b>  | <b>American Council of Developmental Education Associations:</b> Established to provide a unified voice and to improve communication among sister organizations. Now CLADEA, see below.   |
| <b>ATP</b>  | <b>Association for the Tutoring Profession:</b> <a href="http://www.myatp.org/">http://www.myatp.org/</a> <span style="float: right;"><i>CLADEA organization</i></span><br>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 speakers 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) investigated and evaluated 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 generally take place once per month via teleconference, online, or in person. The board also meets at the annual conference.   |
| <b>Breakfast</b>                                      | FREE to you! 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 Pfahler Professional Development Grant</b>  | The purpose of the NCLCA Brenda Pfahler Professional Development 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>                            | Rooms are set aside for conference presenters where these presentations take place simultaneously in different time segments as designated in this program.   |
| <b>CLADEA</b>   | <b>Council of Learning Assistance and 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) , and ATP (Association for the Tutoring Profession). Established to provide a unified voice and to improve communication among sister organizations. Formerly ACDEA. |
| <b>CRLA</b>   | <b>College Reading and Learning Association:</b> <a href="http://www.crla.net">www.crla.net</a> <span style="float: right;"><i>CLADEA organization</i></span><br>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 can 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>                               | Each evening please 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.   |

# NCLCA GLOSSARY (CONTINUED)

| Term  | Definition   |
|---|--|
| <b>Julia Visor Graduate Student Award</b>     | All 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.   |
| <b>LCLC</b>                                   | <b>Learning Center Leadership Certification</b> Available only through NCLCA, this certification provides validation and credentialing of individuals' expertise in leadership in the field of learning assistance. With the ability to apply at any of four levels, the LCLC is suitable for individuals ranging from little or no experience and expertise in the field to those with extensive knowledge and ability. |
| <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.lsche.net">http://www.lsche.net</a><br>On this web portal, you can review the history of learning support centers in higher education along with relevant definitions of learning assistance and many other supportive articles. It's searchable too!   |
| <b>Members' Breakfast</b>                     | Free to you! Paid for in the conference registration, this breakfast provides an opportunity for the Executive Board of NCLCA to induct new officers, conduct business that must go before the membership, and discuss reports with the membership. All members are <b>urged</b> to attend this.   |
| <b>NADE</b>                                   | <b>National Association for Developmental Education:</b> <a href="http://www.nade.net">www.nade.net</a> <i>CLADEA organization</i><br>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> <i>CLADEA organization</i><br>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> <i>CLADEA organization</i><br>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 with signup before and during the conference in most cases.   |
| <b>NTA</b>                                    | <b>National Tutor Association:</b> <a href="http://www.ntatutor.org">www.ntatutor.org</a><br>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.  |

# NCLCA GLOSSARY (CONTINUED)

| Term                          | Definition  |
|-------------------------------|---|
| <b>Presidential Reception</b> | Hosted by the Association President, this invitation only reception for newcomers to the conference provides an opportunity for time with the President and Executive Board members. Exclusively for new attendees.   |
| <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 requests that participants bring materials and resources dealing with the topic with them to the session to be shared among everyone present.   |
| <b>Share Table</b>            | There will be a table designated as the “share table” in which anyone can share materials, extra handouts, 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 or in the vicinity free or sometimes 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>      | FREE to All! 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.  |

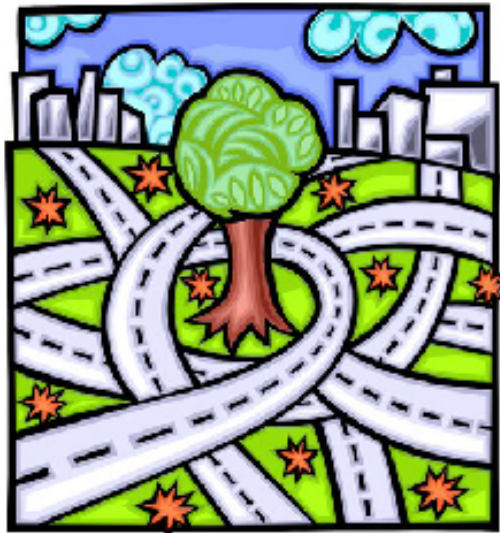
## NCLCA INSTITUTE

### NCLCA Institute June or July 2011

This multi-day experience allows attendees to work closely and at length with renowned leaders in the field of Learning Assistance to create an action plan to take home and put into practice.

Previous mentors include: Lucy MacDonald, Johanna Dvorak, Wendy Wilson, Mark May, Jackie Harris, Frank Christ, Lisa D’Adamo-Weinstein, Bill White, David Caverly, David Arendale, Jeanne Higbee, Brad Hughes, Alan Craig, and many others.

Apply for **Karen Quinn Scholarship** to cover the cost of tuition and room and board!  
For More Information on the NCLCA Institute and the  
Karen Quinn Scholarship, visit our website at [www.NCLCA.org](http://www.NCLCA.org).



Learning  
Centers:  
At the  
Crossroads of  
Student Success

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## **NCLCA 2011**

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September 28 - October 1

The Westin  
Indianapolis



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Best Practices, Learning Outcomes, Program Evaluation, Social Media, Program Start-up, Technology, Learning Centers in Graduate Schools, Peer Cooperative Learning Programs, Online Learning Centers, Professional Development, Finding Funding in Tough Times

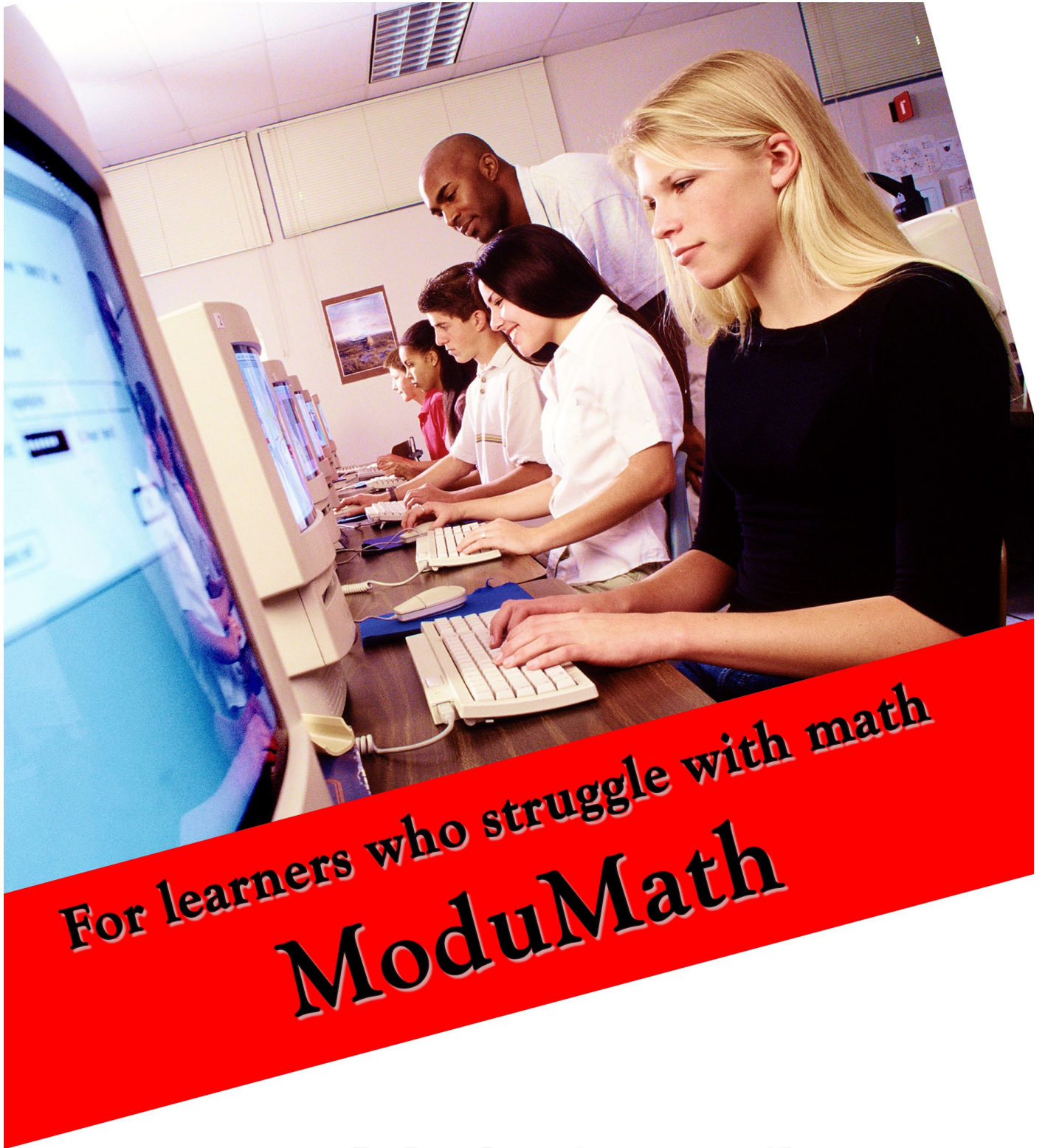
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### **Supporting Learning Center Professionals**

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For more information visit the NCLCA website at [www.nclca.org](http://www.nclca.org)  
or contact NCLCA Vice President  
Jack Truschel at [jtruschel@po-box.esu.edu](mailto:jtruschel@po-box.esu.edu)





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