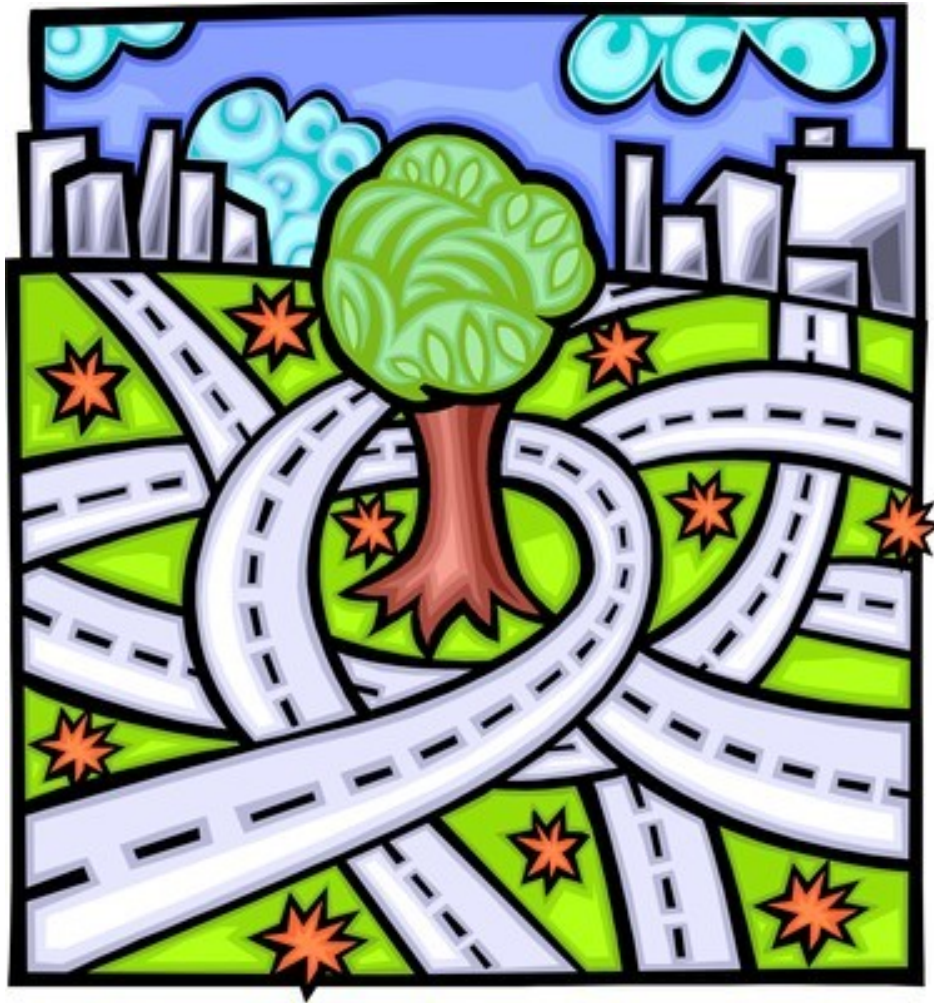# *LEARNING CENTERS:*
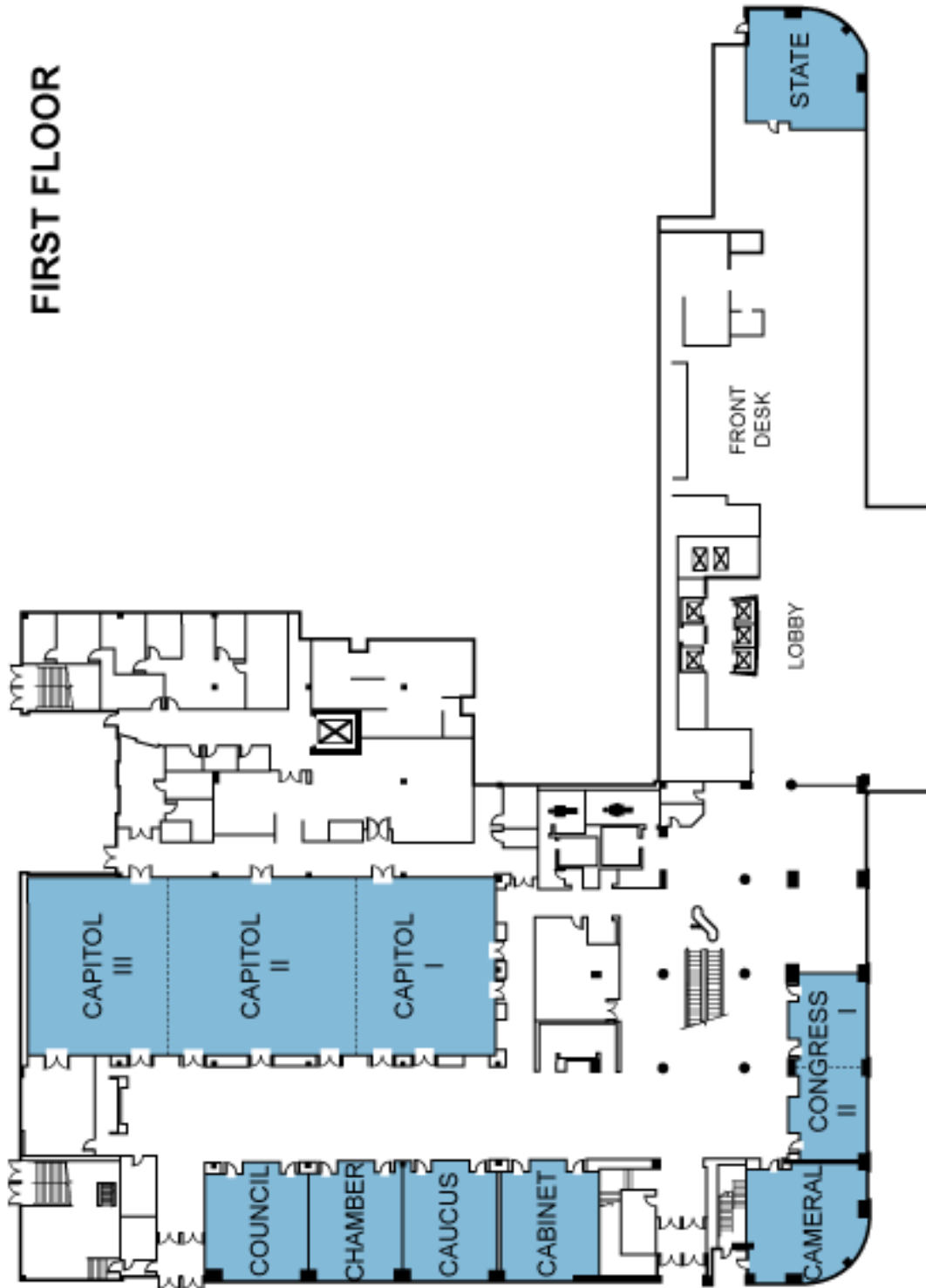# *AT THE CROSSROADS OF*
STUDENT SUCCESS

National College Learning Center Association

September 28 - October 1, 2011
The Westin
Indianapolis, Indiana

HOTEL MAP

FIRST FLOOR

STATE

FRONT DESK

LOBBY

CAPITOL III

CAPITOL II

CAPITOL I

CONGRESS I

CONGRESS II

COUNCIL

CHAMBER

CAUCUS

CABINET

CAMERAL

CONFERENCE SCHEDULE

Wednesday, September 28, 2011

9:00 am - 12:00 pm	Pre-Conference Institutes A, B, and C	Cabinet, Caucus, and Chamber
12:00 pm - 1:00 pm	Lunch on your own	
1:00 pm - 4:00 pm	Pre-Conference Institutes D and E	Cabinet and Caucus
4:00 pm - 5:30 pm	IUPUI Learning Center Tour	Meet at NCLCA Registration Desk
5:30 pm - 7:00 pm	Welcome Reception	Capitol Ballroom
8:00 pm - 9:00 pm	NCLCA Hospitality Suite	Room 1514

Thursday, September 29, 2011

7:30 am - 8:30 am	Breakfast	Capitol Ballroom
8:30 am - 9:50 am	Welcome, Presidential Address, Keynote Speaker: Hunter Boylan	Capitol Ballroom
10:00 am - 4:00 pm	Exhibits Open	First Floor Hallway
10:00 am - 10:50 am	Concurrent Session 1	See pages 20 & 21
11:00 am - 12:15 pm	Concurrent Session 2	See pages 21 & 22
12:30 pm - 1:50 pm	Awards Banquet	Capitol Ballroom
2:00 pm - 2:50 pm	Concurrent Session 3	See pages 22 & 23
3:00 pm - 3:50 pm	Concurrent Session 4	See page 24
4:00pm - 5:00 pm	Poster Session /Conversations with Christine (TLAR)/ Q&A with Rae and Laura (LCLC)	Capitol 1
5:30 pm - ?	Dinner on your Own or Night on the Town Option	
8:00 pm - 10:00 pm	NCLCA Hospitality Suite	Room 1514

Friday, September 30, 2011

7:30 am - 8:30 am	Breakfast	Capitol Ballroom
9:30 am - 2:30 pm	Exhibit Hall Open	First Floor Hallway
8:30 am - 9:50 am	Members' Business Meeting	Capitol Ballroom
10:00 am - 10:50 am	Concurrent Session 5	See pages 28 & 29
11:00 am - 12:15 am	Concurrent Session 6	See pages 29 & 30
12:30 pm - 1:50 pm	Continuing the Conversation Luncheon	Capitol Ballroom
2:00 pm - 2:50 pm	Concurrent Session 7	See page 31
3:00 pm - 3:50 pm	Concurrent Session 8	See page 32
4:00 pm - 4:50 pm	Concurrent Session 9	See page 33
5:30 pm - ?	Dinner on your Own or Night on the Town Option	
8:00 pm - 10:00 pm	NCLCA Hospitality Suite	Room 1514

Saturday, October 1

7:30 am - 8:45 am	Coffee and Danish	Capitol Ballroom
9:00 am - 9:50 am	Concurrent Session 10	See page 35
10:00 am - 10:50 am	Concurrent Session 11	See page 36
11:00 am - 11:50 am	Concurrent Session 12	See page 37
9:00 am - 12:00 pm	Post-Conference Institute F: Tutor Training Program	Council
9:00 am - 4:30 pm	NADE Certification Training Institute	Capitol 1

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FRIDAY BREAKFAST AND NCLCA BUSINESS MEETING

Friday 7:30 am - 9:50 am, Capitol Ballroom

Please join us for an "All American" breakfast followed by the annual business meeting and an update on NCLCA. During this time, the Executive Board of the NCLCA will recognize outgoing officers, induct new officers, discuss any old or new business, and present any items requiring a vote to the membership. You will also receive the annual reports from the 2010-2011 NCLCA officers.

This is your chance to gain insight and participate in the decision-making of NCLCA. Your input is vital to the organization. Please plan to attend!

PRESIDENT'S WELCOME

Welcome to the NCLCA 2011 Conference

Welcome to the 26th annual NCLCA Conference. Our theme this year is *Learning Centers: At the Crossroads of Student Success*. The NCLCA Board makes up the Conference Committee, and Vice President Jack Truschel is the Conference Chair. So everyone has been busy helping put the final plans in place. Jack has put together an outstanding conference program, including pre and post conference institutes, a wide variety of concurrent sessions, and a large poster session. You will go back home with many new friends and a ton of new ideas to try.

Dr. Hunter Boylan, Director of the National Center for Developmental Education, will be our keynote speaker and we look forward to hearing an enlightening message from him. I hope that you all are now members of NCLCA and plan to attend the Member's Breakfast and Business meeting. I encourage you to get involved in NCLCA; it has been a most rewarding experience for me and I know it will be for you as well. There will be many opportunities to network and make new friends, during the sessions and during the more informal times. Don't forget to attend the Continuing the Conversations – an informal opportunity to network with other learning center professionals over lunch on Friday. You will see that NCLCA has a "family feel", making your experience at this conference all the more rewarding.

Please take a look at the Night on the Town options – always a fun evening with your new and old friends. This year Publications Officer Laura Sanders has arranged for two options! On Thursday night, you can enjoy an Italian dinner at Buca di Beppo followed by a showing of *Dracula* at the Indiana Repertory Theater. On Friday night enjoy a three course dinner at 120 West Market Fresh Grill followed by the *Mind Tripping Adventure* show performed just for NCLCA. What fun choices – all inclusive tickets are $50 per evening. Check with the NCLCA registration desk to see if tickets are still available.

Enjoy your time in Indianapolis, and please let any board member know what we can do to make your experience the best possible. Please provide us with conference feedback and look for future announcements about the 2012 NCLCA Conference in Reno, NV.

Sincerely,
M.Elaine Richardson, PhD
NCLCA President 2010-2011

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:

- Learning Center Leadership Certification
- 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.

National College Learning Center Association

The Learning Assistance Review (TLAR)

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

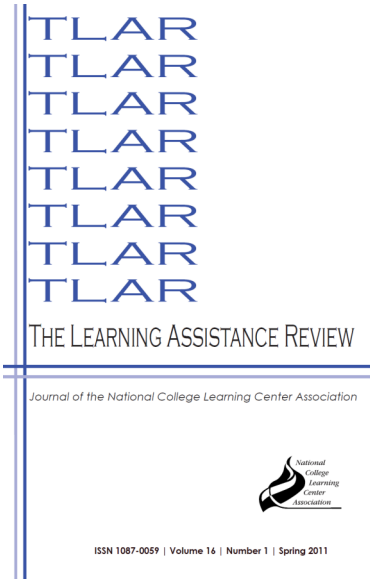### Editor

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 offer our scholarship beyond our association, as *TLAR* is 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.

Christine Reichert

While progress has been made, our 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.

The Learning Assistance Review

Journal of the National College Learning Center Association

ISSN 1087-0059 | Volume 16 | Number 1 | Spring 2011

The NCLCA Newsletter is e-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.

Summer 2011

NCLCA newsletter

NCLCA 2011 Conference
September 28 - October 1, 2011
National College Learning Center Association

Dedicated to Supporting Learning Assistance Professionals

Learning Centers:
At the Crossroads of Student Success

The NCLCA 2011 conference will be held at The Westin in Indianapolis, Indiana.

Pre-Conference Institutes
Wednesday, September 28th

Annual Conference
Thursday, September 29th - Saturday, October 1st

Post-Conference Institute
Saturday, October 1st

Register Now at
http://www.nclca.org/2011conference/registration.html

Save $25 by registering by Monday, September 5th. Hotel Group Rate also available until September 6th.

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TLAR Managing Editor	12
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WWW.NCLCA.ORG

NCLCA PRESIDENTIAL YEARBOOK

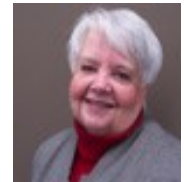|					
Carol Cashen *1986-1987*	**Sandra Burmeister** *1987-1988*	**Martha Casazza** *1988-1989*	**Carol Eckermann** *1989-1990*	**Nancy Bornstein** *1990-1991*	**Brenda Pfaehler** *1991-1992*
Karen Quinn *1992-1993*	**Johanna Dvorak** *1993-1994*	*Not available* **Roseanne Cook** *1994-1995*	**Anna 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*	**Jack Truschel** *2011-2012*				

KEYNOTE SPEAKER

Dr. Hunter R. Boylan

Director of the National Center for Developmental Education

Thursday 8:30 am - 9:50 am, Capitol Ballroom

Research Based Best Practices
for Effective Student Support Services

Dr. Hunter R. Boylan will address recent research on effective practices in student support services. He will analyze data and reports from the Lumina Foundation, the Gates Foundation, and the Community College Research Center to identify those student support service organization and delivery strategies showing the greatest promise for improving student performance.

Dr. Hunter R. Boylan is the Director of the National Center for Developmental Education (NCDE) and a Professor of Higher Education at Appalachian State University in Boone, North Carolina. In a career that has spanned over thirty years, he has served as a gang control worker, tutorial coordinator, academic advisor, learning center director, TRIO Program coordinator, developmental instructor, Director of the Developmental Education Doctoral Program at Grambling State University, President of NADE, Director of the Kellogg Institute, professor of higher education, and Principal Investigator for the ongoing National Study of Developmental Education. He serves on the editorial boards of national and international journals and on a variety of national and international higher education advisory groups. He has authored or co-authored over 100 books, articles, and monographs, is widely sought after as a consultant and speaker, and frequently quoted in the national news media.

Alan Craig
Wednesday, September 28, 9:00am-12:00 pm, Cabinet

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 (now ABD and doing research for his dissertation). 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 Immediate Past President of NCLCA, Alan also serves as NCLCA's representative to the Council for Learning Assistance and Developmental Education Associations. 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

Laura Sanders
Wednesday, September 28, 9:00am-12:00 pm, Caucus

Assessment 101

Biography

Laura Sanders has been a professional in STEM related learning assistance for over 15 years. After beginning her career as a graduate student and the Assistant Director of the Learning Center at Rose-Hulman Institute of Technology, Laura started the Hesse Learning Resource Center in the College of Engineering at Valparaiso University. She has earned a BS in Physics and Physics Education, a BA in Math and Math Education, and an MS in Applied Optics.

Laura currently manages all recruitment, retention, and assessment programs for the College of Engineering as the Assistant Dean for Student Success. She has shared her work in numerous presentations and trainings at national and regional conferences including Frontiers in Education, American Society of Engineering Education, Best Assessment Practices Symposium, and the NCLCA Conference on unique tutoring programs, learning styles, and best practices in assessment. Additionally, Laura has been on the NCLCA Executive Board and has served as NCLCA Publications Chair for the last three years.

Summary of Presentation

As learning center directors, we are faced with the challenge of proving the effectiveness of our programs to justify the investment the university makes in academic support. This session will take the first steps toward accomplishing this by developing an assessment plan based on the unique goals of your learning center.

Attendees will examine their own learning center mission statement, desired student outcomes, performance criteria, and methods to assess each in order to determine the success of the student, but also to evaluate the program and tutor effectiveness. The results of the assessment process will then be explored as a basis of research projects that learning center professionals can incorporate into their busy schedules to improve their services. Attendees should bring, or have access to, information identified above from their institutions in order to leave with an effective assessment process.

PRE-CONFERENCE INSTITUTE C

Lisa D'Adamo-Weinstein
Wednesday, September 28, 2:00pm-5:00 pm, Chamber

At the Crossroads of Technology & Learning Assistance: Leveraging Technology for Student Success

Biography
Lisa has been a professional in the field of learning assistance and developmental education for over twenty years. She has worn many hats teaching and directing academic assistance/learning support programs at Indiana University, American University, and the United States Military Academy -West Point. She currently is the Director of Academic Support at the Northeast Center of SUNY Empire State College. She has also given numerous presentations, workshops, trainings, and institutes at many national and regional conferences including the Association for Program Administrators of CSTEP & STEP, Inc. (APACS), College Reading & Learning Association (CRLA), First Year Experience (FYE), National Association for Developmental Education (NADE), National Association for College Learning Associations (NCLCA), National Association of Athletic Academic Advisors (N4A), and New York College Learning Skills Association (NYCLSA).

Lisa earned a B.A. in English & General Literature at Binghamton University (SUNY). She completed her M.A., TESOL certification, and Ph.D. at Indiana University. Her doctoral work in Education focused on literacy education and learning at the college level. Her thesis analyzed the personal narratives of African-American female first-generation college students and their ways of knowing and college success. It grew out of her work teaching college students in a variety of capacities starting in 1989 when she taught composition and freshman year transition courses at Binghamton University.

She has published journal articles for The Learning Assistance Review (published by the National College Learning Center Association—NCLCA) and is co-author of the book Piecing It Together: A Guide to Academic Success, published by Allyn & Bacon. Additionally, she served on the NCLCA Executive Board from 2003-2006 as Vice President, President, and Past President. Lisa co-owns an educational consulting business with her husband, Dr. Gideon Weinstein, called Red Marble Academic Coaching and Consulting (www.docdw.com).

Summary of Presentation
Technology is present in our everyday lives from e-mail to e-Commerce from Internet to Instant Messaging from Youtube videos to video conferencing from social networking to Skyping from texting to online textbooks. Technologies bring together the seemingly disparate concepts of ease and complexity. Compared to just ten years ago, we have much more ease in accessing information, resources, and multimedia, but keeping up with emerging technologies can be complex and overwhelming. Knowing what technologies your students have and how they can be leveraged to increase students' success in college can be intimidating. Emerging technologies such as social networking, multi-media sharing, collaborative workspaces, and mobile technologies are significantly changing the nature of learning and learner expectations for interaction, access, and engagement. Learning center professionals need to leverage emerging technologies in ways that can enhance they ways in which we deliver services, create resources, market our centers, manage and train staff, and evaluate our centers. This pre-conference institute will address the following:
- Provide a practical guide for how to best understand and evaluate the usefulness of emerging technologies;
- Introduce participants to some free technology resources that can help learning center professionals maximize their resources and outreach to students;
- Discuss best practices in implementing technology innovations in learning centers; and
- Help participants devise a plan for how to choose the technology tools that will help them meet their goals in managing their learning center.

PRE-CONFERENCE INSTITUTE D

## *REACH Learning Centers: A Crossing to Academic Success*
Wednesday, September 28, 1:00pm - 4:00 pm, Cabinet
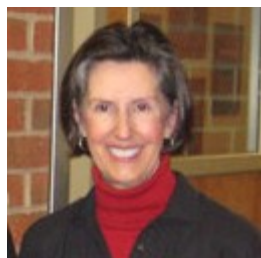
Ms. Cathy Leist has created curriculum and served as faculty for English composition, critical thinking, and introduction to the social sciences, developmental reading and study strategies, and first-year experience courses. In addition, she created and coordinated various programs for first-year students prior to her current direction of the university's academic support unit over a 35 year career at the University of Louisville. She has delivered more than 20 national presentations related to research, programming, academic support and initiatives for lower division students at NADE, CRA, IRA, NTA, ATP, CRLA and other professional associations. Awarded a 2010 outstanding performance award from the university president's office, she is a past president of KADE, was the program chair for the 2001 NADE conference in Louisville, and served as the ATP membership chair for 2009-10.
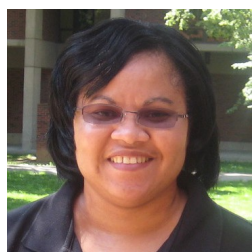
Ms. Carrye Wilkins manages the Math Resource Center, onsite and online Virtual Math Center, ADVANCE in Mathematics Program, SPEED Calculus Preview Program, and Math Seminars. For the past 19 years, some of her duties have included managing and creating support services for math students; hiring, training, and evaluating tutors and graduate student assistants; and mentoring tutors and students. She has attended and presented at numerous local and national conferences and has dedicated her time and effort to promoting the intellectual and personal growth of undergraduate students, regardless of their culture or skill level.
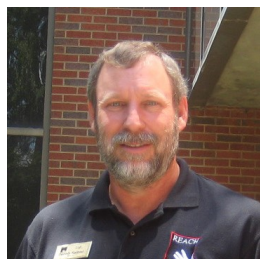
Mr. Dennis Keibler manages the department's website and, in addition to tutoring, helps students understand and use the technologies on campus. Though his alma mater is Indiana University, he has been at the University of Louisville for 15 years. Prior to his five years with REACH, he worked for Communications and Marketing as the Webmaster for the Health Sciences campus. He recently initiated a partnership with Instructional Technology to maximize computer center opportunities for students.
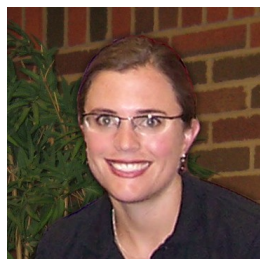
Ms. Julie Hohmann has been coordinating the Scheduled Tutoring Program since 2006. In addition to working with a wide variety of students who seek tutoring, she has also coordinated efforts to offer graduate exam prep seminars, language conversation tables, and academic support for distance learners. She recently initiated a critical thinking project for master tutors in the LRC as a means of evaluating learning during tutoring sessions.
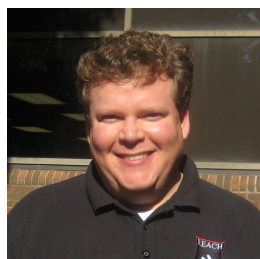
Mr. Gregory Carmichael has been a part of REACH since 2005 when he joined the staff as a computer resource center tutor. Since then he has served in the role of graduate student assistant, administrative associate and now program coordinator, senior. His primary duties include training new tutors and marketing REACH services campus-wide. Presently he is completing a M.ED. in higher education at the University of Louisville's College of Education and Human Development.

Summary of Presentation
Starting a learning center? Adding another? Expanding your services? What model best suits your campus? We will share our model for REACH, an award-winning, centralized academic support unit, with six centers, offering multiple programs and services. We offer our savvy for tutor training, operations, and assessment for three specific REACH centers.

Elizabeth McWilliam

Wednesday, September 28, 1:00 pm - 4:00 pm, Caucus

Creating a Program for Student Success:
Getting Probation Students on the Road to Academic Recovery

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 (ARP) at the University. Elizabeth received her B.A. and MEd at Clemson University. Prior to joining the ASC in 2008, Elizabeth taught in public schools for 28 years and at Clemson University in the Department of Special Education.

Summary of Presentation

Students on Academic Probation face a multitude of problems, including possible suspension or dismissal. Most of these students don't have a specific plan for regaining good academic standing. One of the components of the Academic Recovery Program at Clemson is specifically designed to work with students on probation in a weekly, group coaching setting. Tiger Success (TS) was developed in the Fall of 2009. It is a proven, semester-long program that helps probationary students improve academically and non-academically. The focus of this workshop will be to share information for creating a similar program at your college or university. Participants will receive valuable resources to use in the development of such a program. In addition, attendees will see videos of students sharing their success stories, including Tiger Success mentors. General topics to be presented and discussed will include:

- Getting started with an Academic Recovery Program
- Selling the program to students on Academic Probation
- Program Implementation
- Findings and results of the Tiger Success Program

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. The following raffles will be held during the conference to help support our scholarship efforts.

Indiana Gift Basket

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

1 ticket for $5 or 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.

13

POST-CONFERENCE INSTITUTE F

Jim Valkenburg
Saturday, October 1, 9:00 am - 12:00 pm, Council

Tutor Training Program: From Concept to Assessment

Biography

Jim Valkenburg has been a tutor since 1979 and currently directs the Teaching/ Learning Center at Delta College in University Center, Michigan. He has served on the Executive Board and as President-Elect for the National Tutoring Association, is co-founder of the International Foundation for the Tutoring Profession and founder of the Association for the Tutoring Profession (ATP). Besides being considered one of the country's leading experts on postsecondary tutoring, Mr. Valkenburg is considered one of the country's leading educators producing and conducting online professional development workshops for learning assistance and developmental education specialists, educators, and practitioners. Jim has presented sessions at NCLCA, CRLA, ATP, NADE, and many state and local venues. He is married and has five children—four daughters and a son. He is co-author of The Engaged Mind: Cognitive Theory and Learning (with Cora Dzubak) was released in 2009. His current research focuses on how the brain learns and the impact of technology on learning. Jim was recently named a Fellow of the Council of Learning Assistance and Developmental Education Associations.

Summary of Presentation

Developing a Tutor Training Program: From Concept to Assessment will offer a coordinated systematic approach to developing a tutor training program. Along with detailed steps for bringing training to tutors, a number of scenarios will be offered and discussed to help bring the concepts home.

Coming up with a plan and with topics that will meet the needs of students who will be served by tutors at your institution can sometimes be a daunting task. Developing a Tutor Training Program: From Concept to Assessment will deliver a step-by-step approach to designing and implementing a tutor training program.

The presentation will describe how to identify those students who will be served and the types of services that will be used to serve them. Each consecutive step will bring you closer to developing a comprehensive training program that will allow for excellent professional development opportunities for your staff, and, at the same time, allow for the growth of the program to meet expanding needs of your institution.

A number of approaches to tutor training will be discussed along with the guidelines suggested by CRLA and ATP for tutor certification. Scenarios will be presented that will allow participants to engage in "real-life" activities that will enhance and embellish the tutor training program.

As a finale, a systematic approach to assessing a tutor training program will be presented and discussed.

POST-CONFERENCE INSTITUTE G

Linda Thompson, Jane Neuberger, & Jenny Ferguson
Saturday, October 1, 9:00 am-12:00 pm, Capitol 1
NADE Certification Training Institute

Linda Thompson
NADE Certification Council Chair
Director, McNair Scholars Program
Harding University

Jane Neuberger
NADE President
Director, The Tutoring
& Study Center
Syracuse University

Jenny Ferguson
NADE Certification
Training Coordinator
Coordinator, Literacy
Cazenovia College

Summary of Presentation
Participants who are interested in assessment and evaluation of their program(s) and/or are interested in pursuing NADE Certification will have an opportunity to complete the NADE Certification Training at this institute. This workshop will involve instruction in use of the NADE Self-Evaluation Guides, 2nd Edition (2009). In addition, attendees will learn how they can prepare their program for eligibility for NADE Certification.

NADE Certification was launched in 1999 to recognize programs that meet or exceed criteria of good practices as defined by research and literature of the field. Certification may be earned by components of a Learning Assistance or Developmental Education program. The components eligible for certification are: Tutoring Services, Course-Based Learning Assistance (such as Supplemental Instruction or Peer-Led Team Learning), and Developmental Coursework. In order to be certified, a program component must demonstrate it utilizes practices found in quality services and programs by completing an application packet. This includes the following:

- A summary of the results of a systematic self-study using the NADE Self-Evaluation Guides.
- Evaluation data (baseline data, action plans, comparative data, results, and thorough explanations) that confirms the program component is using systematic, continuous assessment, and evaluation to demonstrate that it is meeting its mission, goals, and objectives.
- A short history of the program and the theoretical framework upon which it is based.
- Other requirements as specified in the application packets.

Members of the NADE Certification Council will conduct the pre-conference institute. This workshop will satisfy the training requirement part of the application process for NADE Certification. Individuals who intend to pursue certification as well as those who want to learn how they can prepare their programs to become eligible for certification are encouraged to attend. The registration fee covers the cost of the training binder. The workshop is most beneficial for those directly involved in conducting the program component and those who will be responsible for coordinating the application process. It is also useful for those interested in learning about conducting program assessment and evaluation and the analysis and presentation of data resulting from such activities.

TMS

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Concurrent Sessions at a Glance
Thursday, September 29, 2011

Date/Time/Location	Congress II: Professional Development	Cameral: Learning Centers	Cabinet: Academic Success	Caucus: Academic Success	Chamber: Tutoring/Mentoring	Council: Tutoring/Mentoring	Capital I: Assessment and Technology
TH September 29 10:00-10:50 a.m. (50 minutes)	On the Road to Success: Traveling with Mary Poppins' Carpetbag — Tamara Miller-Bowden and Elizabeth Mueller	Multi-Tasking in the Academic Success Center – "Ya All Come Back Now…" — Sarah Billeter and Melissa Duckwiler	Summer Bridge Program for Incoming Freshmen — Elysa Appel and Breanna Robinson	The Role of Learning Centers in Social Networking Initiatives to Increase First Year Student Retention — Ronald Kovach and Kelsey Lancy	R & R of Peer Tutoring: Recruiting and Retaining Peer Tutors — Kelly Mock	Tutors Mentoring Tutors — Mason Tudor	Data-Driven Decision Making: Putting Learning Centers at the Center of Retention — Julie Redmond and Iaroslava Babenchuk
TH September 29 11:00 a.m. - 12:15 p.m. (75 minutes)	At the Crossroads of Publishing — Christine Reichert and Laura Sanders	Inroads to Success: Merging Resources on the Highway to Destination Graduation — Robert Shipp, Paula Marshall and Natalie Terry	Metacognition and Systematic Study Strategies: Keys to Student Empowerment and Success in College Courses — Esther Owens	Mandating an Academic Success Course for Freshmen on Probation: The Road Less Traveled has Made all the Difference — Sara Steyer-Hamon	Tutoring Philosophies: Helping Peer Tutors Conceptualize Teaching and Learning Assumptions — Mark May and Jacqueline Harris	Creating a Learning Commons: UNK's Journey of Collaboration and Cooperation for a Unified Field — Keri Pearson, Ronald Wirtz and Taffnee Faimon	Reconfiguring the Learning Center as an Academic Department — Kurt Schick
TH September 29 2:00 pm - 2:50 pm (50 minutes)	NCLCA Learning Center Leadership Certification — Rae Maslana and Laura Choiniere	Cost-Effective Leadership: Capitalizing on the Returns from Investing in our Students — James Breslin and Stephanie Sipp	Writing across the Curriculum: A Collaborative Celebration — Lisa Gerardy, Michael Keathley and Elke Kleisch	Engaging Developmental Students with the Learning Center: An Orientation Model — Becky Osborne	Incorporating Learning Theories into our Learning Center — Christopher Lackey	From Orientation to Graduation: Helping Student Athletes Balance Academics and Athletics — Michele Sojda	Razortrack: At the Crossroads of Student Success and Data Collection — Anne Raines, Johnathon Williams, Paula Agee, and Ron Norvell
TH September 29 3:00 pm - 3:50 pm (50 min)	ATP Certification — Marla Owens	Detour Ahead: Exploring Alternative Funding Routes — Amy Spencer	Proactive Academic Support: Front-Loading Skills for Success — Eric Moschella	Students Helping Students: Passing the Baton of Success Through Film — Martha Whitty	Supplemental Instruction and Tutoring - Two Roads, One Destination — Mary Knasinski	Dust Off That Binder! — Jon Mladic	Using Assessment to Further Develop Programs Dedicated to Student Excellence — Beth Neiser and Jim Breslin

Concurrent Sessions at a Glance
Friday, September 30, 2011

Date/Time/Location	Congress II: Professional Development	Cameral: Learning Centers	Cabinet: Academic Success	Caucus: Academic Success	Chamber: Tutoring/Mentoring	Council: Tutoring/Mentoring	Capital I: Assessment and Technology
FR September 30 10:00-10:50 am (50 min)	CRLA International Tutor Training Program Certification (ITTPC) Institute: Exploring and Beginning the Process — Karon Matthews, Rick Sheets and Karen Agee	Maintaining High Quality Academic Support Services through Guided Study Groups at a Research I Institution — Constantine Schreiber and Angelique Bacon-Woodard	The CARE Crossing: A Collaborative Approach for Student Success — Judy Luther, Sam Meyer and Dorian Asher	Incentivizing an Academic Retention Program: A Strategic Approach to Providing Services to Students at Risk for Academic Probation, Suspension and Dismissal — Stacey Parker	Helping Tutors Help Students with Self-Regulated Learning Skills — Marcia Toms	Using Games to Make Tutoring Fun — Susan Smith Roads	Implementing Online Tutoring Services Using Your Own Tutors — Johanna Dvorak
FR September 30 11:00 a.m. -12:15 p.m. (75 min)	2010 NCLCA Outstanding Learning Center Award Winner, Ball State University: The Benefits of National Recognition and Certification - You Can Do It, Too! — Jennifer Haley, Jacqueline Harris and Gary Ritz	FTCC's I-PASS Center - An Innovative Mix of Media, Mentors, Tutors and Computers to Advise, Retain and Spur to Success High-Risk, Dev Ed Students — Annette Dammer	Strategies for Student Achievement: Understanding the Impact of a Student Success Center through Action Research — David Mackzum and Kerri McKenna	Academic Refresher Program - Transforming Academic Probation into Student Success at Arizona State University — Jeanne Hanrahan, Kate Frost and James Lewis	Mastering the Language of Mathematics: How Learning Centers Can Help — Victoria Appatova	Two Directors Meet at the Crossroads of Peer Tutors and Student Success — Lisa D'Adamo-Weinstein and Tacy Holliday	Technical Video Library - Meeting the Needs of College Learners and More — DeBorah Green Zackery and Eeris Fritz
FR September 30 2:00 pm - 2:50 pm (50 min)	Learning Centers at the Crossroads of Student and Faculty Success: Putting the WOW into Faculty Development Workshops! — Saundra McGuire	Validating Learning Centers — Craig Curty	Making an IMPACT: Designing Successful Academic Interventions for First Year Students — Melissa Brocato and Diana Mohler	Turning Red Lights Green: Using an Institution's Unique Strengths to Start-Up a Successful Academic Rebound Program — Melody Fowler and Michael Greer	Tutor Matching Service at Indiana University Purdue University - Indianapolis: Matching Students with Tutors via Facebook — Landon Brothers	Ask Us Anything: Bringing the LC to the Students for Maximum Visability — Marion Kane	Academic Resources for Online Students — Kailyn Helget
FR September 30 3:00 pm - 3:50 pm (50 min)	Don't Crash in a Crisis: Use Effective Communication Strategies in Urgent Situations — Mark May	The Brain: Attention, Reflection and Distraction Part One — James Valkenburg	GNED 100: Driver's Ed for Freshman Year — Jack Trammell	A Writing Laboratory Approach for Academic Assistance — Janet Valente	Peer Academic Coaching: The First Year of PACs at the College of Charleston — Lindy Coleman	Collecting Data for Tutorial Operations: An Idea Exchange — Pamela Czapla	Measuring Student Success by CAS Assessment — Karen Agee
FR September 30 4:00 pm - 4:50 pm (50 min)	Strong Teams at the Crossroads to Student Success — Mark Daddona	The Brain: Attention, Reflection and Distraction Part Two — James Valkenburg	Using Emotional Intelligence Outcomes to Increase Learning Outcomes — Christine Zielinski	Avatar! Employing an Imagined Character to Sharpen Student Writing — Kyle Torke	Tutor Training 4.0 - Upgrading Your Training to a Campus-Wide Conference — Martin Golson	Optimizing & Automating Your Center Services & Data — Mary Oberhelman	At the Crossroads of Social Networking: If You Lead, Will They Follow? — Tacy Holliday

Concurrent Sessions at a Glance
Saturday, October 1, 2011

Date/Time/ Location	Congress II: Professional Development	Cameral: Learning Centers	Cabinet: Academic Success	Caucus: Academic Success	Chamber: Tutor-ing/Mentoring	Council: Tutoring/ Mentoring	Capital I: Assessment and Technology
SA October 1 9:00 am - 9:50 am (50 min)	NCLCA Learning Center Leadership Certification Rae Maslana and Laura Choiniere	New or Experienced in Learning Commons? This Session is for You. Brandi Porter and Caressa Olivo-Gearhart	"Critical" Competencies for Success in the College Classroom: Strategies for Developing Students' Critical Thinking Skill Sets Dana Malone and Anna Gatewood	There is No Distance or Distinction: Working with Writing Center Using Online Mediums Michael Frizell	The Road Not Yet Taken with Your Powerpoint Can Make All the Difference Sylvia Ramsey-Rezner	Post Con: Tutor Training Program: From Concept to Assessment Jim Valkenburg	Post Con: NADE Certification Training Institute NADE Certification Council
SA October 1 10:00 am - 10:50 am (50 min)	The Fountain of Youth for a 'Seasoned' Center: Instituting a New Professional Development Plan Ruby Molina	Crisscross and Communication: Peer Educators and Effective Communication Strategies Diana Bell	Playing to the Middle: Building Academic Excellence from the Center Outward Leonard Geddes	Making Math " Add Up" for the Adult Learner Bob Khouri	Maximizing Center Resources with TutorTrac Software Jon Halter	Post Con: Tutor Training Program: From Concept to Assessment Jim Valkenburg	Post Con: NADE Certification Training Institute NADE Certification Council
SA October 1 11:00 am - 11:50 am (50 minutes)	Rethinking and Redefining the Value of Tutoring: Examining Student Perceptions of Factors Impacting Utilization of Tutorial Services for Developmental Education Work Beatriz Becerra-Barckholtz	Reaching Them in a Cloud: A Low to No Cost Solution for Online Tutoring Benjamin Smith	More Bang for Your Buck: Increasing Student Visit Numbers and Tutor Efficiency While Lowering Costs Michael Hudson and Jessica Millis	Highly Effective Tutors: From Research to Current Practices Bob Lasiewicz	Providing Services 24/7: Restructuring How We Support Today's Students Valerie Kisiel and Kristen Seldon	Post Con: Tutor Training Program: From Concept to Assessment Jim Valkenburg	Post Con: NADE Certification Training Institute NADE Certification Council

CONCURRENT SESSION DETAILS

Congress II   **On the Road to Success: Traveling with Mary Poppins' Carpetbag**
Tamara Miller-Bowden, Academic Counselor, Instructor, Study Partners Coordinator, Auburn University
Elizabeth Mueller, Coordinator, Academic Coaching/Counseling, Auburn University
Christy Lock, Learning and Tutor Coordinator, University of West Georgia

Whether we are preparing for staff training or teaching a credited class, as learning center professionals we are constantly searching for interactive activities designed to motivate, energize, and educate our students; a successful way to meet this challenge is for each professional to develop their own "carpetbag" full of assessable and adaptable resources providing fun and edifying activities to staff and students alike. Join in this collaborative session designed to aid participants by offering six tried and true activities that may easily be used on any campus.

Cameral   **Multi-Tasking in the Academic Success Center – "Ya All Come Back Now…"**
Sarah Billeter, Advisor, Student Support Services, Spoon River College
Melissa Duckwiler, Student Success Coach, Spoon River College

Spoon River College just designed a new Academic Success Center that fulfills the needs of not only the students but also the fulltime and adjunct faculty. How in the world did we get the adjuncts to move in… volunteer time… set up their office hours within the center? I would like to say it is all about the food… but it isn't … it is all about the buy in to what we do and the true definition of "team approach".

Cabinet   **Summer Bridge Program for Incoming Freshmen**
Elysa Appel, Academic Coordinator & Learning Specialist, Miami University
Breanna Robinson, Interim Academic Coordinator, Miami University

In order to promote student success, it is beneficial to offer a Summer Bridge Program prior to students' freshman year. This program will prepare them for what to expect as a college students in the classroom and around campus.

Caucas   **The Role of Learning Centers in Social Networking Initiatives to Increase First Year Student Retention**
Ronald Kovach, Assistant Vice Chancellor for Academic Affairs, Purdue University Calumet
Kelsey Lancy, Graduate Assistant, Purdue University Calumet

Social networking can play an integral part in first-year seminar learning communities that are designed with major roles for Learning Centers, academic support programs and Academic Advisors. Presenters are currently conducting an 18-month longitudinal study to assess a number of student outcomes including student transitions, persistence and overall satisfaction.

Chamber   **R & R of Peer Tutoring: Recruiting and Retaining Peer Tutors**
Kelly Mock, Associate Director, Maryville University

Are you faced with the tough job of recruiting quality tutors to support your students on campus? Do you always find you are in need tutors, specifically math and science tutors? In an effort to improve our recruitment efforts, we have developed a comprehensive recruitment plan to attract and attain higher quality tutors. In this session, we will share our enhanced training model to train and support our tutors.

Council   **Tutors Mentoring Tutors**
Mason Tudor, Academic Support Center Coordinator, West Kentucky Community and Technical College

A staff of tutors presents the tutor supervisor and trainer with a plethora of challenges. Not the least of these challenges is the staff functioning well together. By creating a tutor mentoring system WKCTC's Academic Support Center was able to improve staff relations and the culture of its clients.

CONCURRENT SESSION DETAILS

Concurrent Sessions 1   Thursday, September 29   10:00 am - 10:50 am

Capital I   **Data-Driven Decision Making: Putting Learning Centers at the Center of Retention**
Julie Redmond, Assistant Vice President for Academic Support, Columbia College Chicago
Iaroslava Babenchuk, Director Educational Engagement Programs, Columbia College Chicago

The tough economy is impacting colleges and universities in many programming areas. Administrators and staff members are called upon more than ever to articulate the value of their work in terms of the larger scope of college programs. We all know intuitively that our work is valuable and we may even have some basic data to support our ideas, but how can administrators move beyond that to collect and report specific data that speaks to upper level administrators? Several years of data will be presented on our learning center programs including how this information has been used to elevate the status of our work to the center of the retention discussion.

Concurrent Sessions 2   Thursday, September 29   11:00 am - 12:15 pm

Congress II   **At the Crossroads of Publishing**
Christine Reichert, Director, Academic Enrichment Center, The University of Toledo Health Science Campus
Laura Sanders, Director, Learning Resource and Assessment Center, Valparaiso University College of Engineering

You have tried something new in your center that is working or you have made an observation and done research that will help advance the profession. What direction do you choose now to communicate your findings to other learning center professionals? This session will give you the opportunity to brainstorm some article ideas and discuss tips for finding time to write in a busy work day. The second part will then provide the nuts & bolts of preparing manuscripts for submission to TLAR and the other NCLCA publications.

Cameral   **Inroads to Success: Merging Resources on the Highway to Destination Graduation**
Robert Shipp, Academic Advisor, Baylor University
Paula Marshall, Academic Advisor, Baylor University
Natalie Terry, Academic Advisor, Baylor University

The Paul L. Foster Success Center at Baylor University consolidates the resources of five distinct departments dedicated to student achievement. This presentation will outline the realization and operation of our center, and the advantages of this arrangement for faculty and students, as affirmed in the five years since its opening.

Cabinet   **Metacognition and Systematic Study Strategies: Keys to Student Empowerment and Success in College Courses**
Esther Owens, Academic Advisement Support Coordinator, John Jay College

The goal of this interactive presentation is to explore the components of metacognition and its importance in helping students to become more successful in their college study. Workshop participants will be guided through a series of metacognitive and self-regulating activities used to actively engage students in their work, with emphasis on reading and writing across disciplines. Among the major ideas to be discussed are theories and components of metacognition, varied study strategies, kinds of knowledge, critical thinking skills, and ways of self-monitoring.

Caucus   **Mandating an Academic Success Course for Freshmen on Probation: The Road Less Traveled has Made All the Difference**
Sara Steyer-Hamon, Assistant Dean of Undergraduate Studies, Florida State University

Creating a mandated academic success course for freshmen on probation is not an easy undertaking. However, at Florida State University it has made a tremendous difference in retention for a population in need of aggressive advising and mentoring. This presentation covers key elements of program design, course content, and outcomes data.

CONCURRENT SESSION DETAILS

Chamber   **Tutoring Philosophies: Helping Peer Tutors Conceptualize Teaching and Learning Assumptions**
Mark May, Associate Professor of Communication, Clayton State University
Jacqueline Harris, Learning Center Studies Strategies and Writing Coordinator, Ball State University

A tutoring philosophy provides a theoretical underpinning for peer tutors which helps them better understand the role(s) they play, explain their role to clients, and incorporate theories of learning, student development, and ethics into their work. This interactive session helps participants develop a training session on tutoring philosophies.

Council   **Collaboration in Creation of UNK's Learning Commons: Keeping Students' Needs the Focus**
Keri Pearson, Tutor and Assessment Coordinator, University of Nebraska at Kearney
Ronald Wirtz, Head User Services, Professor, University of Nebraska at Kearney
Jon Ritterbush, Electronic Resources Librarian, University of Nebraska at Kearney
Taffnee Faimon, Assistant Director, Writing Center/Learning Commons, University of Nebraska at Kearney

As the University of Nebraska at Kearney undertook the mission of creating a Learning Commons, many stakeholders were identified and came to the table eager to present their agenda. A challenge for the focus team of the Learning Commons was keeping the real issues central to the mission of the Learning Commons apart from those created or pressed in self-interest by outside parties. Additionally, the focus team, comprised of Student Affairs professionals, Academic Affairs faculty, University administration, university architects, and outside contractors, was working to flesh out the needs and possibility of the Learning Commons within the existing University culture, while creating a culture and niche for the Learning Commons. This team of presenters present the journey of the Learning Commons from conception to inception and place it in the context of the Learning Commons at UNK today.

Capital I   **Reconfiguring the Learning Center as an Academic Department**
Kurt Schick, Director, JMU Learning Centers, James Madison University

Our learning center has reconfigured itself as an academic department by creating a mission, a faculty, and a curriculum that transcends the traditional "service" role of a remedial tutoring center. We present ideas for strengthening a learning center's identity, plus sample documents that show what these changes might look like.

Congress II   **NCLCA Learning Center Leadership Certification**
Rae Maslana, NCLCA Certification Chair and Laura Choiniere, NCLCA Corresponding Secretary

Back by popular demand!! 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 <u>sole</u> 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. Although no application is ever rejected, it may be returned for further work. This session will highlight submission strategies to possibly avoid applicant re-work.

A session covering Learning Center Leadership Certification is typically offered at NCLCA annual conferences. First-time attendees may find this session helpful to jumpstart their applications. It may also help repeat attendees solidify their applications.

Cameral   **Cost-Effective Leadership: Capitalizing on the Returns from Investing in our Students**
James Breslin, Associate Director, Academic Enhancement, University of Kentucky
Stephanie Sipp, Student Program Coordinator, Academic Enhancement, University of Kentucky

The design and implementation of the Student Program Coordinator model represent a reframing of student leadership at UK. New challenges in higher education require professionals to explore new opportunities to maximize efficiency without forsaking efficacy. The SPC model achieves these goals while providing undergraduate students a unique, valuable leadership opportunity.

Cabinet   **Writing across the Curriculum: A Collaborative Celebration**
Lisa Gerardy, Writing Center Specialist, Kaplan University
Michael Keathley, Academic Department Chair, Kaplan University
Elke Kleisch, Tutor/Faculty, Kaplan University

Imagine you are faced with hosting a block party for an entire university with potentially thousands in attendance. This is the situation faced by the Kaplan University Writing Center (KUWC) and the Composition Department at the crossroads of the Writing across the Curriculum focus of the University. As hosts, each spends a great deal of time and energy planning, organizing, and communicating. Like a party, all of the key ingredients must come together in order to create a successful experience for our main guests, our students.

Caucus   **Engaging Developmental Students with the Learning Center: An Orientation Model**
Becky Osborne, Director, Parkland College

Through an extensive college-wide collaboration, Parkland College developed a unique hybrid model for orienting developmental students which engages them with the learning center beginning at orientation. Students are encouraged to: "Mind the details; results will follow." Specialized advising and technology support facilitate student engagement with the center and its staff.

Chamber   **Incorporating Learning Theories into our Learning Center**
Christopher Lackey, Graduate Assistant, Learning Services, Illinois State University

How can Learning Centers help students who attribute their failures to a lack of ability? What does a tutor say to a student who says "I'm just no good at math"? These situations are all too common and can be challenging to address. Thankfully, there are a number of learning theories which offer guidance for addressing these and similar problems.

Council   **From Orientation to Graduation: Helping Student Athletes Balance Academics and Athletics**
Michele Sojda, Director of Academic Services, Hilbert College

Do your student athletes struggle with balancing the demands of academics and athletics? This presentation will share the services available to student athletes at two small liberal arts colleges. We'll share our academic plans from what our colleges are currently doing to help student athletes. The academic plans include using academic team captains, pre-season workshops, study groups, academic progress reports, and regular meetings between support staff.

Capital I   **Razortrack: At the Crossroads of Student Success and Data Collection**
Anne Raines, Associate Director, Enhanced Learning Center, University of Arkansas
Johnathon Williams, Web Designer, University of Arkansas
Paula Agee, Instructional Programming Specialist, University of Arkansas
Ron Norvell, Computer Support Specialist, University of Arkansas

Tracking the intersection of services and students is not an easy task. Our team will give an overview of the development and application of Razortrack, the data collection system created by the University of Arkansas' Enhanced Learning Center to track multiple academic support services and student contacts.

Concurrent Sessions 4   **Thursday, September 29**   **3:00 pm - 3:50 pm**

Congress II   **Association of Tutoring Professionals (ATP) Certification**
Marla Owens, ATP President

The Association for the Tutoring Profession (ATP) offers certification for tutors and tutor trainers with a twofold purpose: to recognize individuals for their expertise and dedication to the tutoring profession and to establish uniform standards for training across the profession.

Cameral   **Detour Ahead: Exploring Alternative Funding Routes**
Amy Spencer, Director, Academic Resource Center, Ohio Dominican University

How can we stretch decreasing budgets to serve increasing numbers of students? We will present "alternative routes" our center has explored; attendees will share cost-cutting ideas; and all participants will leave the "fueling station" with a "full tank" of options for navigating the "roads under construction" at their own institutions.

Cabinet   **Proactive Academic Support: Front-Loading Skills for Success**
Eric Moschella, Director, Student Success Center, University of South Carolina

To prepare entering first year students for a rigorous calculus sequence, a summer calculus preparation program was developed. The optional, fee based, non-credit, two-week curriculum refreshes and refines participant understanding of fundamental calculus, fosters critical thinking and problem solving, and introduces foundational learning strategies necessary to succeed beyond calculus.

Caucus   **Students Helping Students: Passing the Baton of Success through Film**
Martha Whitty, Instructor, Trinity Washington University

Let your former students explain to new students why it is important not to miss a class, or skip a homework assignment. Students who have experienced success in developmental courses become great advocates for the benefits of being a responsible student. A digital movie camera and a computer are all you'll need to turn student testimonials into advertisements for best practices in your courses.

Chamber   **Supplemental Instruction and Tutoring – Two Roads, One Destination**
Mary Knasinski, Senior Student Services Coordinator, University of Wisconsin – Milwaukee

Discover how both SI and tutoring can coexist and flourish at UW-Milwaukee, despite the unique needs of each program. Different policies and methods can be successfully integrated in one center, driving toward the same goal. If you want to start an SI program and don't think you have the resources, learn how it's possible.

Council   **Dust off That Binder!**
Jon Mladic, Learning Center Coordinator, Rasmussen College – Rockford

Why is tutoring important? Is it possible for a training binder to be looked at by your staff more than once? This session will focus on what content to include in a training binder, strategies to make it a "live" and actively-used binder, and organizational tips for keeping it all straight (with a specific emphasis on documentation for NCLCA certification).

Capital I   **Using Assessment to Further Develop Programs Dedicated to Student Excellence**
Beth Neiser, Assessment Coordinator, University of Kentucky
Jim Breslin, Associate Director, Academic Enrichment, University of Kentucky

At Academic Enhancement, services are student-responsive and purposefully student-centric and designed to foster interactions that promote learning strategies. Students' opinions can demonstrate what pieces are important to their success. Discover our assessment plan that has been developed in order to assure that learning outcomes are met for each year.

POSTER SESSION DETAILS

Poster Sessions   **Thursday, September 29**   **4:00 pm - 5:00 pm**

How Do You Know It's Working: APIE (Assessment, Planning, Implementation, and Evaluation) of a (Math) Study Skills
Kimberly Bethea

Are you a learning skills specialist tasked with teaching learning or study skills courses? Do you wonder what impact your course has on student overall success and persistence at your college or university? Do you have anecdotal evidence about how much students learn from your course but lack the tangible evidence that is often needed to validate the effectiveness of your course and its impact on student success? In this presentation, we will share our experience with implementing a four-step process of evaluating our math study skills course.

Something Funny Going On - Non-Traditional Approaches to Training
Mary Hamilton

Training does NOT have to be boring. Explore ways to incorporate humor and other methods to make training interesting and memorable. Change your perspective by the use of thoughtful, creative games, role playing and interactive exercises. Be prepared to loosen up and have some fun.

Without the Space: Coordinating a Successful Tutoring Program
Heather Johnston Welliver

Want to begin a viable tutoring program but lack the physical space? Learn about best practices of the Denison University Tutoring Program, in which students meet one-on-one regularly with peer tutors at various campus locations. Participants will receive a variety of materials.

Technology Initiatives in the Learning Center
Christopher Lackey

This presentation will highlight the various Technology Initiatives which we have put into place at our Learning Center. The overall goal of these initiatives is to provide additional resources for students, particularly those who cannot get into tutoring sessions and/or those in courses with high enrollments and high D/F rates.

Mentoring: Hanging Failure Out to Dry
Nancy McDaniels

This poster session demonstrates the necessity of mentoring students toward retention and graduation. The presenter will highlight successful mentoring techniques garnered from years of practical experience, and attendees will leave the poster presentation with mentoring tips and ideas for their own centers.

Academic Recovery Programs Can Help Struggling Students Succeed
Christine Murphy, Special Programs Coordinator, Academic Success Center, Clemson University
Elizabeth McWilliams, Academic Coach and Coordinator of Tiger Success, Academic Success Center, Clemson University
M. Elaine Richardson, Director, Academic Success Center, Clemson University
Ryan Harper, Graduate Assistant

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. Poster will detail results of a longitudinal study of efforts taken to get students on probation back in good academic standing.

At the Crossroads of Professional Development: Applying for the NCLCA Brenda Pfaehler Grant
Jennifer Pippen

The purpose of the NCLCA Brenda Pfaehler Professional Grant is to foster the professional growth of our members. It will be awarded to members of NCLCA to assist in research, leadership, and/or curriculum innovation. Come learn tips and receive grant materials for putting together your own application.

Poster Sessions   **Thursday, September 29**   **4:00 pm - 5:00 pm**

Changing Peer Tutors' Attitudes Toward Distance Education Using a Formal Online Tutor Training Program
Kevin Roesser, MS, University of Wisconsin at Milwaukee

This study investigated the attitudes of peer tutors who received web conferencing training in preparation for synchronous online tutoring. A quasi-experimental design was employed to evaluate changes in peer tutors' attitudes toward distance learning following participation in an online tutor training program. Peer tutors were found to have: (a) an increased sense of the importance of distance learning offerings to adult learners' success, (b) an increased sense of the effectiveness of distance education programs compared to face-to-face, (c) an increased sense of experience level using distance learning tools, and (d) an increased sense of comfort using distance learning tools. Participants also demonstrated an increased overall attitude toward distance education. No significant difference in training effects between gender and age groups was found. Implications and suggestions for future research are discussed.

Sharing Text, Sharing Social Media, and Sharing Meaning
Bethany Sharpe

I will be presenting a poster on my partnership with a University Teacher in China. The poster will discuss the creation of an online book club, using Chinese social media, to connect Chinese college students with University of Kentucky college students.

Easing Academic Culture Shock for First Generation Students
Christine Zielinski
Dorothy Resh

One of the biggest college adjustments is meeting the level of academic expectations. How do students know, before their grades are jeopardized, that they need to adjust their learning behaviors? Hear about a program that provides students with this realization before the first classes and increases first year GPAs.

NADE 2012

Developmental Education:
A Mosaic of Learning

National Association for Developmental Education
36th Annual Conference
February 22-25, 2012
Disney's Coronado Springs Resort • Orlando, Florida
For more information: www.nade2012.net
Hosted by: Florida Developmental Education Association

NC STATE UNIVERSITY

The producers of *A Look at Productive Tutoring Techniques* are happy to introduce a new tutor training textbook: *Put the Pencil Down: Essentials of Tutoring.*

Put the Pencil Down is designed to introduce new tutors to a wide variety of tutoring skills. Each chapter includes real stories as well as activities for new tutors. Topics include:

- Introduction to different types of tutoring
- Cultural differences
- Structuring a session
- Questioning strategies
- Positive reinforcement
- Assertiveness
- Study skills
- Learning styles
- Direct techniques
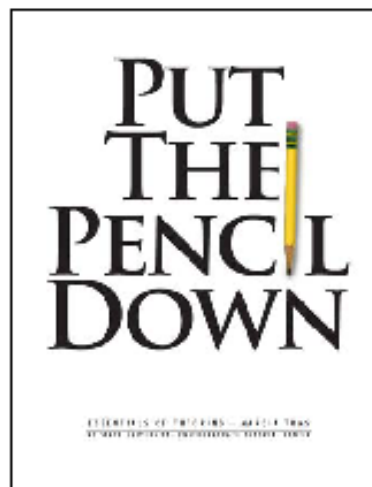
http://www.ncsu.edu/tutorial_center/products.htm

Concurrent Sessions 5   **Friday, September 30**   **10:00 am - 10:50 am**

Congress II   **CRLA International Tutor Training Program Certification (ITTPC) Institute: Exploring and Beginning the Process**
Karon Mathews, CRLA Past-President, Texas A&M University
Rick Sheets, CRLA ITTPC Coordinator, Paradise Valley Community College, Retired
Karen Agee, University of Northern Iowa, Emerita

You've heard about certifying your tutor training program through ITPC (former name). You know that ITTPC provides standards for evaluating the quality of training you offer and gives your program credibility. Perhaps certification for your program lapsed some time ago and you seek certification for the training you now provide. This institute is intended for anyone interested in hearing more about ITTPC or wanting to jump-start the certification process. We will clarify the application requirements, application process, best practices, and benefits of certification. Presenters include the ITTPC Coordinator (appearing e-magically from Arizona), a learning center director renewing her program's certification this year, and a co-editor of the *CRLA Handbook for Training Peer Tutors and Mentors*.   Participants will receive a PowerPoint handout with information you need for your administrators and staff.

Cameral   **Maintaining High Quality Academic Support Services through Guided Study Groups at a Research I Institution**
Constantin Schreiber, Project Assistant, The Pennsylvania State University
Angelique Bacon-Woodard, Scholar-in-Residence, The Pennsylvania State University

In a time of ever-shrinking budgets, serving and meeting the out-of-class academic needs of students has become more and more challenging. This presentation demonstrates how university colleagues' work together to address this situation effectively through a collaborative-learning approach based on the Supplemental Instruction (SI) model.

Cabinet   **The CARE Crossing: A Collaborative Approach for Student Success**
Judy Luther, Senior Director, Academic Resource Center, Spalding University
Sam Meyer, Writing Specialist, Spalding University
Dorian Asher, Graduate Assistant/Academic Coach, Spalding University

Come learn about our CARE program designed to support at-risk students. Experience our collaborative twist on academic coaching, which provides students with individualized activities to help them understand the rigors of college academics. The CARE program can be adapted to meet the needs of any high- risk population.

Caucus   **Incentivizing an Academic Retention Program: A Strategic Approach to Providing Services to Students at Risk for Academic Probation, Suspension and Dismissal**
Stacey Parker, Coordinator, First Year Academic Retention Program, Florida Gulf Coast University

How do you help students with an academic hold help themselves? At Florida Gulf Coast University's Center for Academic Achievement, our Academic Retention Program (ARP) offers an incentive for students on academic notice, warning, probation, or probation after suspension, in order to encourage them to utilize campus resources.

Chamber   **Helping Tutors Help Students with Self-Regulated Learning Skills**
Marcia Toms, Associate Director, North Carolina State University

Even in semester-long assignments, tutors sometimes have difficulty focusing on the self-regulation skills that makes meaningful impact on a student's learning. This session will share a structured interview protocol that tutors can use to help students develop test preparation strategies, use of study aids, and time management skills.

CONCURRENT SESSION DETAILS

Council   **Using Games to Make Tutoring Fun**
Susan Smith Roads, Learning Center Director, Rose-Hulman Institute of Technology

Looking for some new tutor training ideas? Need to motivate your staff? A visit to your local toy store may be just the answer. This session will provide hands-on activities with reflection exercises based on popular games such as *Legos, Apples to Apples, Tribond, and Jeopardy*. Session participant will learn how games can be used to spark critical thinking, problem-solving, and communication skills.

Capital I   **Implementing Online Tutoring Services Using Your Own Tutors**
Johanna Dvorak, Director, Educational Support Services, University of Wisconsin – Milwaukee

Interested in implementing an online tutoring service? This presentation describes how an online synchronous peer tutoring program was developed at the University of Wisconsin-Milwaukee. An overview of the program includes funding, staffing, implementation, training, and evaluation. Examples of successful sessions are provided, as well as student and tutor survey responses.

Congress II   **2010 NCLCA Outstanding Learning Center Award Winner, Ball State University:**
                   The Benefits of National Recognition and Certification – You Can Do It Too!
Jennifer Haley, Core Curriculum Tutoring and Supplemental Instruction Coordinator, Ball State University
Jacqueline Harris, Study Strategies and Writing Tutoring Coordinator, Ball State University
Gary Ritz, Math Tutoring Coordinator, Ball State University

Is it time for your learning center to receive national recognition for the great work that you do? Do you want to apply for the 2012 NCLCA/Frank Christ Outstanding Learning Center Award, but you just don't know how to get started? Join us to learn all about this rigorous and very beneficial process.

Cameral   **FTCC's I-PASS Center – An Innovative Mix of Media, Mentors, Tutors and Computers to Advise,**
                   Retain and Spur to Success High-Risk Dev Ed Students
Annette Dammer, QEP Director, Fayetteville Technical Community College

FTCC's new *I-PASS Center* offers tutors, computers, involved intrusive-advisors, and a dedicated counselor for the nurture of the developmental student. As colleges nationwide battle low retention rates, *I-PASS'* first-of-its-kind lab offers a safe homeroom where developmental education faculty bring expertise and care directly to students in one convenient, supportive place. Through re-purposing of existing faculty, advisors, and counselor, as well as grants, the cost for this computer/advising/counseling/learning lab is startlingly low and attainable for any motivated college budget. The *I-PASS* **Center (I-Persist; I-Achieve; I-Study; I-Succeed)** received overwhelming approval as FTCC's new Quality Enhancement Plan by SACS, the Southern Association of Colleges and Schools and has shown great success in its first year.

Cabinet   **Strategies for Student Achievement: Understanding the Impact of a Student Success Center**
                   through Action Research
David Mackzum, Doctoral Candidate/Director of Education, Northern Kentucky University
Kerri McKenna, Developmental Writing Instructor, Gateway Community and Technical College

Does your campus have a growing population of students who do not meet Satisfactory Academic Performance? Are faculty and staff overcome with how to meet the needs of their students while maintaining high academic standards? We will share timely action research that explores how effective a student success center is in improving academic performance and retention for students at a two-year college.

CONCURRENT SESSION DETAILS

Caucus   **Academic Refresher Program – Transforming Academic Probation into Student Success at Arizona State University**
Jeanne Hanrahan, Executive Director, University Academic Success Programs, Arizona State University
Kate Frost, Program Manager, Arizona State University
James Lewis, Coordinator, Arizona State University

Want to know how you can help your probationary students take the first step toward a more successful future? Learn about ASU's successful Academic Refresher Program, where 85% of participating probationary students are retained. We will share how Student Success Center resources and partnerships were used to implement this program and provide outcomes data to demonstrate its impact.

Chamber   **Mastering the Language of Mathematics: How Can Learning Centers Help?**
Victoria Appatova, Ph.D., Assistant Professor of Reading/English, University of Cincinnati Clermont College

This study demonstrates how integrated learning of basic math and literacy skills, including reading, writing, and oral communication, enhance developmental students' academic performance, retention, motivation, and intellectual development. The presentation will provide learning center staff with methodologies for integrating math and literacy skills in individual and group sessions.

Council   **Two Directors Meet at the Crossroads of Peer Tutors and Student Success**
Lisa D'Adamo-Weinstein, Director of Academic Support, SUNY Empire State College
Tacy Holliday, Director of the Science Learning Center, Montgomery College

Our peer tutor training and academic support delivery models are tailored to the diverse needs of student populations at a 2 year and 4 year college. The directors will discuss how these models prepare students for success. Participants will leave with ideas for enhancing their training and academic support programs.

Capital I   **Technical Video Library – Meeting the Needs of College Learners and More**
DeBorah Green Zackery, Director of Student Success, Dunwoody College of Technology
Eeris Fritz, Instructor, Dunwoody College of Technology

Meeting the needs of adult learners, multi-language students and students in need of multiple presentations of the basics was a challenge until we developed a technical video library. Come learn how a premier technical college used technology to provide academic support to students 24 hours a day.

CONTINUING THE CONVERSATION LUNCHEON

Friday, Sept. 30, 12:30 pm - 1:50 pm, Capitol Ballroom

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

Topics May Include:

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

CONCURRENT SESSION DETAILS

Congress II   **Learning Centers at the Crossroads of Student and Faculty Success: Putting the WOW into Faculty Development Workshops!**
Saundra McGuire, Asst. Vice Chancellor for Learning, Teaching, and Retention; Professor of Chemistry, Louisiana State University

Faculty Development workshops typically focus on improving *teaching*, but place little emphasis on metacognitive *learning* strategies. This session will demonstrate how learning center professionals can present faculty development workshops that will be enthusiastically received by faculty who are experts in their disciplines, but novices in the area of student learning.

Cameral   **Validating Learning Centers**
Craig Curty, Director, Academic Services Center, High Point University

Debunking pervasive administrative, faculty, and student perceived stigmas regarding Learning Centers is an attainable goal for academic support professionals. Using Rendon's (1994) Validation Model as a theoretical framework, this presentation conveys how validating Learning Center programs can provide qualitative evidence in identifying your program as a vital component of institutional success.

Cabinet   **Making an IMPACT: Designing Successful Academic Interventions for First year Students**
Melissa Brocato, Director, Center for Academic Success, Louisiana State University
Diana Mohler, Assistant Director, Center for Academic Success, Louisiana State University

The nationally recognized Center for Academic Success at LSU partnered to create an award-winning metacognitive learning strategies program for approximately 14% of first year students on warning or probation to help them achieve at the levels required in college-level coursework. The creation, success, and evaluation of this program will be discussed.

Caucus   **Turning Red Lights Green: Using an Institution's Unique Strengths to Start-Up a Success Academic Rebound Program**
Melody Fowler, Director of Student Support Programs and Services, Texas Wesleyan University
Michael Greer, Assistant Director and Learning Specialist, Texas Wesleyan University

After evaluating programming within our departments, we as learning center professionals often find that something new needs to be implemented. Often we take back effective strategies learned from peers, but how do we successfully translate a new program to our unique institution? We will share our experiences and successes with the start-up and evaluation of an academic 'rebound' program designed to contribute to retention efforts.

Chamber   **Tutor Matching Service At Indiana University Purdue University – Indianapolis: Matching Students with Tutors via Facebook**
Landon Brothers, Assistant Director of the Office of Tutorial Support, Indiana University - Purdue University – Indianapolis

Looking for an innovative way to refer tutors? The Tutor Matching Service Facebook Application has met our tutoring needs without sacrificing the quality of our referral service. We will share the features that the Tutor Matching Service can offer your learning center's tutoring service and answer why we chose this partnership.

Council   **Ask Us Anything: Bringing the LC to the Students for Maximum Visibility**
Marion Kane, Director, Learning Centers, Lake-Sumter Community College

It's the start of a new school year and the same problem looms – how do you get the message of the learning center out to new students (and not spend a whole lot either)? We bring the LC to the students – placing personnel and services out on the campus for the first days of the semester!

Capital I   **Academic Resources for Online Students**
Kailyn Helget, Academic Support Librarian, Rasmussen College

Spend the next hour exploring how Rasmussen's online resources have empowered distance learners to be as successful as residential students, while increasing retention of this population. With a tool belt of 10+ strategies, you will be sure to take away new interactive approaches to connecting with your online students.

CONCURRENT SESSION DETAILS

Congress II   **Don't Crash in a Crisis: Use Effective Communication Strategies in Urgent Situations**
Mark May, Associate Professor, Communication, Clayton State University

It is best to defuse problem situations before they escalate. But violent threats, angry complaints, employee misbehaviors, incompetent/unethical services, and budget attacks do occur and need to be managed strategically. Participants consider how to reduce the possibility of crises and to communicate effectively when they do occur, despite their best efforts.

Cameral   **The Brain: Attention, Reflection and Distraction Part One (of two part series)**
James Valkenburg, Director Teaching/Learning Center, Delta College

Discussion of *the Brain: Attention, Reflection and Distraction* will focus on current research that outlines the power of the mind to learn in contrast with the negative impact of the variety of technological distractions that impede learning.

Cabinet   **GNED 100: Driver's Ed for Freshman Year**
Jack Trammell, Director of DSS, Randolph-Macon College

What if you could work with your freshmen students in advance of their first semester at college? A conditional admit program at Randolph-Macon College does just that. Taking a study skills course based on *Becoming a Master Student*, coupled with two general education classes taught by hand-picked faculty members, and adding peer mentoring and tutoring, R-MC conditional students have a chance for guided practice before their "real" freshmen experience begins in the fall. The preliminary results indicate strong benefits to retention and achievement.

Caucus   **A Writing Laboratory Approach for Academic Assistance**
Janet Valente, Writing Specialist, Miami University Hamilton

You have a few first-year students whose writing skills suggest they would benefit from academic support while enrolled in college-level composition. How can you deliver sustained, hands-on assistance? Try offering a one-credit writing laboratory scheduled concurrently with college composition, where students collaborate in small groups to work on papers.

Chamber   **Peer Academic Coaching: The First Year of PACs at the College of Charleston**
Lindy Coleman, Coordinator of Study Skills Program, College of Charleston

What brings first year students to the Study Skills office? Time and Task Management! Who are the experts on time and task management? Successful students who navigated these waters and stayed afloat! Join us to hear about the first year of Peer Academic Coaching at the College of Charleston!

Council   **Collecting Data for Tutorial Operations: An Idea Exchange**
Pamela Czapla, Director, Tutorial Services, Lock Haven University

There are many ways to collect data about a tutorial operation.   A discussion of the options and an exchange of instruments could be helpful in sorting out which ones are more effective to pursue. After a 15-30 minute presentation, the audience will be broken up into groups for discussion and exchange. Time will be allowed for each group to summarize their discussion.

Capital I   **Measuring Student Success by CAS Assessment**
Karen Agee, Reading & Learning Coordinator, Emerita, University of Northern Iowa

Does your program help students to succeed? The Council for the Advancement of Standards in Higher Education (CAS) offers a set of student learning outcomes—six domains and 28 dimensions—to guide assessment of student learning and development.   Participants will identify new approaches for assessing students' learning.

CONCURRENT SESSION DETAILS

Congress II **Strong Teams at the Crossroads of Student Success**
Mark Daddona, Associate Vice President for Enrollment Management, Clayton State University

Are you working with a new group of students or staff, or do you want to improve the team in your center or department? During this fun and interactive session, participants will discover their role in a medieval kingdom and will learn effective ways to build on the style of others in order to develop a stronger and more balanced team.

Cameral **The Brain: Attention, Reflection and Distraction Part Two (of two part series)**
James Valkenburg, Director Teaching/Learning Center, Delta College

Discussion of *the Brain: Attention, Reflection and Distraction* will focus on current research that outlines the power of the mind to learn in contrast with the negative impact of the variety of technological distractions that impede learning.

Cabinet **Using Emotional Intelligence Outcomes to Increase Learning Outcomes**
Christine Zielinski, Director, Academic Resource Center, University of St. Francis

Why do bright nursing students still struggle in their major? Emerging research shows a link between emotional intelligence (EI) and academic outcomes. This presentation will share the role of emotional intelligence in learning and strategies for increasing EI in nursing students to improve academic success.

Caucus **Avatar! Employing an Imagined Character to Sharpen Student Writing**
Kyle Torke, Colket Fellow in Reading and Rhetoric, The Colorado College

Struggling to make their writing specific and rich with sensory images troubles most undergraduates' essays, but one simple technique allows them to build an essay fluent with examples and details: create an imaginary person around whom the essay's examples and other evidence revolves. Long a staple of journalistic and creative writing, using an avatar in research essays and other academic writing dramatically improves both the content and quality of their work.

Chamber **Tutor Training 4.0 – Upgrading Your Training to a Campus-Wide Conference**
Martin Golson, Instructional Specialist, Austin Peay State University

Is it time to upgrade your training program? Try hosting a training conference which draws presenters and student workers from across the campus community to provide extraordinary instruction, increase awareness of the tutoring program, and increase faculty confidence in the tutoring program.

Council **Optimizing & Automating Your Center Services & Data**
Mary Oberhelman, National Consultant, Engineerica Systems, Inc.

Is your Center really running at its maximum efficiency using an ***Automated Center Management System?*** How are you *collecting & tracking* the information that you need to meet grant requirements? Is an *automated* system affordable for me? Are you automatically TEXTING or e-mailing your no-shows or cancellations? Are you automatically broadcasting your reports? (Turn it on and walk away) Web appointment scheduling keeps your data safe & secure behind your college security! How do you track *walk in* appointments? What about *after the fact* appointments? Are you having problems coordinating tutors/staff schedules during your busiest hours? When are your busiest hours/seasons? Are you automating student and staff, surveys and feedback? Can you instantly print, fax, or email a .pdf of your *CURRENT* center/student statistics in a clear concise report or chart for a last minute meeting? Pen and paper sign in systems are inaccurate and time consuming. 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.

Capital I **At the Crossroads of Social Networking: If You Lead, Will They Follow?**
Tacy Holliday, Science Learning Center Supervisor, Montgomery College

Do you have ideas for programs but have trouble getting participation? Do you want to identify new ideas or develop better relationships with stakeholders? This presentation will inspire you to use old-fashioned techniques and emergent technology to unleash the power of social networking online and in-person to leverage success.

CONCURRENT SESSION DETAILS

Congress II   **NCLCA Learning Center Leadership Certification**
Rae Maslana, NCLCA Certification Chair
Laura Choiniere, NCLCA Corresponding Secretary

Back by popular demand!! 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 <u>sole</u> provider of certification in learning center leadership. This certification acknowledges accomplishments through benchmarking, sharing experiences and training in theories and best practices in earning 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. Although no application is ever rejected, it may be returned for further work. This session will highlight submission strategies to possibly avoid applicant re-work.

Cameral   **New or Experienced in Learning Commons? This Session is for You.**
Brandi Porter, Director of the Library, Mount Aloysius College
Caressa Olivo-Gearhart, Learning Commons Coordinator, Mount Aloysius College

Session will present best practices in developing a Learning Commons from the ground up. In Fall 2010, Mount Aloysius College opened a Learning Commons in its library to include library, tutoring, and technology support services. Presentation will cover how to go about planning, marketing, and assessing a Learning Commons space.

Cabinet   **"Critical" Competencies for Success in the College Classroom: Strategies for Developing Students' Critical Thinking Skill Sets**
Dana Malone, Teaching Assistant/PhD Candidate, University of Kentucky
Anna Gatewood, Teaching Assistant, University of Kentucky

In this session we will focus on developing one of the foundational skills necessary for success in college – critical thinking. Critical thinking is not a stand-alone ability. Rather, proficient critical thinking necessitates critical reading and writing abilities. As such, we will present curriculum strategies that develop students' critical thinking skill set proficiencies that could be adapted for use in a variety of disciplines and courses.

Caucus   **There is No Distance or Distinction: Working with Writing Center Using Online Mediums**
Michael Frizell, Director, 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.

Chamber   **The Road Not Yet Taken with Your Powerpoint Can Make All the Difference**
Sylvia Ramsey-Rezner, Academic Resource Center Coordinator/Instructor, Georgia Military College - Martinez Campus

If your PowerPoint is the centerpiece of your presentation instead of it being "you," then you have taken the wrong turn at the crossroads to success with your audience. If abused, it can turn your audience off. Learn how you can identify the correct road to take with your Power Point and it will make all the difference for you and your audience.

CONCURRENT SESSION DETAILS

Concurrent Sessions 11   **Saturday, October 1**   **10:00 am - 10:50 am**

Congress II   **The Fountain of Youth for a 'Seasoned' Center: Instituting a New Professional Development Plan**
Ruby Molina, Assistant Director, External Relations & Research, SALT Center, The University of Arizona

Specialized learning centers that support students with Learning Disability (LD) and Attention Deficit/ Hyperactivity Disorder (AD/HD) are popping up all over the country. Learn how the SALT Center (a 30 year-young Center) plans to integrate appreciative advising, strategic tutoring and AD/HD coaching into its professional development plan to stay current.

Cameral   **Crisscross and Communication: Peer Educators and Effective Communication Strategies**
Diana Bell, Executive Director, Student Success Center, University of Alabama in Huntsville

This presentation will introduce the Gibb's Communication Model, which emphasizes supportive rather than prescriptive-based communication, and will then discuss the model as a useful training strategy for peer educators. Participants will come away with an understanding of the theoretical model and strategies for implementing the Gibb's model in training sessions.

Cabinet   **Playing to the Middle: Building Academic Excellence from the Center Outward**
Leonard Geddes, Associate Dean of Co-Curricular Program, Coordinator of the Learning Commons, Lenoir-Rhyne University

Colleges and Universities boast of scholarships, fellowships and honors recognitions as both support and incentives for top academic performers. An army of academic support services are often devoted to those students at the bottom of the academic spectrum. But what is specifically being done for the majority of students who fall in between the top and the bottom? Has the higher education community unintentionally replicated an academic version of the American economic and political system – where the extremes become the prism though which the whole is viewed? This is more than a theoretical question. It is standard operation at many colleges and universities. This presentation challenges learning centers to resist this temptation and begin focusing on students stuck in the "neglected middle," and to use these students' experience as the prism through which we view our students. Participants will learn how one learning center has impacted its university's academic culture by playing to the middle.

Caucus   **Making Math "Add Up" for the Adult Learner**
Bob Khouri, Instructional Video Specialist, Wisconsin Technical College System Foundation, Inc.

ModuMath Basic Math and Algebra courses harness audio/video tutorials in a user-friendly, interactive, adaptive learning environment. Session demonstrates how learning centers nationwide use these materials to accommodate the wide range of skill levels and learning styles among adult remedial math students.

Chamber   **Maximizing Center Resources with TutorTrac Software**
Jon Halter, Redrock Software Corp.

Presentation will provide an overview of items to consider when designing a tracking system. An interactive demonstration of TutorTrac software will be provided. Participants will be able ask questions and discuss the relevance of tracking software in their centers. Specific case studies will be examined and discussed.

CONCURRENT SESSION DETAILS

Congress II   **Rethinking and Redefining the Value of Tutoring: Examining Student Perceptions of Factors Impacting Utilization of Tutorial Services for Developmental Education Work**
Beatriz Becerra-Barckholtz, Director of Student Success, The University of Texas at Brownsville and Texas Southmost College

The focus of this investigation is to examine the perceptions of development education (DE) college students from low socioeconomic and first generation backgrounds on factors that impact their access and utilization of student support tutorial services. This study will look specifically at disadvantaged DE students who have attempted developmental coursework in Reading, Writing, or Mathematics three or more times.

Cameral   **Reaching Them in a Cloud: A Low to No Cost Solution for Online Tutoring**
Benjamin Smith, Tutoring Services Coordinator, Binghamton University, SUNY

Online tutoring on a budget! Come learn how the presenter developed an online tutoring program for their center without any funds! The methodology is presented along with case studies demonstrating successes of the approach, for both long distance tutoring support as well as retention.

Cabinet   **More Bang for Your Buck: Increasing Student Visit Numbers and Tutor Efficiency While Lowering Costs**
Michael Hudson, Learning Center Specialist, Roane State Community College
Jessica Millis, Learning Center Specialist, Roane State Community College

The world of solutions is seemingly centered around "new", "more", and "expensive", but in a world of budget extinction, Learning Centers must adapt. Our presentation will show how an up-and-coming Learning Center can increase productivity and lower costs through the use of new partnerships, increased outreach, and accessible technologies.

Caucus   **Highly Effective Tutors: From Research to Current Practices**
Bob Lasiewicz, Managing Director, Crossroads of Learning

How can you identify the new tutors who are most likely to succeed? What impact does experience and training have on a tutor's ability to pursue the appropriate course of action with a client? How can   observation and assessment contribute to effective tutoring? Which data and learning center norms will support your requests for funding? During this session, relevant research and practice will be shared, including recently recorded video interviews. We will analyze, compare, and contrast the tools and techniques being used to find, train, motivate and evaluate tutors.

Chamber   **Providing Services 24/7: Restructuring How We Support Today's Students**
Valerie Kisiel, Marketing, Innovative Educators
Kristen Seldon, Marketing, Innovative Educators

The presentation will include the use of podcasts, web conferencing and videos, all of which are critical to creating a dynamic and engaging learning environment. The presenters will focus on how to utilize these tools to deliver and enhance orientation programs, academic advising, tutoring, financial aid advising, supplemental instruction and student success workshops, so that you can do more with less.

Tutoring: Reaching for the Top

March 25-28, 2012   Seattle, Washington

College Reading & Learning Association

Hands Across Curriculum
partnerships for college success

Keynote Address: W. Norton Grubb
Developmental Education in Community Colleges:
Views from Inside Classrooms

44th CRLA Annual Conference
November 9 – 12, 2011
Hyatt Regency Mission Bay Hotel
San Diego, CA

FOR MORE INFORMATION GO TO www.crla.net

AWARDS BANQUET
THURSDAY, SEPTEMBER 29 12:30PM-1:50PM, CAPITOL BALLROOM

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.

Martin Golson

Blended
Online/Face to Face
Tutoring Sessions
At
Austin Peay
State University

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.

Christopher
Lackey
from
Illinois State
University

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.

The Citadel Academic Support Center
The Military College of South Carolina
LTC Jane M. Warner, Ed.D., Director

EXHIBITORS

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(866) 556-1743
www.26LLC.com

CLADEA 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" (www.cladea.org). Representing thousands of professionals on CLADEA are five member organizations:

- Association for the Tutoring Profession
- College Reading and Learning Association
- National Association for Developmental Education
- National Center for Developmental Education
- National College Learning Center Association

www.cladea.net

The Council endorses the following certification programs: ATP's Tutor Certification and Tutor Trainer Certification; CRLA's International Tutor Training Program Certification and International Mentor Training Program Certification; NADE's Tutoring Services, Course-Based Learning Assistance, and Developmental Coursework Program Certification; and NCLCA's Learning Center Leadership Certification.

The Council spurs excellence in another way, too, by recognizing and honoring the most outstanding leaders in the profession. Fellows are selected based on their long-term and significant contributions to the 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. Previously inducted Fellows include the following:

David Arendale	Jeanne Higbee	Kate Sandberg
Carol Bader	Russ Hodges	Gladys Shaw
Barbara Bonham	Gene Kerstiens*	Michele Simpson
Nancy Bornstein	Lucy MacDonald	Rita Smilkstein
Hunter Boylan	Georgine Materniak	Karen G. Smith*
Kathy Carpenter*	Martha Maxwell*	Milton "Bunk" Spann
Martha Casazza	Robert McCabe	Norman Stahl
David Caverly	Jane McGrath	Linda Thompson
Frank Christ	Jane Neuburger	Vincent Tinto
Susan Clark-Thayer	Cathy Nuse	Jack Truschel
K. Patricia Cross	Carol O'Shea	Jim Valkenburg
Nancy Carriuolo	Karen Patty-Graham	Claire Ellen Weinstein
John Gardner	Walter Pauk	William White, Jr.*
Al Granowsky	Michael Rose	Janet Zadina
Phoebe Helm	John Roueche	

* deceased

ATP: Association for the Tutoring Profession

Marla Owens
ATP President and Conference Chair
North Central Texas College
Phone: (940) 498-6226
Web: www.myatp.org
Email: mowens@nctc.edu

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

Norman Stahl
President-Elect & 2011 Conference Chair
Northern Illinois University
Phone: (815) 753-9032
Web: www.crla.net
Email: stahl@niu.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

Jane Neuburger
President
Syracuse University
Phone: (315) 443-2005
Web: www.nade.net
Email: jneuburg@syr.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

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

NCLCA EXECUTIVE BOARD, 2010-2011

2011 CONFERENCE COMMITTEE

Conference Chair:	Jack Truschel, East Stroudsburg University
Proposals:	Jenny Pippen, North Central College
Exhibits/Vendors:	Laura Choiniere, Roger Williams University
Web Site:	Alan Craig, Georgia Perimeter College
Program:	Laura Sanders, Valparaiso University
Registration:	David Reedy, Columbus State Community College
IUPUI Tour:	Mark Minglin and Landon Brothers, IUPUI
Decorations:	Laura Choiniere, Roger Williams University
Moderators:	Jennifer Haley, Ball State University
Night on the Town:	Laura Sanders, Valparaiso University
Raffle Baskets:	Jennifer Haley, Gary Ritz, and Jackie Harris, Ball State University
	David Reedy and Joetta Burrous

PAST CONFERENCE THEMES AND LOCATIONS

2011	Learning Centers: At the Crossroads of Student Success	Indianapolis, IN
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

2011 Night on the Town Options

Thursday Night: Dinner and Dracula

To get ready for this night of adventure, we will enjoy a 3 course Italian dinner prepared just for us at the Buca di Beppo restaurant in downtown Indianapolis.

After dinner, we will take a short walk to see what chilling tale awaits us at the Indiana Repertory Theatre. "Wicked and seductive, the original bloodsucker is back in a fresh, faithful adaptation of Bram Stoker's horrific tale. The Count has taken residence in London, and only Professor Van Helsing understands the extent of the terror that is about to be unleashed. " The total cost of this bone chilling evening is $50.

Friday Night: Mind Tripping Adventure

Mind Tripping is an intimate, interactive, theatrical experience of mind reading, psychological illusions, comedy, and mental surprises you will never forget. This sell-out show toured the country for 4 years and is currently playing in Downtown Indianapolis.

They are the #1 Husband and Wife Comedy Mind Reading show in the nation.

Only a short walk from the Westin, we will enjoy a scrumptious three course meal at the 120 West Market Fresh Grill before the show performed just for NCLCA. The cost of this NCLCA night of fun is $50.

Please stop by the registration desk to see if tickets are still available for these events.

LOCAL RESTRAURANTS

Restaurants near The Westin Indianapolis:

Within walking distance of hotel:

Buffalo Wings & Rings	111 West Maryland St.	(317) 634-9464
The Eagle's Nest Restaurant	1 South Capitol Avenue	(317) 231-7566
Noodles and Company	121 W. Maryland St.	(317) 638-1300
Loughmilleer's Pub & Eatery	301 W. Washington St.	(317) 638-7380
P.F. Chang's China Bistro	49 W. Maryland St. Suite 226	(317) 974-5747
Patachou On the Park	225 W. Washington St.	(317) 632-0765
Pizza Di Tito	115 W. Washington St.	(317) 236-0075
Starbucks	350 W. Maryland	(317) 405-6122
Steak 'n Shake	101 W. Maryland St	(317) 634-8703
Subway	101 W. Washington St.	(317) 685-8000

Within ½ mile of The Westin:

Arby's	15 E. Market St.	(317) 822-8552
Ben & Jerry's	55 Monument Circle	(317) 637-2820
Jimmy John's	17 N. Pennsylvania St.	(317) 635-6112
King David Dogs	15 N. Pennsylvania St.	(317) 632-3647
The Pita Pit	1 N. Pennsylvania St.	(317) 829-7482
Potbelly Sandwich Shop	55 Monument Circle	(317) 423-9043
Quiznos	55 Monument Circle	(317) 269-8838

LOCAL ATTRACTIONS

Indianapolis Zoo   1200 West Washington St.   (317) 630-2030
The downtown zoo highlights include white river garden, a 3.3 acre botanical attraction and the new dolphin adventure pavilion. It is located inside white river state park.

Indianapolis Children's Museum   3000 N. Meridian Street   (317) 334-3322
Kids won't want to miss The Children's Museum of Indianapolis. It's a hands-on world of discovery, which is the largest of its kind in the world.

Eiteljorg Museum   500 W Washington St.   (317) 636-9378
The Eiteljorg Museum is the only museum of its kind in the Midwest, and one of only two museums east of the Mississippi that showcase both Native American and Western art, culture and history.

The Congressional Medal of Honor Memorial   (317) 261-6676
Adjacent to Military Park & West St.
The Congressional Medal of Honor memorial is the nation's only memorial honoring all recipients of the Medal of Honor, the United States' highest award for military valor. It features glass panels etched with the names of 3,432 Medal of Honor recipients, their branch of service and the locations of their heroic actions.

Indianapolis Museum of Art   1200 W. 38th St.   (317) 923-1331
Explore the art galleries or spend time outside on the landscaped grounds that boast a permanent collection of more than 50,000 works of art, a Wolfgang Puck operated restaurant and café, summer concerts and movies are held on the terrace as well. Please contact the museum for further information regarding traveling exhibitions.

NCAA Hall of Champions   700 W. Washington St.   (317) 916-4255
It is located in white river state park. From the first championship in 1906, to the modern competitions, all 23 sports are administered by the NCAA and highlighted on your tour. Two levels of exhibits and displays feature highly interactive displays and state-of-the-art technology. There are trivia games to play, multimedia video presentations to see, computer games to challenge, and hands-on displays to touch. The gift shop features NCAA licensed products, many exclusive to the Hall of Champions gift shop.

Circle Centre Mall   49 W. Maryland St.   (317) 681-8000
Circle Centre Mall offers over 100 specialty shops including Nordstrom and Carson Pirie Scott, a nine-screen cinema, nightclubs and restaurants. The Westin Indianapolis is connected to the mall via the skywalk on the second floor.

NCLCA GLOSSARY

Term	Definition
ACDEA	**American Council of Developmental Education Associations**: Established to provide a unified voice and to improve communication among sister organizations. Now CLADEA, see below.
ATP	**Association for the Tutoring Profession**: http://www.myatp.org/ *CLADEA organization* Their mission is to provide a communication platform linking tutors, tutor coordinators, and administrators who are committed to the development of the independent learner.
Awards Banquet	Luncheon (included as part of your registration fee) with speakers to honor those members who have won various grants and awards from NCLCA.
Blue Ribbon Commission	The Blue Ribbon Commission (founded by the ACDEA, American Council of Developmental Education Associations) investigated and evaluated the opportunities and issues for restructuring the relationship among the five associations: CRLA, NADE, NCLCA, ATP, and NTA.
Board Meeting	NCLCA Executive Board meetings generally take place once per month via teleconference, online, or in person. The board also meets at the annual conference.
Breakfast	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.
Brenda Pfaehler Professional Development Grant	The purpose of the NCLCA Brenda Pfaehler 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.
Concurrent Sessions	Rooms are set aside for conference presenters where these presentations take place simultaneously in different time segments as designated in this program.
CLADEA	**Council of Learning Assistance and Developmental Education Associations**: comprised of NCLCA (National College Learning Center Association), CRLA (College Reading and Learning Association), NADE (National Association of Developmental Education), NCDE (National Center for Developmental Education) , and ATP (Association for the Tutoring Profession). Established to provide a unified voice and to improve communication among sister organizations. Formerly ACDEA.
CRLA	**College Reading and Learning Association**: www.crla.net *CLADEA organization* Their purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members.
Exhibits	Each year at the conference, various organizations and businesses will bring materials and resources to share with conference attendees. Please browse the exhibits!
Frank Christ Outstanding Learning Center Award	The purpose of the NCLCA Frank Christ Outstanding Learning Center Award is to give national recognition to the work done by learning centers and to foster their future growth and development. Each year, NCLCA 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.
Hospitality Room	Each evening please join other conference attendees in a relaxing, informal environment in which to visit and snack!
CC Luncheon (Continuing the Conversation)	Provides an opportunity for attendees to work together in small groups. Conference attendees will be grouped at tables according to topic. Interest groups will focus on such areas as learning center assessment, management, technology, study skills, mathematics support, reading/writing support. A group facilitator will lead a round table discussion of "hot topic" items in the area.
IWCA	**International Writing Centers Association**: <writingcenters.org> This organization was founded to foster communication among writing centers and to provide a forum for concerns.
Julia Visor Graduate Student Award	All 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.

Term	Definition
Keynote Speakers	Outstanding professionals in the education field are invited to speak at the Plenary Session and the Awards Banquet.
LCLC	**Learning Center Leadership Certification** 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.
Learning Center Website Awards	Co-sponsored by NCLCA and LSCHE, these awards honor learning support centers who have developed outstanding websites.
Lifetime Achievement Award	This award honors a learning center professional is honored who has contributed an extraordinary amount of service to the learning center profession, including research, publications, service, and leadership.
LSCHE	**Learning Support Centers in Higher Education**: http://www.lsche.net 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!
Members' Breakfast	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 **urged** to attend this.
NADE	**National Association for Developmental Education:** www.nade.net *CLADEA organization* Their mission is to improve the theory and practice of developmental education at all levels of the educational spectrum, the professional capabilities of developmental educators, and the design of programs to prepare developmental educators.
NCDE	**National Center for Developmental Education**: www.ncde.appstate.edu *CLADEA organization* Their mission is to improve the quality of practice in the field of developmental education.
NCLCA	**National College Learning Center Association**: www.nclca.org *CLADEA organization* Our mission is to support learning assistance professionals as they develop and maintain learning centers, programs, and services to enhance student learning at the post-secondary level.
Newsletter	An official publication of NCLCA, the newsletter is issued 3-4 times per year and includes many informational articles and features.
Night on the Town	Options for group dining and entertainment with signup before and during the conference in most cases.
Plenary Session	This session includes the Conference Welcome, Updates, and a Keynote Speaker.
Pre and Post-Conference Institutes	These workshops are held before and after the official start and end of the conference. They generally last three hours and allow participants to develop their own materials and programs.
Registration	Make sure the first thing you do is to stop by the Registration table to pick up your nametag and materials (if you have already registered), or to register for the conference.
Share Table	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.
TLAR	**The Learning Assistance Review**: scholarly refereed journal and an official publication of NCLCA.
Welcome Reception	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.

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See Us at NCLCA

You're invited to our NCLCA session: *Highly Effective Tutors: From Research to Current Practices* Saturday, 11am, Caucus Room, presented by our Managing Director, Bob Lasiewicz. Visit our vendor table or call Bob to meet while he's at the conference, 818.249.9692 x1.

Learn about the new online Academic Coaching course coming this fall!

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*National Tutoring Association (NTA) Basic, Intermediate or Advanced peer and professional certification may be obtained and maintained via training or assessment. Certification requires membership, references and criminal background check. Visit www.ntatutor.org for more details.