IT TAKES A VILLAGE FOR STUDENT SUCCESS

N C L C A

Reno 2012

It Takes a Village for Student Success

National
College
Learning
Center
Association

October 3-6, 2012
The Peppermill
Reno, Nevada

PEPPERMILL RENO

2nd Floor
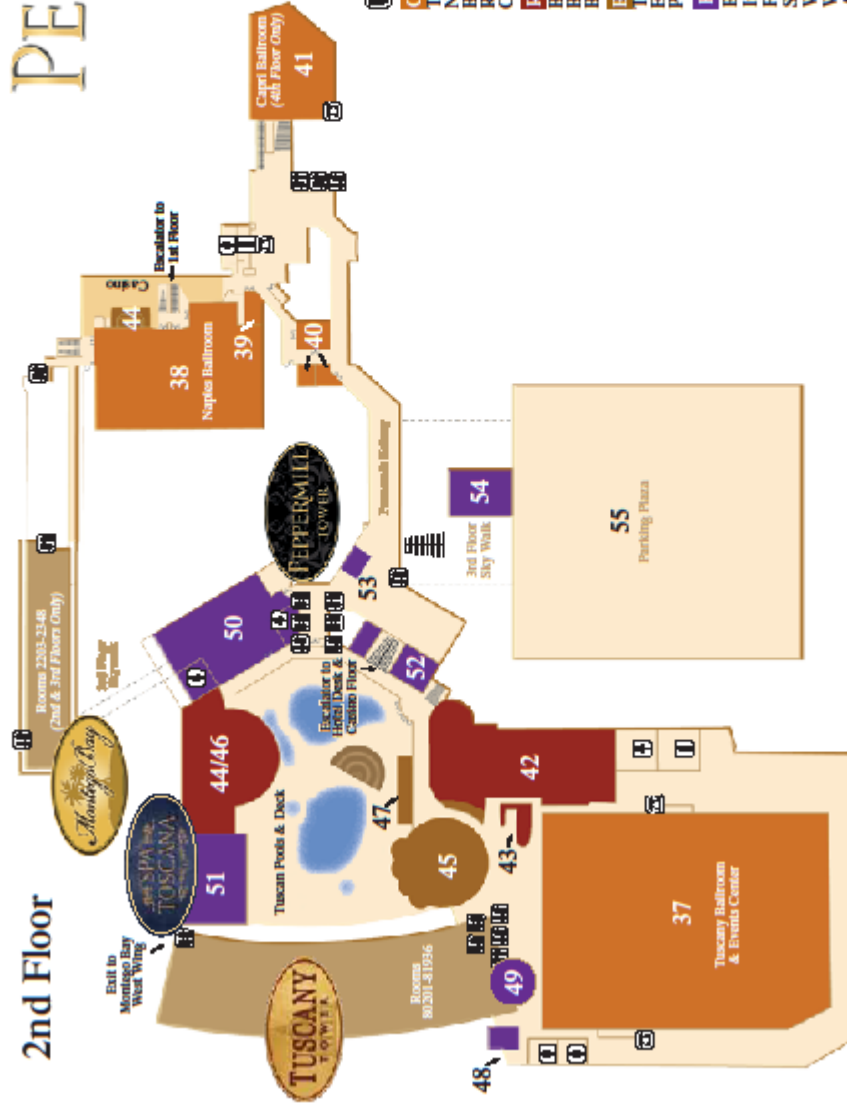
Legend:
- Elevators
- Phone
- Restrooms

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Peppermill Tower

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37 Tuscany Ballroom & Events Center

Exit to Montego Bay West Wing

Escalator to Hotel Desk & Casino Floor

Tuscan Pools & Deck

Montego Bay

SPA TOSCANA

TUSCANY TOWER

Rooms 80201-81956

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CONFERENCE SCHEDULE

Wednesday, October 3, 2012

9:00 am - 12:00 pm	Pre-Conference Institutes A and B	Naples 1 and 2
12:00 pm - 1:00 pm	Lunch on your own	
1:00 pm - 4:00 pm	Pre-Conference Institutes C, D and E	Naples 1, 2, and 3
5:30 pm - 7:00 pm	Welcome Reception	The Edge
8:00 pm - 9:00 pm	NCLCA Hospitality Suite	Valleyview 1734

Thursday, October 4, 2012

7:30 am - 8:30 am	Breakfast	Capri Ballroom (4th Floor)
8:30 am - 9:50 am	Welcome, Presidential Address, Keynote Speaker: Michael Lawrence Collins	Capri Ballroom (4th Floor)
10:00 am - 4:00 pm	Exhibits Open	Naples Foyer
10:00 am - 10:50 am	Concurrent Session 1	Pages 21 - 22
11:00 am - 12:15 pm	Concurrent Session 2	Pages 22 - 23
12:30 pm - 1:50 pm	Awards Banquet	Capri Ballroom (4th Floor)
2:00 pm - 2:50 pm	Concurrent Session 3	Pages 24 - 25
3:00 pm - 3:50 pm	Concurrent Session 4	Pages 25 - 26
4:00pm - 5:20 pm	Poster Session /TLAR and LCLC Q & A with Christine, Michael , and Rae	Sorento 4 Pages 27 - 28
5:30 pm - ?	Night at the Museum or Dinner on your Own	
8:00 pm - 10:00 pm	NCLCA Hospitality Suite	Valleyview 1734

Friday, October 5, 2012

7:30 am - 8:30 am	Breakfast	Capri Ballroom (4th Floor)
8:30 am - 9:50 am	Members' Business Meeting	Capri Ballroom (4th Floor)
10:00 am - 4:00 pm	Exhibits Open	Naples Foyer
10:00 am - 10:50 am	Concurrent Session 5	Pages 28 - 29
11:00 am - 12:15 am	Concurrent Session 6	Pages 30 - 31
12:30 pm - 1:50 pm	Continuing the Conversation Luncheon	Capri Ballroom (4th Floor)
2:30 pm - 7:30 pm	Tour of Tahoe or Time on your Own	

Saturday, October 6, 2012

7:30 am - 8:50 am	Continental Breakfast	Capri Ballroom (4th Floor)
9:00 am - 9:50 am	Concurrent Session 7	Pages 32 - 33
10:00 am - 10:50 am	Concurrent Session 8	Pages 33 - 34
11:00 am - 11:50 am	Concurrent Session 9	Pages 34 - 35
12:00 pm - 12:50 pm	Lunch on your Own	
1:00 pm - 4:00 pm	Post-Conference Institute F and G	Naples 1 and 3

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FRIDAY BREAKFAST AND NCLCA BUSINESS MEETING

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

Please join us for 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 2011-2012 NCLCA officers.

Welcome to the NCLCA 2012 Conference

Welcome to the 27th Annual National College Learning Center Association (NCLCA) Conference, "It Takes a Village for Student Success." The entire NCLCA Board and many other volunteers have worked tirelessly on your behalf to present an exciting conference.

Jim Valkenburg, NCLCA Vice President and 2012 Conference Chair, has worked extremely hard over the last year, and especially the last few months, to make this the best NCLCA conference ever! Keynote speaker, Michael Lawrence Collins, is the Associate VP, Postsecondary State Policy, **JOBS FOR THE FUTURE.** His speech will acknowledge the new thresholds of education focusing on recent innovations in Developmental Education and culminating with an overview of "Completion by Design"— a new initiative for helping students complete higher education.

Jim has scheduled an eclectic array of pre- and post-conference institutes, including the first ever, *"Meeting with Three Path-finders of Academic Support and Developmental Education". The path-finders for 2012 include:* **Frank Christ, Russ Hodges**, and **Hunter Boylan** who will discuss, "*The changing student* and m*aking meaningful academic change".* In addition, Jennifer Pippen and the proposals committee have selected a great set of presentations and poster sessions that are sure to pique your interest.

Of course, a key reason for the success of NCLCA is the "family feel" of our organization, so be sure to take time to network with your learning center colleagues while you are in Reno. Also, please continue helping us make each conference the best ever by providing your feedback on the session and conference evaluation forms. We review every one of these, and we have implemented many of your ideas and suggestions each year. Thank you!

Finally, please plan to attend the 2013 Summer Institute, "**The 4 R's of Learning Center Success: Research, Resources, Retention and Results". This institute promises to be an exciting and information filled experience!**

Warmest Regards,

Jack Truschel
NCLCA President 2011 - 2012

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:

National College Learning Center Association

- Learning Center Leadership Certification
- Forums for collaboration and mentoring.

The Learning Assistance Review (TLAR)

Editors

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

For six years, Christine Reichert has led TLAR's mission 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. In addition, she has led the effort to make *TLAR* available electronically through ERIC and EBSCO to all professionals.

It is with sincere appreciation that we thank Christine for her contributions to the publications offered by NCLCA and her devotion to NCLCA and our members.

At the end of this conference, Michael Frizell will become the new editor and will begin the next phase of exciting growth in *TLAR*. Members are urged to attend the *TLAR* workshop or speak with the editors about possible submissions. Learning Assistantance 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.

Christine Reichert 2006 - 2012

Michael Frizell 2012 - 2015

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THE LEARNING ASSISTANCE REVIEW

Journal of the National College Learning Center Association

ISSN 1087-0059 | Volume 17 | Number 1 | Spring 2012

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

September 2012

NCLCA newsletter

NCLCA 2012 Conference
October 3 - 6, 2012
National College Learning Center Association

Dedicated to Supporting Learning Assistance Professionals

It Takes a Village for Student Success

The 27th NCLCA conference will be held at The Peppermill in Reno, Nevada.

Pre-Conference Institutes
Wednesday, October 3

Annual Conference
Thursday, October 4 -
Saturday, October 6

Post-Conference Institute
Saturday, October 6th

Register Now at

http://www.nclca.org/annualconference.htm

Hotel Group Rate available until September 22nd.
If you would like to request a roommate, please send your request to Laura.Sanders@valpo.edu.

WWW. NCLCA.ORG

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NCLCA
Reno 2012
It Takes a Village for Student Success

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 Harris** *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*	**Jim Valkenburg** *2012-2013*			

Michael Lawrence Collins
Associate VP, Postsecondary State Policy
Thursday 8:30 am - 9:50 am,
JOBS FOR THE FUTURE

Michael Lawrence Collins, Associate VP, Postsecondary State Policy, for Jobs for the Future, will be the Keynote Speaker at the NCLCA Conference. His speech will acknowledge the new thresholds of education focusing on recent innovations in Developmental Education and culminating with an overview of "Completion by Design"—a new initiative for helping students complete higher education.

Michael Collins is an associate vice president on JFF's Policy team. He develops and advocates for state policies on behalf of national initiatives, such as Achieving the Dream, the Developmental Education Initiative, and the Completion by Design project.

A policy researcher, analyst, writer, and strategy consultant, Mr. Collins helps states to develop and implement public policies designed to increase the number of low-income and minority students who successfully transition from high school into college, persist, and earn credentials and degrees. Mr. Collins regularly convenes education thought leaders and collaborates with public policy decision makers, state and national intermediary organizations, philanthropic organizations, academic researchers, and nationally recognized policy experts to develop policies that support innovative blends of high school and college, and to design and execute on-the-ground policy/action agendas for dramatically improving the rates at which students reach their individual education goals, and at which states reach their statewide education attainment and workforce goals.

PRE-CONFERENCE INSTITUTE A

Meeting with Three Path-finders of Academic Support and Developmental Education
Wednesday, October 3, 9:00 am - 12:00, Naples 1

Frank Christ is the founder of the Winter Institutes for Learning Assistance Professionals and has been actively involved with learning assistance for the past 40 years. He was the founder and past coordinator (1972-1990) of the award-winning Learning Assistance Support System at CSU Long Beach. Frank is also a founder and past president of the Western College Reading Association, now known as the College Reading and Learning Association. Frank is a prolific author of books, monographs, and scholarly articles. Many of his major articles can be found on the Learning Support Center for Higher Education web site at http://www.lsche.net/

Russ Hodges, Ed.D. is an associate professor in the College of Education at Texas State University where he co-created and now teaches graduate courses in the new doctoral and master's program in developmental education. Russ is a former president of the College Reading and Learning Association (CRLA) and is currently serving a third term as chair of the Council of Learning Assistance and Developmental Education Association (CLADEA). Russ serves on the editorial boards for the Journal of Developmental Education and the Journal of College Reading and Learning. Russ has received many awards throughout his career including the College Academic Support Programs (CASP) Lifetime Achievement Award, CRLA's Robert Griffin Award for Long and Outstanding Service, and he was named CLADEA Fellow in 2009—the field's most prestigious honor. His recent books include Academic Transformation: The Road to College Success (with De Sellers and Carol Dochen, 2011, Pearson Education) and Teaching Study Strategies in Developmental Education: Readings on Theory, Research and Best Practices (with Michelle Simpson and Norm Stahl, 2012, Bedford St. Martin's). Look for his newest book, Handbook for Training Peer Tutors and Mentors, a publication of the College Reading and Learning Association (with Karen Agee, 2012, Cengage Learning) released this summer.

Hunter Boylan, Ph.D. is the long-time Director of the National Center for Developmental Education and Professor of Higher Education at Appalachian State University. His extensive experience in the field of learning assistance and developmental education has included serving as a tutorial coordinator, TRIO Program coordinator, and learning center director. He was President of NADE in 1981 and 1982, and he also served as the Chair of the American Council of Developmental Education Associations for several years. He directs the annual Kellogg Institute each summer. Hunter Boylan has often presented and spoken at NCLCA and was the keynote speaker at the 2011 NCLCA Conference in Indianapolis.

Summary of Presentation
All participants will discover an amazing array of information about the current state of developmental education and academic support.
Participants should bring specific questions about change, best practice and advocacy as it applies to their individual programs.
After an initial period where basic information will be presented by the "Path-finders," the session will become a round table where all participants will become engaged in the discussion generated by the questions they bring.

Telling Your Story Through Data:
Developing a Longitudinal Assessment Plan
Wednesday, October 3, 9:00 am - 12:00 pm, Naples 2

Dorothy Briggs started her career as a secondary education teacher on the Navajo reservation in northeastern Arizona. As a district level administrator she oversaw the K-12 School to Work program and the 7th-12th grade Vocational Education Department. She transitioned to post-secondary education by working in a TRiO program, Educational Talent Search, at Northern Arizona University. Finding her niche in higher education, Dorothy has over 10 years experience as a learning assistance center manager. She has worked in three different centers, each with a different mission, beginning at the Learning Assistance Centers at Northern Arizona University. In 2007 Dorothy moved to the University of Arizona as an Assistant Director of the SALT Center, working with students with learning and attention challenges. In the fall of 2008 and the spring of 2009 Dorothy worked as part of a team to create the comprehensive academic support unit, the Think Tank. The Think Tank serves all students, including graduate students, at the University of Arizona. The Think Tank opened its doors in fall 2009 and has been growing ever since. The ability to tell the story, through assessment, has been crucial to the success of the Think Tank. The Vice President has called the Think Tank the "crown jewel" of the university. Dorothy holds a BS in Home Economics Education and an MS in Human Development. Dorothy is a member of CRLA and NCLCA and a frequent conference attendee and presenter. She has been Co-Chair of the CRLA Learning Center Management SIG and is currently a CRLA ITTPC tutor training program reviewer. She is a NCLCA Certified Learning Center Professional—Level 3 and attended the NCLCA Summer Institute in 2011.

Debbi Fetner spent over 20 years as a K-8 teacher and reading consultant before she began her work in higher education in 1999. For 13 years, she was a learning center administrator who recognized the value of asking questions about program effectiveness. She now works as an independent consultant, seeking ways to improve educational programs. She earned her BS and MEd in Elementary Education and her EdD in Educational Leadership. She is a member of CRLA and NCLCA who supports the organizations by attending and presenting at conferences, submitting work to their publications, and volunteering. She is a CRLA ITTPC tutor training program reviewer, a NCLCA Certified Learning Center Professional—Level 3, and attended the NCLCA Summer Institute in 2011.

Summary of Presentation

As Learning Center managers we are responsible for providing data that demonstrates we have outstanding programs that work. But what does that mean? Does a program that works mean better retention? Does it mean better learning? Or does it mean satisfied customers? During this session you will use your own institution's mission statement and work with two Directors from two different institutions to **develop a draft of your own longitudinal assessment plan** so you have the data necessary to tell your story.

Help! I'm a New Learning Center Director
Wednesday, October 3, 1:00 p.m. - 4:00 p.m., Naples 1

Alan Craig is the Interim Director of the Learning & Tutoring Center for all of Georgia Perimeter College (five campuses) and the Coordinator of the Learning & Tutoring Center (LTC) at the 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 the occasional math or statistics course. He is a member of the college-wide Graduation and Retention Council and co-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. Alan is a Past President of NCLCA, and he currently serves as NCLCA's representative to the Council for Learning Assistance and Developmental Education Associations. Alan is a member of CRLA, NADE, ATP, AMATYC, and AEA 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 D

On the Road to Success: Traveling with Mary Poppins' Carpetbag II: Interactive Staff Training and Study Skill Development-- From Icebreakers to Assessments
Wednesday, October 3, 1:00pm - 4:00 pm, Naples 2

Tamara Miller Bowden is the coordinator of Study Partners, Auburn University's official peer tutoring program, housed in Academic Support Services. She also teaches Auburn Experience (UNIV 1000) for freshmen, and the College Experience (EDUC 1000) & Success Strategies (EDUC 1050) for freshmen registered in the Auburn University-Montgomery Seamless Admission program. Among other duties, she assists the department with diversity initiatives and serves as co-coordinator of the Supplemental Instruction (SI) program (30+ leaders). During her tenure in Academic Support she designed, implemented, and currently manages the first ever Study Partners Management Team utilizing undergraduates in providing leadership and supervision to a tutoring program (60+ tutors) that has been on campus for over 35 years. Additionally, Tamara designed, implemented, and supervises the Academic Support Technology Team (ASTech), composed of undergraduate students employed with the sole purpose of designing, developing and maintaining webpages for Academic Support (including Study Partners, SI, Academic Coaching, UNIV Courses & general and private tutoring). Prior to working in the academic assistance arena, Tamara worked in Student Activities and Greek Life for 17 years, first as a graduate assistant for community service and leadership programs at the University of South Carolina, then Director of Student Activities at Jacksonville University (FL), and more recently Director of Student Leadership & Programs at Auburn (supervising among others, advisors to SGA, University Program Council, Black Student Union, Student Media, and Greek Councils). Tamara earned her Master's in Student Personnel Services/Higher Education Administration with a cognate in Counseling from the University of South Carolina, and a Bachelor of Science in Recreation Management from the University of West Georgia (formally West Georgia College). Tamara has been a member of NCLCA since 2006.

Elizabeth Mueller is a senior counselor and coordinator of the Academic Coaching and Study Smart programs housed in Academic Support Services at Auburn University. She also teaches Success Strategies (UNIV 1050) for freshmen; Success Strategies II (UNIV 1060) for Honors College second-semester freshmen; and as adjunct faculty in the Higher Education graduate program, teaches Counseling and Student Advising in Higher Education. She designed and implemented the Academic Coaching program and supervises the doctoral students who serve as academic coaches, and provides individual academic coaching/counseling and referral services. The Study Smart program is comprised of two non-credit classes: the Study Smart Seminar (SSS) for students on their first academic suspensions and Study Smart II (SSII) for students on their second academic suspensions. She supervises the instructor of the SSS and teaches SSII. Additionally she coordinates Academic Support Services' assessment activities. Prior to her current position, she was a counselor in Student Counseling Services for ten years after serving as Assistant Director of Student Activities (advising SGA and the Panhellenic Council) for several years. Elizabeth earned her Ph.D. in Counselor Education/College Student Development, her M.Ed. in College Student Development, and her B.A. in German/Political Science from Auburn University. Elizabeth has been a member of NCLCA since 2006.

Summary of Presentation
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 workshop designed to aid participants by offering tried and true activities that may easily be used on any campus. As an encore to last year's session, On the Road to Success: Traveling with Mary Poppins' Carpetbag, this workshop will allow participants to thoroughly experience first-hand a variety of interactive and adaptable activities all provided to benefit students and staff on any campus. Upon request several of the activities/assessments from last year's session will be included as they are fun and informative, but rest-assured participants will experience new ones as well. In order to begin their own "Carpet Bag" each session participant will be provided a CD housing handouts and lesson plans for each experience.

The In's and Out's of Learning Centers in Higher Education
Wednesday, October 3, 1:00 pm - 4:00 pm, Naples 3

Laura Sanders earned a BS in Physics and Physics Education, a BA in Mathematics and Math Education, and an MS in Applied Optics. She has been a learning center professional in STEM-related academic support for over 15 years. She currently the Associate Dean for Student Success and manages all the recruitment, retention, marketing and assessment programs for the College of Engineering. She has shared her work in numerous presentations and trainings at national and regional conferences on topics like unique tutoring programs, learning styles, retention strategies, and best practices in assessment. She is currently serving on the NCLCA Executive Board in her second term as Publications Chair.

Elaine Richardson is Immediate Past President of NCLCA. She holds a BS in Biology (University of Memphis), an MS in Dairy Science and a PhD in Animal Physiology (both from Clemson University); she is a Professor of Animal and Veterinary Science. She has worked with undergraduate students in multiple ways since 1976 and has been recognized for her teaching, academic advising and service to students. She began teaching the freshman seminar course in 1992 and was named course coordinator in 1998. In 2002, Dr. Richardson was named the Director of the Academic Success Center at Clemson University. Under her leadership, the center and its programs have been recognized numerous times at the national and international levels. In her spare time, she enjoys reading, traveling with her family and working out at Curves.

Summary of Presentation
This institute will explore what the typical learning center looks like today from the physical learning spaces to the programs offered. It is important to consider how the learning behaviors of your students impact the design of the learning spaces needed and also how learning spaces and programs can support the behaviors of today's students. Participants are encouraged to bring examples from their centers to share.

Some of the topics to be discussed during the interactive session include:

- What motivates students and how learning spaces can support motivation.

- How learning space and academic support programs can support the mission of the institution.

- Development of technology-enhanced learning spaces.

- What institutions can do to promote student engagement.

- What have some institutions done to address the above ideas.

STUDENT LEARNING & DIVERSITY

EXPLORING NEW ANGLES ON

CRLA/
CASP
2012

Join us at the
2012 joint conference
celebrating
the 45th Annual CRLA &
the 31st Annual CASP
Conferences
at the modern downtown
Hyatt Regency

November 7-10, 2012
Houston, Texas
Registration opens July 1, 2012

Get connected!

@crlacasp12 / #crlacasp12

http://www.crla.net/conference

Brought to you by CRLA, TxCRLA, TADE,
and the Texas Higher Education Coordinating Board

Conference Chair:
Melissa Thomas
melissa.thomas@utsa.edu

crla.net

Moving the Middle: A Fresh Approach to Developing a Culture of Academic Excellence
Saturday, October 6, 1:00 pm - 4:00 pm, Naples 1

Biography

Leonard Geddes is the Associate Dean of Co-Curricular Programs and Coordinator of the Lohr Learning Commons at Lenoir-Rhyne University, in Hickory, NC. He is also creator of The LearnWell Projects, and educational company devoted to helping institutions transform their good students into great learners. For the past ten years, he has devoted himself to one cause: helping good students become great learners.
Mr. Geddes created the ThinkWell-LearnWell™ Diagram, a metacognitive tool that enables students to think critically, learn deeply and to produce learning outcomes that stand up to the demands of rigorous academic courses. The diagram is used by more than 300 colleges and universities.

Summary of Presentation

This session will focus on methods and strategies for student academic success. Mr. Geddes will explore the opportunities for helping even "good" students to better succeed academically by using metacognitive strategies.

Accudemia is a powerful web- based center management system used for tracking students and much more! (No Server Required!) Accudemia is brought to you by Engineerica Systems, Inc. the makers of AccuTrack. We have been the student tracking experts since 1998!

- Track students' visits using existing student ID cards
- Track groups of students or tutors
- Track staff work hours
- Manage appointments (online)
- Generate unlimited surveys
- Keep notes on sessions
- Provides an early warning/ student referral system
- Import from Banner, PeopleSoft, Datatel or any Comma Delimited File
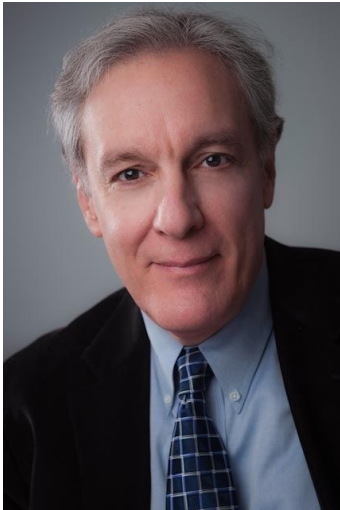- Generates reports at the click of a button!

Remotely Track Students!

Call us to schedule a free online demo! 888-249-7227 or visit our website at www.accudemia.com

Engineerica Systems

Cognitive Feedback and Learning
Saturday, October 6, 1:00 pm - 4:00 pm, Naples 3

Biography

Marvin H. Berman, PhD, CBT,BCN has been practicing body-centered psychotherapy since 1974 and then integrated biofeedback and neurofeedback training to his work in 1995. He founded and now serves as Executive Director and Clinical Trial Coordinator of the Quietmind Foundation in 2000 to advance the integration of neurofeedback and related technologies into both the public healthcare and educational service sectors. He served as an Instructor on the volunteer faculty in the Dept. of Psychiatry and Human Behavior at Thomas Jefferson University training psychiatric residents in psychotherapy and biofeedback.

Since its founding, Quietmind Foundation has sponsored, conducted and supported through its independent IRB, a number of clinical trials that are advancing the field of neurotherapy for the treatment of neurodegenerative disorders. He has recently joined the staff at Meadowlands Hospital Medical Center as the Senior Consultant for Translation Research in Neuromodulation where is developing an integrative neurotherapy program within the outpatient Neuroscience and Cognitive Rehabilitation Department.

Summary of Presentation

This session will focus on a meta-cognitive approach to learning and cognitive feedback techniques that will enhance the opportunities for success. Based on years of research and clinical practice, Dr. Berman is an expert in the field of cognitive neuroscience and will bring that expertise to the session.

The Association for the Tutoring Profession

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- Membership certificate & membership card
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Concurrent Sessions at a Glance
Thursday, October 4, 2012

Date/Time/Location	Naples 1: Professional Development	Naples 2: Learning Centers	Naples 3: Learning Centers	Naples 4: Learning Centers	Naples 6: Tutors	Naples 7: Tutors/Mentors	Sorento 2: Online Resources	Sorento 3: Academic Success	Sorento 4: Academic Success
TH October 4 10:00-10:50 a.m. (50 minutes)	National Learning Center Leadership Certification — Rae Maslana and Michael Frizell	A Self-Sustaining Village — Adrian James	A Village of Volunteers: Growing Your Program for Free — Wendy Simmerman and Susan Nielsen	Transitioning to Graduate Study: Becoming a Professional-in-Training — Kathleen Volk	It Takes a Village for Student Success — Michael Lawrence Collins	Incorporating Online and Blended Tutoring Services into Your Learning Center — Johanna Dvorak	Bringing Online Students into the Village — Martin Golson	A Reason to Reflect: Active Thinking and Memory — Cora Dzubak	Capturing: How Learning Center Thrive in the Value-Added Era — Leonard Geddes
TH October 4 11:00 a.m. - 12:15 p.m. (75 minutes)	Applying for CRLA International Tutor Training Program Certification (ITTPC) and International Mentor Training Program Certification — Rick Sheets, Karon Matthews and Karen Agee	Lessons Learned in the Design and Construction of a New Learning Studio — Sara Steyer Hamon	It Takes a Village to Raise a Budget — Lauren Moore and Jennifer Flores	Incorporating Covey's 5 Choices and Positive Change into Learning Center Management — Jack Truschel	Training Tutors to Work With Clients to Set Goals — Mark May and Jacqueline Harris	Developing a Drop In Village: How to Bring Division One Study Tables to a Division Three Campus — Jennifer Pippen	Maximizing Center Resources with Tu-torTrac Software — Jon Halter	A Study Skills Course Redesign as Part of the University's Comprehensive Approach to Fostering Student Success — Brenda Downing, Catherine Fraser Riehle and Stanley Kruse	Metacognition: The Key to Changing the Mindset of the Village! — Saundra McGuire
TH October 4 2:00 pm - 2:50 pm (50 minutes)	Let the NCLCA "editorial village" help you decide which TLAR publication is best for you — Christine Reichert, Laura Sanders and Michael Frizell	Build It and They Will Come: Centralization of Academic Support Services to Promote Student Success — Elizabeth Kremer	Innovative Funding Approaches for Tutoring Programs — Geoff Bailey	Developing Relationships of Trust among Teachers, Tutors, and Tutees — Joann Skousen	Using Focus Group Data to Design an LOA for Independent Learning in Tutoring — Bernadette Heck Becker, Debbie Halperin and Carla Parish Ward	Bringing Research to Practice: Motivational Interviewing and Peer Educator Training — Lauren Clark and Felicia Wallace	Training for your Online Tutors — Peggy Hohensee, Maureen Foley, Michael Keathley, and Brenda Remus	A Multi-Modal Approach that Enhances Student Success in Math — Paola Di Muro	Communities of Practice for Peer Educators: A Village Within a Village — Laurel Whisler, Austin Blunt and Amy Chen
TH October 4 3:00 pm - 3:50 pm (50 min)	It Takes a Village: REACH Master Tutor Program for Tutor Training Success — Cathy Leist	"Building a Village" to Market Learning Services — Pamela Czapla	It Takes a Village to S-t-r-e-t-c-h a Budget — Nanette Cheatham and Erin Wheeler	Gettin' out to Get 'em in: Building Faculty & Student Trust on Their Turf — Jessica Millis and Michael Hudson	Building a Comprehensive Tutor Training Program for Students with Disabilities — Jacqueline Harris	Using Universal Design in Peer Mentor Training — Beverlyn Grace-Odeleye and Virginia Reiner	Stream It...They Will Come! — Luanne Momenee, Pat Rehkopf, and Julie Radwanski	Taking the Learning Assistance Center to the Science Classroom — M. Cristina Ariza	reserved for poster presentation set up

Concurrent Sessions at a Glance
Friday, October 5, 2012

Date/Time/Location	Naples 1: Professional Development	Naples 2: Learning Centers	Naples 3: Learning Centers	Naples 4: Learning Centers	Naples 6: Tutors	Naples 7: Tutors/Mentors	Sorento 2: Online Resources	Sorento 3: Academic Success	Sorento 4: Academic Success
FR October 5 10:00-10:50 am (50 min)	NADE: Assisting Colleges in Delivering Developmental Education Support Services to Meet the Needs of Your Students — Patti Levine-Brown and Rebecca Goosen	Lessons Learned: Using the CAS Learning Assistance Standards to Improve your Learning Assistance Program — Marcy Marinelli and Kimberly Bethea	Can We Use YouTube Technology to Blend (and expand) Academic Support Programs? — Tiffany Hedges	Educate, Engage, Inspire — Wendy Cole and Linda Bips	Establishing a Code of Ethics for Tutors — Gary Ritz, Jennifer Haley and Jacqueline Harris	Virtual Tutoring through the Use of Collaborate — Wendy Houdek Erskine and Marion Kane	Optimizing and Automating Your Center Services and Data — Chadd Blodgett	Suspended Students: Helping Students Find the Village of Success Using Online and Face to Face Support — Elizabeth Scarbrough, Kimberly Graham, Latasha Holden and Jackie Gabrielian	Textbook Mapping — Leonard Geddes
FR October 5 11:00 a.m. - 12:15 p.m. (75 min)	National Learning Center Leadership Certification — Rae Maslana and Michael Frizell	Evaluating the Effectiveness of Tutoring: An Easy Way — Tacy Holliday	Get Started Conducting Pure and Applied Research at Your Learning Assistance Center — Mark May	Beyond the Numbers: Think Differently about Assessment — Patricia Maher	Using the Handbook for Training Peer Tutors and Mentors to Create or Remodel Your Training Program — Karen Agee and Russ Hodges	Third Time's the Charm: Partnering Academic Coaching, Financial Literacy and Tutoring to Encourage Student Success — Nicole Baird, Sonya Caesar and Carla Parish Ward	Designing, Implementing, and Operating a Successful Online Learning Center — Maureen Foley, Peggy Hohensee, Michael Keathley, and Brenda Remus	Helping Students to Build Their Own Villages: Designing a Study Group Starter Kit — Erin Wheeler and Nanette Cheatham	Students Helping Students — Elizabeth McWilliams

Concurrent Sessions at a Glance
Saturday, October 6, 2012

Date/Time/Location	Naples 1: Professional Development	Naples 2: Learning Centers	Naples 3: Learning Centers	Naples 4: Tutors	Naples 7: Learning Centers	Roma 1: Online Resources	Roma 2: Academic Success
SA October 6 9:00 am - 9:50 am (50 min)	Becoming Politically Active to Support Learning Assistance in Higher Education Johanna Dvorak, Jack Trammell, and Hunter Boylan	Using Program Outcomes as Building Blocks for Gaining Respectability, Developing Critical Campus Linkages, and Increasing Funding for Your Academic Support Unit John Foreman	A Successful Retention Model Used for Academically At-Risk Students at Mississippi State University offered through The Learning Center (TLC) Anna Dill and Laura Moran	Getting More Training for Your Money - a Hybrid Training Model Jaime Sperandio and Felicia Wallace	When the Village leaves you under-prepared, "Jump Start" Diana Garland and Rachelle Darabi	Providing Services 24/7: Restructuring How We Support Today's Students Valerie Kisiel	It Takes a Village: Helping Women PhD Students Manage the Dissertation Marcy Marinelli
SA October 6 10:00 am - 10:50 am (50 min)	World of Webinars: Academic Partners in Learning Support Kailyn Helget, Dan Reeves and Erin Lasley	Predicting Foreign Language Success Jack Trammell	What are we getting for all that money? Uncovering the evidence… Masele Kibassa and Lorraine Whitman	Investing in Success: Putting Tutors in Charge of Tutor Training Jennifer Flores	Inviting Faculty into the Village Robin Ozz and Jennifer Briney	Our Online Village: Building an Effective Online Tutor Training Course Jon Mladic and Emily O'Connor	Helping Students See the Light: The Bright Idea of Preparing for the Placement Test Joy Adams
SA October 6 11:00 am - 11:50 am (50 minutes)	The Citadel Academic Support Center Douglas Yates	The Association for the Tutoring Professional Tracey Williams	Trump 101' and the Learning Center Liticia Salter	Staff Pedagogy Discussions as Long-Term Tutor Training Model Parker Pracjek	"It's Greek to Me!" Learning that You CAN Do It! Michael Curry	Our Students are the Village: A Peer Coaching Program Creation Story Lisa D'Adamo-Weinstein	Learning Center Management: An Overview of Experiences, Practices, Principles and Theory Michelle Montoya
SA October 3 1:00-4:00 pm (3 hours)	Post Con F Leonard Geddes Moving the Middle: A Fresh Approach to Developing a Culture of Academic Excellence		Post Con G Dr. Marvin Berman Cognitive Feedback and Learning				

CONCURRENT SESSION DETAILS

Naples I   **National Learning Center Leadership Certification**
Rae Maslana, Certification Officer, College of DuPage
Michael Frizell, Corresponding Secretary, Missouri State University

As the sole provider of certification in learning center leadership, NCLCA's certification offers a nationally-recognized set of standards, fostering future growth and development for learning center professionals by focusing on evolving levels of practice, training, self-reflection, service, and evaluation.

Naples 2   **A Self-Sustaining Village**
Adrian James, Program Coordinator, Texas A&M University at Qatar

A learning center with a flat structure, open communication, and staff that are committed to a common goal helps create a self-sustaining environment. The presenter will draw from principles of learning organizations as defined by Peter Senge to help define how to take a learning center from good to great.

Naples 3   **A Village of Volunteers: Growing Your Program for Free**
Wendy Simmerman, Academic Tutoring Coordinator, Utah Valley University
Susan Nielsen, Assistant Academic Tutoring Coordinator, Utah Valley University

Volunteer tutoring provides a cost efficient way to reach additional students in a personalized manner. Each participant in this hands-on poster session will create an action plan for developing a volunteer tutoring program on his/her own campus. We will discuss how volunteer tutoring allowed us to expand our outreach, offering nearly 3000 hours of volunteer tutoring across campus since inception two years ago.

Naples 4   **Transitioning to Graduate Study: Becoming a Professional-in-Training**
Kathleen Volk, Student Services Coordinator, Learning Commons, Carroll University

Trial-by-fire is considered part of succeeding as a graduate student, but does it have to be? This presentation will discuss how to re-envision academic support services for graduate students transitioning into their programs. Learn strategies for creating workshops that address students' needs and share your experiences working with this population.

Naples 6   **It Takes a Village for Student Success**
Keynote Speaker: Michael Lawrence Collins, Associate VP, Postsecondary State Policy, Jobs for the Future

Naples 7   **Incorporating Online and Blended Tutoring Services
into Your Learning Center**
Johanna Dvorak, Director, Educational Support Services, University of Wisconsin-Milwaukee

Online and blended education is growing on college campuses. How do we serve both online and on-campus students who want to access academic support virtually? Web-conferencing technology allows us to develop our own online/blended tutoring services. Learn how to organize the program, train online tutors, and support students online.

Sorento 2   **Bringing Online Students into the Village**
Martin Golson, Director, Austin Peay State University

Since the inability to transition to college and become incorporated into the institutions social and intellectual life is the major cause of students leaving the university, blending online and on campus tutoring is a reasonable approach to improving online student retention.

CONCURRENT SESSION DETAILS

Sorento 3:　　**A Reason to Reflect: Active Thinking and Memory**
Cora Dzubak, Director, Nittany Success Center, Penn State – New York

Can you memorize your way through college?　Not if you really want to learn!　Memorization does not provide an opportunity for students to reflect and to use the critical thinking skills that are needed for processing.　This presentation addresses how learning can be significantly enhanced in any course via use of active reflection.

Sorento 4:　　**Capturing : How Learning Center Thrive in the Value-Added Era**
Leonard Geddes, Associate Dean of Co-Curricular Programs, Lenoir Rhyne University

The Higher Education community has moved into a new era when simply hoping students learn is not enough. Expecting students to learn is inadequate. And even promoting learning is insufficient. In this new value-added era, we must "prove" that students are not just learning, but that they are learning well.

Naples 1　　**Applying for CRLA International Tutor Training Program Certification (ITTPC) and International Mentor Training Program Certification (IMTPC): Exploring the Process and Answering Your Questions**
Rick Sheets, CRLA ITTPC Coordinator, Paradise Valley Community College (Retired)
Karon Mathews, Texas A&M University
Karen Agee, University of Northern Iowa Emerita

You know that the College Reading and Learning Association's ITTPC and IMTPC give your program credibility and provide standards for evaluating the quality of training you offer.　Perhaps certification for your program lapsed and you seek certification for the training you now provide.　Anyone interested in hearing more about ITTPC and IMTPC or wanting to jump-start the certification process should attend this session.　We will clarify application requirements and processes, best practices, and benefits of certification. Presenters include a learning center director who renewed her program's certification last year and a co-editor of the *Handbook for Training Peer Tutors and Mentors*.　Participants will receive a handout with information you need for your administrators and staff.

Naples 2　　**Lessons Learned in the Design and Construction of a New Learning Studio**
Sara Steyer Hamon, Assistant Dean of Undergraduate Studies, Florida State University

What does the ideal learning center look like?　Over time, some of us will have the opportunity to design or recreate space.　This presentation on the new Learning Studio at Florida State University will inspire you to think about key design principles for small changes or a major project.

Naples 3　　**It Takes a Village to Raise a Budget**
Lauren Moore, Data Manager,　Center for Academic Program Support (CAPS), University of New Mexico
Jennifer Flores, Training and Development Manager, Center for Academic Program Support (CAPS),
　　　　University of New Mexico
Beverly Shead, Operations Manager, University of New Mexico

In today's economic climate, departments cannot expect enough funding from upper administration and must creatively find resources. Instead of looking up for funding, we reached out – to the community and departments with common goals. We present three initiatives that enabled us to pool resources and serve more students, more effectively.

Naples 4   **Incorporating Covey's 5 Choices and Positive Change into Learning Center Management**

Jack Truschel, Professor, Department of Academic Enrichment

The Learning Center continues to have a critical campus mission, however, directors / coordinators are faced with demands to increase or modify services while simultaneously experiencing a reduction in budgets and / or personnel. Incorporating one or all of Covey's 5 Choices into your daily activities can help you focus on what is most important rather than the daily distractions, as well as the grind of campus life. This presentation will include the 5 Choices with a group discussion on how to incorporate them into the Learning Center.

Naples 6   **Training Tutors to Work With Clients to Set Goals**

Mark May, Associate Professor, Communication and Media, Clayton State University
Jacqueline Harris, Writing and Study Strategies Coordinator, Ball State University

Setting goals during a tutoring session ensures tutors and clients work toward the same ends. This process helps tutors develop diagnostic skills while fostering self-reflective learning. This presentation demonstrates how tutors should develop and assess both short and long term goals with their clients.

Naples 7   **Developing a Structured Study Village: How to Bring Division One Study Tables to a Division Three Campus**

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

As students become more distracted with non-academic activities, their study habits and skills have become lessened. Learn how to transplant a structured study program to your campus. We will discuss everything from implementation to assessment to building partnerships and increasing student use.

Sorento 2   **Maximizing Center Resources with TutorTrac Software**

Jon Halter, Technical Support, Redrock Software Corporation

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.

Sorento 3   **A Study Skills Course Redesign as Part of the University's Comprehensive Approach to Fostering Student Success**

Brenda Downing, Continuing Lecturer, Purdue University
Catherine Fraser Riehle, Assistant Professor of Library Science, Purdue University
Stanley Kruse, Senior Educational Technologist, Purdue University

So you teach a study skills course, but you think it may be time to consider a fresh approach. Should you redesign it? Presenters will introduce a course redesign initiative at Purdue University called IMPACT, model team-based learning, and introduce course learning objectives, activities, and assessments.

Sorento 4   **Metacognition: The Key to Changing the Minds of the Village!**

Saundra McGuire, Assistant Vice Chancellor for Learning, Teaching, and Retention, Louisiana State Univ.

Students' reaction to academic difficulty depends on whether they think their academic performance is determined by how smart they are or by the effort they expend. This presentation will discuss how implementing metacognitive strategies can change the mindset of students (and faculty) who think performance is determined by intelligence.

Naples 1   **Let the NCLCA "editorial village" help you decide which NCLCA Publication is Best for You**
Christine Reichert, Director, Academic Enrichment Center, University of Toledo, Health Science Campus
Laura Sanders, Assistant Dean for Student Success, College of Engineering, Valparaiso University
Michael Frizell, Director of Student Learning Services, Missouri State University

This session will help interested participants understand the steps for considering, preparing, and submitting manuscripts to *The Learning Assistance Review (TLAR)* and other NCLCA publications. This session will be a hands-on venue for brainstorming article ideas and creating a writing timeline, and understanding submission requirements.

Naples 2   **Build It and They Will Come: Centralization of Academic Support Services to Promote Student Success**
Elizabeth Kremer, Director, Learning Commons, Davidson County Community College

Davidson County Community College renovated a space and opened a new Learning Commons in August, 2011 where all academic support services are housed along with a newly created Academic Testing Center. Participants will hear about the launch of the space as well as how the first year turned out.

Naples 3   **Innovative Funding Approaches for Tutoring Programs**
Geoff Bailey, Associate Director, The University of North Carolina at Greensboro

Tutoring programs are "under the gun" to demonstrate a greater impact on student learning, retention, and graduation rates. Yet, most of us are trying to figure out how to "do more with less," particularly given budget cuts. Find out how one campus is approaching this problem with innovative solutions. This program is geared towards college tutoring coordinators, directors, and administrators.

Naples 4   **Developing Relationships of Trust among Teachers, Tutors, and Tutees**
Joann Skousen, Associate Director for Writing, English and Gen Ed, Mercy College

You have a skilled cadre of talented tutors. You have a quiet space for one-on-one tutoring and group review. Studies have shown that students who receive one-on-one tutoring in a Learning Center environment achieve higher levels of confidence, skill, and grades. Nevertheless, teachers are often reluctant to recommend the LC tutors to their students, and students often feel reluctant to use the LC tutors. How can you increase the levels of trust among teachers, tutors, and students?

Naples 6   **Using Focus Group Data to Design an LOA for Independent Learning in Tutoring**
Bernadette Heck Becker, Student Success Center Coordinator, Community College of Baltimore County at Essex
Debby Haperin, Student success Center Coordinator, Community College of Baltimore County at Dundalk
Carla Parish Ward, Student Success Center Coordinator, Community College of Baltimore County at
          Catonsville

The mark of an effective Tutoring Center has shifted; numbers of students tutored is no longer the key outcome. Learning outcomes and performance indicators such as course grades and persistence rates have become the focus. However, the key factor between the provision of tutoring services and grades or persistence is what the students do themselves as independent learners. We will share our process for focusing tutoring sessions on the affective skills necessary to produce independent learners.

CONCURRENT SESSION DETAILS

Naples 7   **Bringing Research to Practice: Motivational Interviewing and Peer Educator Training**
Lauren Clark, Program Coordinator, The University of Cincinnati
Felicia Wallace, Program Director, The University of Cincinnati

The University of Cincinnati's Academic Coaching program attempts to work with every student—from first-year probation students to graduating seniors— to develop the organizational and self-management skills necessary for success during and after their tenure at UC. In order to assure a continuity of service between our student coaches, and to address intangible student success components like motivation and self-efficacy, we established a one-year pilot incorporating the techniques of Motivational Interviewing into our training program. This session will help you learn about Motivational Interviewing, in addition to learning how to construct, implement, and measure your own pilot program.

Sorento 2   **Training for Your Online Tutors**
Peggy Hohensee, Director, KU Math Center and Foundations, Kaplan University
Maureen Foley, Coordinator, Science Center, Kaplan University
Michael Keathley, Department Chair, Composition, Kaplan University
Brenda Remus, Coordinator, Tech Center, Kaplan University

The Kaplan University academic centers have implemented a formal program for training online tutoring staff. The course includes materials related to general tutoring practices, ethical issues, privacy laws, and policies specific to our centers. This session will provide attendees with specifics related to the program design.

Sorento 3   **A Multi-Modal Approach that Enhances Student Success in Math**
Paola Di Muro, Learning Skills Specialist, Brandon University

How can you provide effective Math Skills services to a growingly scared and under-prepared student population, in the brief span of a term? I will share Brandon University Math Skills Centre's newest approach, which provides a variety of channels to stimulate individualized understanding of concepts and their practical applications.

Sorento 4   **Communities of Practice for Peer Educators: A Village Within a Village**
Laurel Whisler, Coordinator of Supplemental Instruction, Clemson University
With Austin Blunt and Amy Chen, SI/PASS Mentors, Clemson University

Student SI/PASS Mentors will discuss the implementation of communities of practice within a large Supplemental Instruction and Peer Assisted Study Session program to facilitate collaborative approaches among peer educators to leadership, learning, and problem-solving within the common framework of the SI and PASS program as a whole.

Naples 1   **It Takes a Village: REACH Master Tutor Program for Tutor Training Success**
Cathy Leist, Executive Director for REACH, University of Louisville

REACH uses the "whole village"—professional staff, graduate assistants, and student employees for tutor training. We share a description of our training model including a Master Tutor Program (certified by CRLA) that has advanced our training procedures. Master Tutors provide presentations for their peers in formal Tutor Conference.

CONCURRENT SESSION DETAILS

Naples 2 **"Building a Village" to Market Learning Services**
Pamela Czapla, Director, Tutorial Services, Lock Haven University

People often 'research' services via websites and social networking. Thus marketers suggest 'establishing relationships' to market service(s). This presentation summarizes these ideas and provides an opportunity to discuss possible application(s) to the marketing of learning centers and services.

Naples 3 **It Takes a Village to S-T-R-E-T-C-H a Budget**
Nanette Cheatham, Assistant Director, Center for Academic Success, Louisiana State University
Erin Wheeler, Learning Strategies Consultant, Center for Academic Success, Louisiana State University

LSU's nationally recognized Center for Academic Success is very successfully utilizing LSU's excellent graduate students to work effectively with the students our Center serves. This service opportunity extended to graduate students from selected graduate programs helps enrich their academic experience and stretch our budgetary and human resources. A perfect marriage!

Naples 4 **Gettin' out to Get 'em in: Building Faculty & Student Trust on Their Turf**
Jessica Millis, Learning Center Specialist, Roane State Community College
Michael Hudson, Learning Center Specialist, Roane State Community College

Learning Center administrators have to walk many fine lines to build trust with faculty, staff, and students. Our presentation will show how becoming involved in many facets of student life—including working directly in the classroom environment—can make the Learning Center an inextricable element of the college community.

Naples 6 **Building a Comprehensive Tutor Training Program for Students with Disabilities**
Jacqueline Harris, Writing and Study Strategies Coordinator, Learning Center, Ball State University

When students with disabilities (SWD) request learning assistance they may have special needs which implies that tutor training becomes increasingly important. This session will explain how an institution has proactively addressed these issues and will offer practical strategies and resources for training tutors in the learning center environment.

Naples 7 **Using Universal Design in Peer Mentor Training**
Beverlyn Grace-Odeleye, Assistant Professor/Director, STAR Program, East Stroudsburg Univ of Pennsylvania
Virginia Reiner, Disability Specialist, East Stroudsburg University of Pennsylvania

Utilizing peer mentors as an effective resource in working with students has been proven to impact the academic success of first and second year students. This presentation will share information on incorporating universal design in a peer mentoring model through in-service training. Training module materials will be shared as well as other ideas for training.

Sorento 2 **Stream It…They Will Come!**
Luanne Momenee, Director, Learning Enhancement Center, University of Toledo
Pat Rehkopf, Assistant Director, Learning Enhancement Center, University of Toledo
Julie Radwanski, Coordinator, SI, University of Toledo

Thought about using innovative technology, such as Scopia, Adobe Connect, Echo 360, Skype, I-pads or a Smart Board?   Join our session and learn how innovative technology is changing the traditional look of Supplemental Instruction (SI) on our campus. This coupled with our training and assessment has earned us the reputation of having a significant impact on the academic success and retention of students enrolled in high risk, pre-professional courses.

CONCURRENT SESSION DETAILS

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

Sorento 3   **Taking the Learning Assistance Center to the Science Classroom**
M. Cristina Ariza, Director of Learning Assistance Center, University of the Incarnate Word

What do you do when you have students who struggle in a challenging science course required in their major? How do you teach them to learn this material? We worked together to find a way to assist them by bringing the Learning Assistance Center to the classroom so that students could work collaboratively to acquire study skills needed for success.

POSTER SESSION DETAILS

Poster Sessions   **Thursday, October 4**   **4:00 pm - 5:00 pm**

Sorento 4   **Tutor Training at Felician College**
Jacqueline Bakal, Math Lab Director, Felician College

At the beginning of each semester, all tutors at Felician College are required to attend a training session. This Poster will illustrate this mandatory, paid, four hour training that we give to the tutors. I will also have copies of the Training Manual given to all students available to everyone.

Trends in LC Office Composition
Dave Ehren, Director of the MAX Center, Macalester College

We often hear the exciting news of changes in some colleagues' offices but wondered about the general trend in our industry. We conducted a survey to specifically find changes in office services and composition as well as changes in services to students of color.

Sounding the Alarm: Localized Professional Development for Learning Assistance Centers
Adriane Hutchinson, Director, Academic Support Services, College of Lake County

The College of Lake County's Learning Assistance Center discovered an important missing link in its department's success for academically supporting students – professional development training opportunities for ALL staff members. In this poster session, learn how we are planning, funding and implementing newly organized staff training in our testing and tutoring services.

Tips and Best Practices for Re-Launching a Learning Center
Mark Little, Director, Academic Support Centers, South Piedmont Community College

In 2011, the Academic Support Centers at South Piedmont Community College (SPCC) in Monroe, NC, were re-launched after a few years of serving primarily as a lab for Developmental Education classes. This poster session is designed to provide practical advice and best practices for any college looking to launch, expand, or reinvigorate its learning centers.

Breaking Down the Wall: Professorial Tutoring
Iris Reeves, Student Success Center Coordinator, Trinity Valley Community College

We will illustrate how a special climate for learning continues to serve students at a medium community college in East Texas. Our poster will illustrate points where student and faculty interaction can break down walls that exist between students and academic success.

POSTER SESSION DETAILS

Sorento 4   **A Community of Tutors – Birth of a Tutoring Club**
Janet Riswold, Learning Center Coordinator, Sierra Community College

The Learning Center at Sierra Community College has for many years had an excellent initial training program for peer tutors. However, in the past, there was little formalized ongoing support for tutors after they progressed in their tutoring experience. In an effort to provide support and continued skills development for tutors, the LC faculty, with the help of some experienced tutors, developed a tutor club. The club both provides a sense of community and belonging for the tutors and acts as a venue for advanced tutor training at Sierra College.

Tutoring Services on a Shoestring
Wendy Simmerman, Academic Tutoring Coodinator, Utah Valley University

When budgets are lean, creativity reigns supreme. Maintaining tutoring services presents a myriad of obstacles that can be overcome by maximizing resources. We will discuss seeking funding from traditional and alternative sources, utilizing various types of tutoring including volunteers, interns, and service-learning students, along with many innovative ideas for increasing efficiency in order to do more with less.

CONCURRENT SESSION DETAILS

Naples 1   **NADE: Assisting Colleges in Delivering Developmental Education Support Services to Meet the Needs of Your Students**
Patti Levine-Brown, Director Project DELTA; NADE President-Elect, Florida State College at Jacksonville
Rebecca Goosen, Associate Vice Chancellor for College Prepartory; NADE President, San Jacinto College

The National Association for Developmental Education (NADE) will present the National College Learning Center Association (NCLCA) attendees with information on how the organization can assist colleges in delivering developmental education support services to meet the needs of students.

Naples 2   **Lessons Learned: Using the CAS Learning Assistance Standards to Improve your Learning Assistance Program**
Marcy Marinelli, Assistant Director, University of Maryland
Kimberly Bethea, Math Learning Specialist, University of Maryland

Conducting a self-study of your Learning Assistance Program is vital for program improvement. Yet the prospect of fitting a self-study into our already busy lives as learning center professionals is daunting! Come find out how one learning center managed to do this and the lessons learned from the experience.

Naples 3   **Can We Use YouTube Technology to Blend (and Expand) Academic Support Programs?**
Tiffany Hedges, Assistant Director, University of Tennessee

The Supplemental Instruction Leaders at the University of Tennessee, Knoxville, use YouTube to expand SI beyond the session. Using minimal equipment and even less expertise, our SI Leaders have begun a quest to help demystify the most common hang-ups for their students. Through quick 3-5 minute "microsession" YouTube videos, Leaders are able to pick examples from lecture or compress content in a way that students can quickly review their class material. Participants will create their own microsession and see just how easy it is to load the edited video to YouTube. Can we use YouTube technology to blend (and expand) SI sessions? We think yes! With our examples now You(tube) can decide.

Concurrent Sessions 5   Friday, October 5   10:00 am - 10:50 am

Naples 4   Educate, Engage, Inspire
Wendy Cole, Assistant Dean of Academic Life, Director of ARC, Muhlenberg College
Linda Bips, Assistant Professor of Psychology, Muhlenberg College

Trained undergraduate *Peer Learning Assistants* can have a profound impact on student development and navigational skills. They can improve faculty-student relationships, increase student engagement in the material, and improved the overall comprehension of course material. In this session we will present a successful, well documented, and researched design that uses undergraduate students to support student engagement, determination, and self-reliance. Participants will work in break-out groups for discussion and to determine how this idea may work at their own institutions.

Naples 6   Establishing a Code of Ethics for Tutors
Gary Ritz, Math Coordinator, Learning Center, Ball State University
Jennifer Haley, Core Curriculum Coordinator, Learning Center, Ball State University
Jacqueline Harris, Writing and Study Strategies Coordinator, Ball State University

Several professional organizations have a Code of Ethics for their members but do any of them really fit your tutors and center? What are the concepts you think should be included? Are these the same ideas your tutors would emphasize? In this session, various Codes of Ethics will be shared. Time will be given for discussion and drafting one of your own.

Naples 7   Virtual Tutoring Through the Use of Collaborate
Wendy Houdek Erskine, Assistant Director, Learning Center, Lake Sumter Community College
Marion Kane, Director, Learning Center, Lake Sumter Community College

As education progresses into the "virtual" era, we, as a Learning Center must move with it. Now that more and more colleges and universities are offering online and hybrid courses, it is important to make the tutoring services for these courses online as well. We will share how we developed an online tutoring service, what software can be used to provide this service, and how virtual tutoring can enhance learning for all types of students.

Sorento 2   Optimizing and Automating Your Center Services and Data
Chad Blodgett, National Consultant, Engineerica Systems, INC.

Engineerica Systems, Inc. creator of *AccuTrack & Accudemia (with Early Alert!)*, presents cutting edge, *automated* center management software! We continually set the standard in educational center management systems! Web appointment scheduling for maximum system access! Easily report on specific groups of students!

Sorento 3   Suspended Students: Helping Students find the Village of Success Using Online and Face to Face Support
Elizabeth Scarbrough, Acting Director, Towson University
Kimberly Graham, Learning Specialist, Towson University
Latasha Holden, Graduate Assistant, Towson University
Jackie Gabrielian, Academic Advisor, Towson University

Are you looking for a way to reach out to suspended students? Join our session to hear about our experience with a pilot program that involves collaboration between the Academic Achievement Center and the Academic Advising Center to help struggling students succeed.

Sorento 4   Textbook Mapping
Leonard Geddes, Associate Dean of Co-Curricular Programs, Lenoir Rhyne University

Determining the most salient information from textbooks is perhaps the most challenging task for college students. One primary reason is because textbooks are one of the few resources that require readers to apply varying thinking levels to different segments of text. This workshop will introduce a highly-effective reading comprehension technique.

CONCURRENT SESSION DETAILS

Naples 1   **National Learning Center Leadership Certification**
Rae Maslana, Certification Officer, College of DuPage
Michael Frizell, Corresponding Secretary, Missouri State University

As the sole provider of certification in learning center leadership, NCLCA's certification offers a nationally-recognized set of standards, fostering future growth and development for learning center professionals by focusing on evolving levels of practice, training, self-reflection, service, and evaluation.

Naples 2   **Evaluating the Effectiveness of Tutoring: An Easy Way**
Tacy Holiday, Science Learning Center Supervisor, Montgomery College

This presentation will teach you how to use an easy quantitative method for assessing student learning after tutoring. Whether you are new to or experienced with research, you will leave this session with a method that is readily customized to the unique needs of your learning centers and institutions.

Naples 3   **Get Started Conducting Pure and Applied Research at Your Learning Assistance Center**
Mark May, Associate Professor, Communication and Media, Clayton State University

This session helps participants get started evaluating the effectiveness of their programs or designing research for publication. It includes Institutional Review Board processes, identifying existing sources of data, partnering with others, distinguishing between quantitative and qualitative research methodologies, formulating research questions, and selecting a research methodology.

Naples 4   **Beyond the Numbers: Thinking Differently about Assessment**
Patricia Maher, Director, Tutoring and Learning Services, University of South Florida

How can we "prove" that tutoring and other learning support services work? This interactive session will offer an opportunity for learning center administrators and professionals to explore multiple methods of assessment, keeping in mind the unique context and strategic priorities of different types and sized of institutions.

Naples 6   **Using the *Handbook for Training Peer Tutors and Mentors* to Create or Remodel Your Training Program**
Russ Hodges, Associate Professor, Graduate Program in Developmental Education, Texas State University-San
         Marcos
Karen Agee, Reading and Learning Coordinator, Emerita, University of Northern Iowa

CRLA's new *Handbook for Training Peer Tutors and Mentors* contains a wealth of training ideas. The presenters, co-editors of the Handbook, offer a guided tour through its 111 modules—the theories, modes of training, program management, and training ideas you can use to create or enliven your training program.

Naples 7   **Third Time's the Charm: Partnering Academic Coaching, Financial Literacy and Tutoring to Encourage Student Success**
Nicole Baird, Coordinator of Developmental Education, The Community College of Baltimore County
Sonya Caesar, Coordinator of Developmental Education, The Community College of Baltimore County
Carla Parish Ward, Coordinator of Student Success Center, The Community College of Baltimore County

Many students have difficulty passing coursework on the first or even second attempt. It is essential to assist students in identifying the factors impeding success. Through an interactive discussion, presenters will discuss holistic interventions for addressing the factors impacting student achievement that includes tutoring, academic coaching, and financial literacy.

CONCURRENT SESSION DETAILS

Sorento 2   **Designing, Implementing and Operating a Successful Online Learning Center**
Maureen Foley, Science Center Specialist, Kaplan University
Peggy Hohensee, Director, Math Center and Foundations, Kaplan University
Michael Keathley, Academic Chair, Composition, Writing Center and Writing Across the Curriculum, Kaplan University
Brenda Remus, Technology Center Administrator, Kaplan University

Kaplan University created an online Academic Support Center (ASC) in 2005 to assist students with their education goals. This ASC is comprised of four independent, but collaborative, student support centers that have been developed to maximize the use of online technology to benefit and support students.

Sorento 3   **Helping Students Build Their Own Villages: Designing a Study Group Starter Kit**
Erin Wheeler, Science/Math Learning Strategy Consultant for the Center for Academic Success, Louisiana State University
Nanette Cheatham, Assistant Director of the Center for Academic Success, Louisiana State University

The Louisiana State University's Center for Academic Success created a Study Group Starter Kit to help encourage students to form study groups.   Presenter will share with conference delegates the logic in the design, description of contents and marketing strategies.

Sorento 4   **Students Helping Students**
Elizabeth McWilliams, Head Academic Coach, Clemson University

In the fall of 2011, an idea was submitted by a group of mentoring directors at Clemson University to implement a Creative Inquiry Class for students who mentor other students in various programs around campus. The Academic Success Center's programs for students on academic probation (Tiger Success and Clemson University 101) agreed to enroll current mentors in the creative inquiry one-credit hour class in order to improve their abilities as peer mentors to these struggling students. I will share the implementation of the course, the content of the course and the continuing outcomes of the creative inquiry course.

CONTINUING THE CONVERSATION LUNCHEON

Friday, October 5, 12:30 pm - 1:50 pm, Capri 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

Naples 1   **Becoming Politically Active to Support Learning Assistance in Higher Education**
Johanna Dvorak, CLADEA Political Representative, National College Learning Center Association
Jack Trammell, CLADEA Political Representative, College Reading and Learning Association
Hunter Boylan, CLADEA Political Representative, National Center for Developmental Education

This session will summarize the ins and outs of political activism for learning assistance faculty and administrators, and suggest a series of practical strategies that easily apply to individual efforts, as well as more formal state and regional group initiatives that are organized collaboratively.

Naples 2   **Using Program Outcomes as Building Blocks for Gaining Respectability, Developing Critical Campus Linkages, and Increasing Funding for Your Academic Support Unit**
John Foreman, Director, Student Success Center

New funding for academic support units has been relatively sparse over the past five years. To reverse this trend, <u>share</u> your unit's success outcomes with academic deans, department heads, Provost, and other campus constituents. Use YOUR success to barter for increased funding and support.

Naples 3   **A Successful Retention Model Used for Academically At-Risk Students at Mississippi State University Offered Through the Learning Center (TLC)**
Anna Dill, Director, The Learning Center, Mississippi State University Laura Moran, Coordinator/Instructor, Mississippi State University

In this session, a successful retention model that is currently offered by The Learning Center at Mississippi State University will be shared. The model is used for several different populations of students and includes enrollment in a credit bearing course and extensive mentoring. This model was first used for students who were academically suspended in the fall of 2005 and is called the Learning Skills Support Program (LSSP). Two additional programs, the Promise Student Support Program (PSSP) and the Freshman Academic Support Program (FASP) were developed using the same model and will be shared.

Naples 4   **Getting More Training for Your Money – a Hybrid Training Model**
Jaime Sperandio, Program Coordinator, University of Cincinnati
Felicia Wallace, Director, University of Cincinnati

Do you have a lot of training material to cover? Not sure how to make sure your peer educators retain all of the information? Want to decrease the time you spend conducting in-service trainings? This presentation will introduce the hybrid training model used at the University of Cincinnati. This training model allows peer educators the opportunity to process and fully understand training materials before being asked to apply them during an in-service training session.

Naples 7   **When the Village Leaves Your Under-Prepared, 'Jump Start'**
Diana Garland, Director, Learning Commons, Missouri State University
Rachelle Darabi, Associate Provost, Student Development and Public Affairs

With increasing emphasis on increasing enrollment and retention, you might wonder how Academic Advisors and your Learning Center can play a vital part with new admissions and retention of under-prepared students. In this session the presenters will discuss the new "Jump Start" program at Missouri State University.

Roma 1   **Providing Services 24/7: Restructuring How We Support Today's Students**
Valerie Kisiel, Curriculum Developer, Innovative Educators

It's time to do more with less. Learn innovative and cost-effective strategies that will help your students achieve their academic, personal and career goals.

CONCURRENT SESSION DETAILS

Concurrent Sessions 7   Saturday, October 6   9:00am - 9:50am

Roma 2   **It Takes a Village Helping Women PhD Students Manage the Dissertation**
Marcy Marinelli, Assistant Director, University of Maryland

The Council of Graduate Schools (2007) reports that approximately 50% of PhD students leave without earning their degree. Many stall out at the dissertation stage. This session identifies challenges faced by female PhD students and focuses on two group interventions to help female PhD students manage the dissertation process.

Concurrent Sessions 8   Saturday, October 6   10:00am - 10:50am

Naples 1   **World of Webinars: Academic Partners in Learning Support**
Kailyn Helget, Learning Center Coordinator, Rasmussen College
Dan Reeves, Campus Librarian, Rasmussen College
Erin Lasley, Learning Center Manager, Rasmussen College

Webinars can be a useful vehicle for providing academic support. Our online workshops have evolved into a robust schedule of webinars, organized along various tracks and available to students and faculty. Join our Library and Learning Center team as we share our experience with webinars.

Naples 2   **Predicting Foreign Language Success: Designing Better Learning Assistance Using WAIS Test Scores**
Jack Trammell, Ph.D., Randolph-Macon College

Foreign language requirements often present one of the most daunting curricular requirements for roughly 20% of the general student population. This research will help learning assistance initiatives and learning centers more accurately track students into foreign language success, and design interventions, accommodations, and support programs that fit with cognitive profiles.

Naples 3   **What are We Getting For All That Money? Uncovering the Evidence…**
Masele Kibassa, Associate Director for Math and Science, Center for Academic Excellence, Mercy College
Lorraine Whitman, Executive Director, Center for Academic Excellence, Mercy College

"Why are we spending so much money running Mercy College's Learning Centers?" "What are we getting for that money?" "What is the evidence that tutoring really works, that it has a positive impact on student learning?" These are questions that leaders of college Learning Centers everywhere might hear. They are questions that need to be answered so we can justify our funding but, more importantly, so that we can develop strategies to improve the services we provide. At Mercy College, a private four-year school, we have focused on a range of measures—quantitative and qualitative—to gauge the effectiveness of our tutoring. We will present the results of some of these assessment studies during this session.

Naples 4   **Investing in Success: Putting Tutors in Charge of Tutor Training**
Jennifer Flores, Training and Development Specialist

A complete and well-rounded tutor training program goes beyond the traditional tutor training boundaries, makes your training more innovate and creative, and makes your tutors feel engaged in their job and invested in your program. Come learn how putting tutors in charge of tutor training can help your program.

CONCURRENT SESSION DETAILS

Naples 7   **Inviting Faculty into the Village**
Robin Ozz, Director of Developmental Education, Phoenix College
Jennifer Briney, Director of the Center for Learning Excellence, MacMurray College

How can you best work with faculty to enhance and improve learning assistance for students? We will share two different models of increasing collaboration from both the Learning Center Director's and Faculty member's points of view. We will share a number of programs that enable a powerful synergy in learning assistance that motivates students to succeed, persist, and complete.

Roma 1   **Our Online Village: Building an Effective Online Tutor Training**
Jon Mladic, Learning Center Coordinator, Rasmussen College
Emily O'Connor, Director of Library and Learning Resources, Rasmussen College

Supplementing live tutor training with an online tutor training course is an effective method for improving the performance of Learning Center tutors. But where to start? This session will cover the complete development – from conception to assessment – of a successful online training course designed around CRLA tutor certification criteria.

Roma 2   **Helping Students See the Light: The Bright Idea of Preparing for the Placement Test**
Joy Adams, Coordinator, Developmental Education, The Community College of Baltimore County

In summer 2011, free daily review sessions were offered to prepare students for the Accuplacer Assessment. Collected data showed that, when students reassessed, those who attended the placement test review workshops after the initial assessment placed higher than students who did not attend the placement test review workshops.

Naples 1   **The Citadel Academic Support Center –**
Creating Unique Programs for a Unique Institution
Douglas Yates, Assistant Director, Academic Support Center, the Citadel

The Citadel is unique when compared to other colleges across the United States. Its environment challenges the staff of the Academic Support Center and calls for a dynamic approach to best practices. During this presentation, we will share a brief overview of the Citadel, discuss several of the challenges posed by the campus environment, and describe how we have tailored two of our programs in order to serve our students most effectively.

Naples 2   **The Association for the Tutoring Profession (ATP) Certification**
Tracey Williams, President-Elect

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.

Naples 3   **Trump '101' and the Learning Center**
Liticia Salter, Senior Lecturer and Director, The OASIS, Texas A&M University at Qatar

Nothing is more fatiguing than a tin-cup relationship with administration while striving for stellar performance in your center. Designed to help you discover your inner entrepreneur, we will show how breaking out of old roles and re-envisioning oneself, and center, can gain respect *and* revenue – on *your* terms.

Concurrent Sessions 9   **Saturday, October 6**   **11:00am - 11:50am**

Naples 4   **Staff Pedagogy Discussions as Long-Term Tutor Training Model**
Parker Pracjek, Academic Coordinator, Metropolitan College of New York

When faced with a unique student population, how can on-going tutor training address specialized learning needs? During the presentation, we will present the guiding principles of staff pedagogy discussions as a tutor training platform, share how increased dialogue breeds greater team accountability and familiarity with shifting needs of students, and introduce ways to develop rigorous teaching goals with staff using handout templates.

Naples 7   **"It's Greek to Me!" Learning that You CAN Do It!**
Michael Curry, Assistant Dean and Faculty Member, New River Community and Technical College

The scenario is all too familiar: A group of 15-20 high-risk, first generation college-goers with severely low self-confidence, are thrown into a college classroom, fully anticipating failure. In their very first classroom session, they are taught to read and translate Greek! By the end of the session they have read and translated the opening chapter of the Gospel of John from its original Greek text. This process builds confidence, breaks down social barriers, and amazes the students who never thought they could do such a thing. Participants in this session will learn how it's done and, perhaps, feel some of the magic unfold.

Roma 1   **Our Students are the Village: A Peer Coaching Program Creating Story**
Lisa D'Adamo-Weinstein, Director of Academic Support , SUNY Empire State College

The presenters will tell our story of the creation, implementation, impact and certification of a peer coaching program at a non-traditional 4-year college within the context of the broader field of learning assistance. It has become a revenue generating program and an invaluable resource to students, staff and faculty.

Roma 2   **Learning Center Management: An Overview of Experiences, Practices, Principles, and Theory**
Michelle Montoya, Writing Center Coordinator at Truckee Meadows Community College

In this workshop, discovery new ways to structure and manage a learning center while encouraging learning, innovation, collaboration, and training. Focus will be on proven experience and practices based on principles and theory.

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AWARDS BANQUET
THURSDAY, OCTOBER 4 12:30PM-1:50PM CAPRI 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

Leonard Geddes

Thinking Well and Learning Well:
A Metacognitive Tutoring Model
At
Lenoir-Rhyne 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 Learning Center
Lake Sumter Community College
Marion Kane, Director

Center for Academic Program Success
University of New Mexico
Michelle Steiner, Ph.D. , Director

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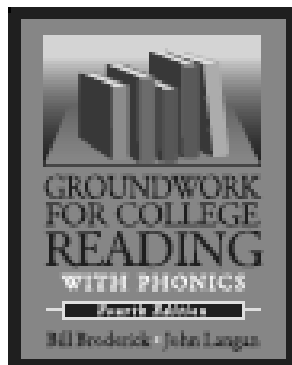
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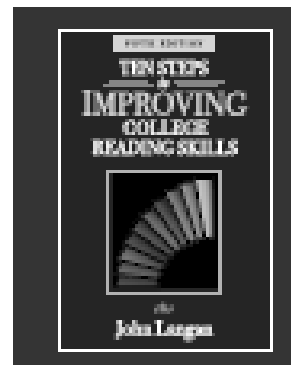
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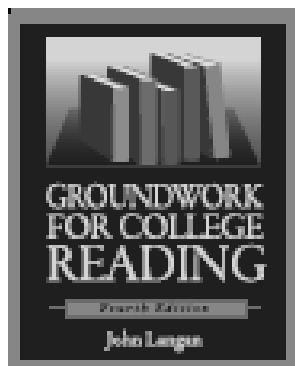
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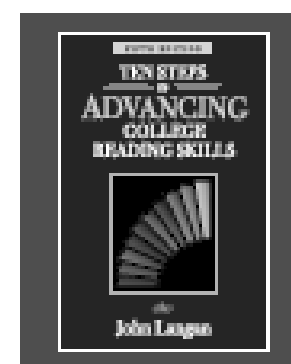
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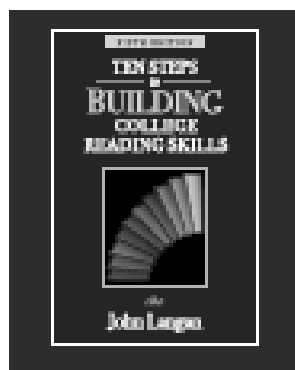
Ten Steps to Building College Reading Skills, 5/e

John Langan
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GRADES 8–9

The book covers ten basic reading skills recognized as essential for full comprehension. Suited for the basic-level developmental reading course offered at most colleges.
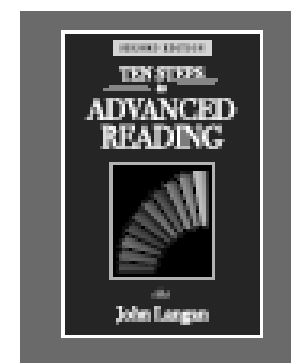
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The Council of Learning Assistance and Developmental Education Associations (CLADEA) is pleased to announce the election of new Fellows for 2012, to be inducted at the CRLA/CASP conference in Houston, Nov. 8:
Rosemary M. Karr & Saundra Y. McGuire

The mission of the CLADEA is to "foster mutual support among national and international organizations dedicated to postsecondary learning assistance or developmental education" (www.cladea.org). The Council also spurs excellence by recognizing and honoring the most outstanding leaders in the profession.

Best known for highly successful instructional delivery models, **Dr. Rosemary Karr** is a professor of developmental mathematics at Collin College in Plano, Texas, where she has been employed since 1990. She is the first developmental educator in the nation to be honored as "U.S. Professor of the Year" by the Council for the Advancement and Support of Education, and she was also honored as a Minnie Stevens Piper Professor in 2008 (an award that is presented annually by the State of Texas for superior teaching at the college level). Dr. Karr has been honored four times as Outstanding Professor at her institution. Dr. Karr has served as president of the National Association for Developmental Education and both past president and treasurer of the Texas Association for Developmental Education; she has held numerous leadership roles for the College Academic Support Programs (CASP), including conference treasurer and newsletter editor. (CASP is Texas' joint TxCRLA and TADE conference.) She has authored or co-authored over 20 publications, including three mathematics textbooks published by Cengage. NADE nominated Dr. Karr to become a CLADEA Fellow.

Dr. Saundra McGuire has transformed education in the postsecondary science community to embrace research-based learning strategies for science instruction and learning support. In workshops, institutes, and invited talks (at more than 100 colleges and universities), she strives to increase the achievement of underrepresented minority students pursuing STEM careers. Dr. McGuire is Assistant Vice Chancellor and professor of chemistry at Louisiana State University (LSU) and formerly served as director of LSU's Center for Academic Success. Prior to her positions at LSU, Dr. McGuire held faculty positions at the University of Tennessee, Alabama A&M University, and Cornell University. At Cornell she received the 1991 Clark Distinguished Teaching Award and served as director of the Center for Learning and Teaching. In 2006 Dr. McGuire was honored by George W. Bush with the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. She was elected Fellow of the American Chemical Society in 2010 and Fellow of the American Association for the Advancement of Science in 2011, and she received the Distinguished Teaching Award from the College Reading and Learning Association in 2011. NCLCA nominated Dr. McGuire to become a CLADEA Fellow.

Fellows are selected based on their significant contributions to the field. Selection as Fellows represents the highest honor conferred upon professionals in learning assistance, tutoring, and developmental education.

David Arendale	Jeanne Higbee	Kate Sandberg
Carol Bader	Russ Hodges	Gladys Shaw*
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Nancy Bornstein	Lucy MacDonald	Rita Smilkstein
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Council Association Members:

Association for the Tutoring Profession
www.myatp.org/

College Reading & Learning Association
www.crla.net

National Association for Developmental Education
www.nade.net

National Center for Developmental Education
www.ncde.appstate.edu

National College Learning Center Association
www.nclca.org

ATP: Association for the Tutoring Profession

Tracey Williams
ATP President-Elect
Web: www.myatp.org

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

Melissa Thomas
President-Elect & 2012 Conf. Chair
College of Charleston
66 George Street
Charleston, SC 29424
Email: Thomasmm1@cofc.edu
Web: www.crla.net

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

Rebecca Goosen
President
4624 Fairmont Parkway, Suite 203
Pasadena, TX 77504-3398
Ph: (281) 459-7667
Web: www.nade.net

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

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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.

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Tour of Tahoe:	Jennifer Flores & Jim Valkenburg
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PAST CONFERENCE THEMES AND LOCATIONS

Year	Theme	Location
2012	It Takes a Village for Student Success	Reno, NV
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

The new CRLA *Handbook for Training Peer Tutors and Mentors*
is available now!
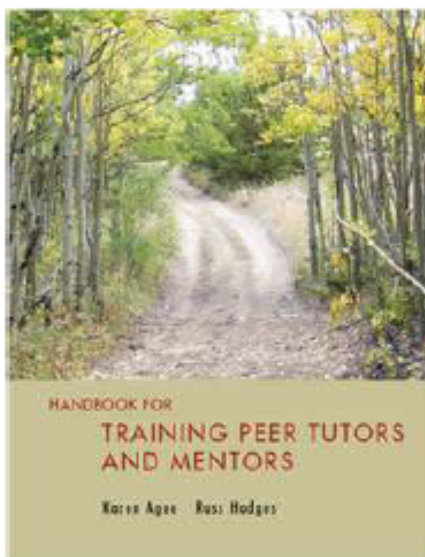
In 111 modules by 106 authors, the *Handbook for Training Peer Tutors and Mentors* provides what you
need to create or improve your training program:

        Chapter 1: Theories Underlying Postsecondary Tutoring, Mentoring, and Training
        Chapter 2: Modes of Tutor and Mentor Training
        Chapter 3: General Training Topics
                A. Communication and Relationships
                B. Rights and Responsibilities
                C. Resources
                D. Student Populations
                E. Learning
        Chapter 4: Tutor Training Topics
                A. Tutoring Sessions
                B. Strategic Learning
                C. Tutoring Subject Areas
        Chapter 5: Mentor Training Topics
        Chapter 6: Training Programs
                Additional Information, Resources, & Updates (via a website)
        (Full table of contents available at http://www.crla.net/handbook/handbook_overview.htm)

Order the *Handbook for Training Peer Tutors and Mentors* for only $54.95 (which includes shipping) by
going to the crla.net splash page and linking to our publishing partner, Cengage Learning Custom
Solutions (https://www.cengagebrain.com/shop/isbn/1133769446). The Custom Solutions Cengage
Brain order form assumes that we're all students purchasing textbooks; we need to make up student data
to complete the form and purchase the book. Think of it as creating a very temporary avatar.

Copies of the 2003 *CRLA Tutor Training Handbook* are still available for $30 on the Publications page of
crla.net, linking to the order form at http://www.crla.net/crla_store/Tutor_Training_Handbook_2011.pdf

NCLCA NIGHT AT THE MUSEUM
Thursday, Oct. 4th

We will depart for this night of adventure by bus from the hotel at 5:30 to visit Downtown Reno's finest BBQ and fine food restaurant with fun and a casual atmosphere.

MEN WIELDING FIRE
PROVIDING PREORDERED DINNER
CHOICES OF:

Pulled pork with homemade chipotle bbq sauce
Rosemary House Rubbed Smoked Chicken
Tri Tip smoked to perfection with a secret rub

NCLCA Members will then have a guided tour and open house at the

NATIONAL AUTOMOBILE MUSEUM

Voted one of the top ten automobile museums in the country, the National Automobile Museum houses ad astounding collection where visitors can explore decades of intriguing automobiles, stroll down period-style street scenes and stand inches from cars once owned by the rich and famous.

The cost of this evening is $40 per person.
Please go to NCLCA.org to register for this event.
For questions, contact Laura Sanders (Laura.Sanders@valpo.edu)
Deadline: Wednesday, September 26, 2012.

NIGHT ON THE TOWN:
TOUR OF TAHOE

One exciting option that NCLCA will offer is a tour of beautiful Lake Tahoe on Friday, October 5th.

The tour bus will depart the hotel at 2:30pm and return at 7:30pm

There will be a tour guide and narration about the area and historical facts.

The tour will wind around the Lake and will include points of interest, including Squaw Valley, home of the 1960 Olympics. There will be free time at the Lake to eat, shop and walk around. There will be many opportunities to take pictures.

Estimated Cost of the Tour: $40 per person
                                       (Refreshments will be extra)

Please register for the tour on the NCLCA conference page. Please notify Jim Valkenburg (jcvalken@delta.edu) if you have any questions. Deadline to register is September 26, 2012.

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.

NCLCA GLOSSARY (CONTINUED)

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.
WOWs	NCLCA Webinar and Online Workshop Series

THE NCLCA SUMMER INSTITUTE

August 4-7, 2013

The 4 R's of Learning Center Success

Research, Resources, Retention and Results

The NCLCA Institute is a gathering of learning center leaders and features several national recognized mentors which focus on the topic relative to learning center administration and programming.

Apply for the Karen Quinn Scholarship
to cover the cost of tuition, room and board.

For more information, contact Jack Truschel at jtruschel@po-box.esu.edu or visit our website at www.nclca.org.

Call for Proposals

Student Success 2013

National College
Learning Center
Association
Conference

Sept. 26 - 28, 2013

in
Charleston, SC

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Weaving a Legacy of Student Success