WEAVING A LEGACY OF STUDENT SUCCESS

National College Learning Center Association

September 26-28, 2013
Embassy Suites
North Charleston, SC

Ballroom Foyer

Ballrooms
A
B
C4
C3
C2
C1

1

3 2

Exhibit Halls
A2
A1
B
C

Grand Stairway

Second Floor Foyer

6
7
8
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10
11
12
13
14

4

5

Skyway

Wando
Cooper
Ideation
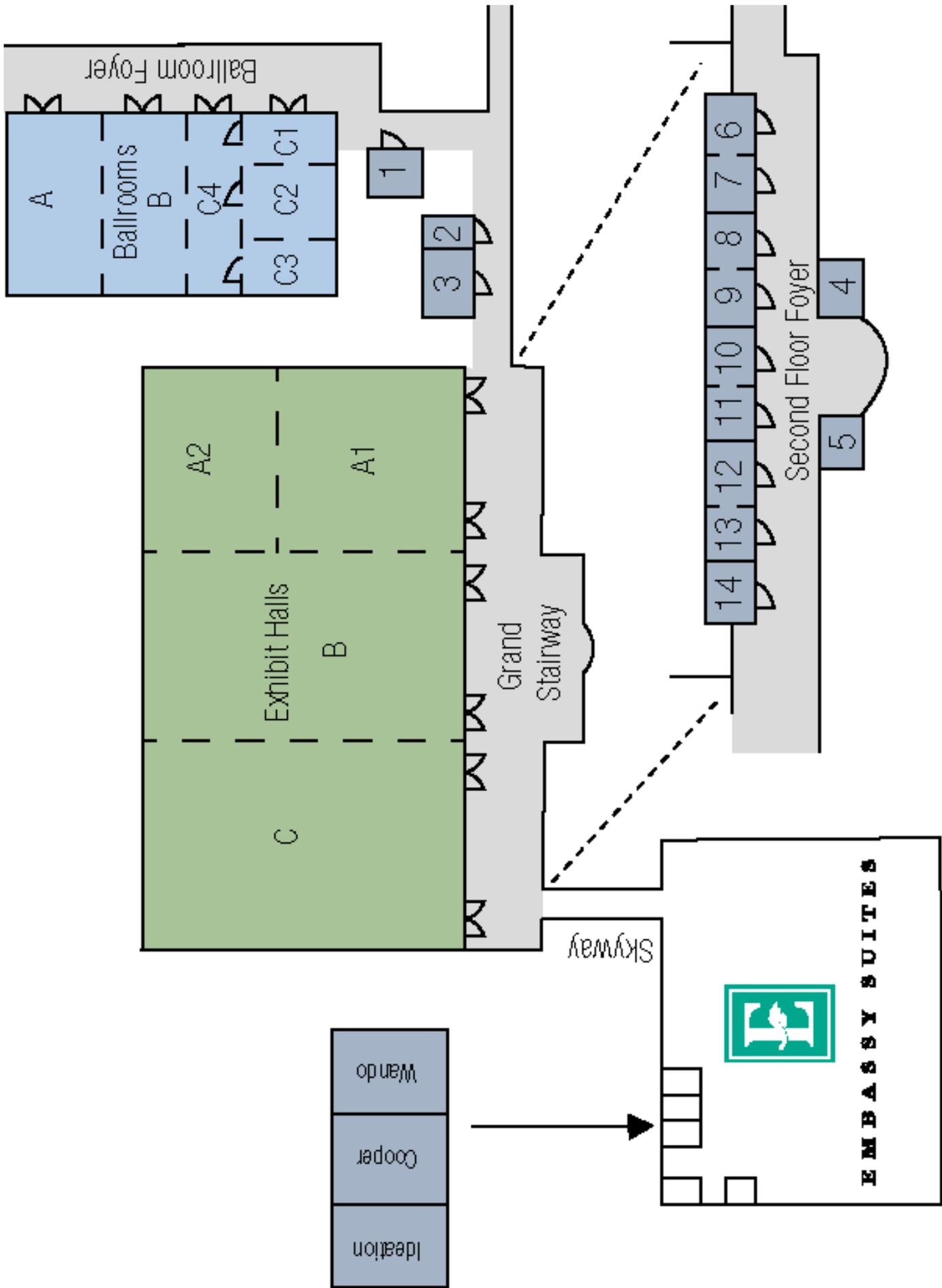
EMBASSY SUITES

CONFERENCE SCHEDULE

Wednesday, September 25, 2013

6:00 am—8:00 am	Free Breakfast at Embassy Suites for hotel guests	
7:00 am—8:00 pm	Registration Desk Open	Meeting Room 4
8:00 am—11:00 am	Preconference Institutes A, B, and C	Meeting Rooms 6-8
11:00 am—12:00 pm	Lunch on your own	
12:00 pm—3:00 pm	Preconference Institutes D, E, and F	Meeting Rooms 6-8
3:15 pm—6:00 pm	Campus visit to College of Charleston	Meet in Embassy Suites lobby for Tour
6:00 pm—7:30 pm	Welcome Reception	Meeting Rooms 12 & 13
8:00 pm—9:00 pm	NCLCA Hospitality Suite	Embassy Suites Room 904

Thursday, September 26, 2013

6:00 am—8:30 am	Free Breakfast at Embassy Suites for hotel guests	
7:30 am—11:30 am	Registration Desk Open	Meeting Room 4
8:30 am—9:50 am	Welcome, Presidential Address, Keynote Speaker: Dr. Mark F. Daddona	Ballroom B
10:00 am—10:50 am	Concurrent Session 1	Pages 25—27
11:00 am—11:50 am	Concurrent Session 2	Pages 27—29
12:00 pm—1:15 pm	Awards Banquet	Ballroom B
1:15 pm—5:00 pm	Registration Desk Open	Meeting Room 4
1:30 pm—2:20 pm	Concurrent Session 3	Pages 32—33
2:30 pm—3:20 pm	Concurrent Session 4	Pages 34—36
3:30 pm—4:20 pm	Concurrent Session 5	Pages 36—37
4:30 pm—5:30 pm	Poster Sessions / TLAR and LCLC Q&A	Meeting Room 14
5:45 pm—?	Dinner on your own or Night on the Town option	Meet in Embassy Suites lobby for Cruise
8:00 pm—9:00 pm	NCLCA Hospitality Suite	Embassy Suites Room 904

Friday, September 27, 2013

6:00 am—8:00 am	Free Breakfast at Embassy Suites for hotel guests	
7:00 am—12:00 pm	Registration Desk Open	Meeting Room 4
8:00 am—9:30 am	NCLCA Members' Business Meeting	Ballroom B
9:40 am—10:30 am	Concurrent Session 6	Pages 40—42
10:40 am—11:30 am	Concurrent Session 7	Pages 42—44
11:40 am—12:30 pm	Concurrent Session 8	Pages 44—46
12:30 pm—1:50 pm	Great Ideas Luncheon	Ballroom B
2:00 pm –2:50 pm	Concurrent Session 9	Pages 55—56
3:00 pm—3:50 pm	Concurrent Session 10	Pages 57—59
4:00 pm—4:50 pm	Concurrent Session 11	Pages 59—60
5:30 pm—?	Dinner on your own or Night on the Town option	Meet in Embassy Suites lobby for Tour

CONFERENCE SCHEDULE

Saturday, September 28, 2013

6:00 am—8:50 am	Free Breakfast at Embassy Suites for hotel guests	
9:00 am—12:00 pm	Post-conference Institutes G, H, and I	Meeting Rooms 6-8

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Welcome to the NCLCA 2013 Conference!
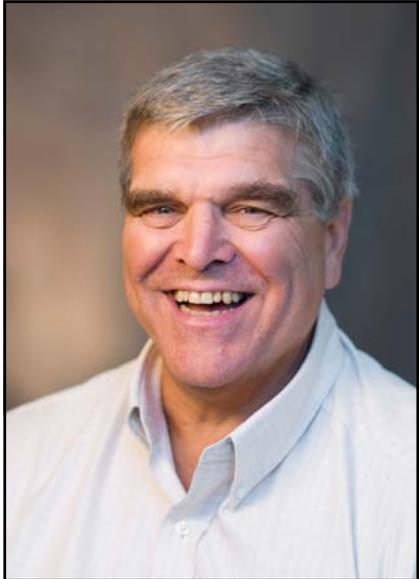
Welcome to the 28th Annual National College Learning Center Association (NCLCA) Conference, "Weaving a Legacy of Student Success." Laura Sanders, Vice President and 2013 Conference Chair, the NCLCA Board and many others have worked hard to bring you the most exciting conference possible.

The six Pre-conference Institutes offer a broad array of topics designed to stimulate your mind and bring important information that will help you and your Center succeed in meeting the goals of your institution. In addition, there are three Post-conference Institutes that offer a view of the scholarly mind and a vision for the future.

Included this year are over one hundred breakout sessions, poster sessions and a new idea for Friday—"The Great Ideas Luncheon." Those options will be your chance to become actively engaged in the discussion of the topics of your choice.

Our Keynote speaker, Dr. Mark Daddona, Associate VP, Enrollment Management and Academic Success at Clayton State University, will speak about how to ensure that your Center is "woven into the complete fabric of the institution." This speech, "Weaving Your Center's Legacy into the Institution's Fabric," promises to bring new ideas to all.

The NCLCA is, essentially, an extended family of professionals, and as such, will offer the opportunity for all of us to get together and to network with our colleagues from learning centers across the country—and beyond!

Enjoy your stay at the beautiful Embassy Suites Hotel, have fun on the Nights on the Town, and learn as much as you can.

Carpe Diem.

Jim Valkenburg
NCLCA President 2012 - 2013

NCLCA MISSION

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

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

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

This support will include the following:

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

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

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

- Learning Center Leadership Certification
- Forums for collaboration and mentoring.
- Presenting and participating in the yearly conference.
- New webinar and workshop series (WOWs)
- Training opportunities such as the NCLCA Institute.
- Serving on the Executive Board.
- Applying for grants, such as the Brenda Pfaehler Professional Development Grant.
- Submitting articles to *The Learning Assistance Review* or the *NCLCA Newsletter*.

National College Learning Center Association

The Learning Assistance Review (TLAR)

Editor

The Learning Assistance Review (TLAR)
is the peer reviewed journal for the
National College Learning Center Association.
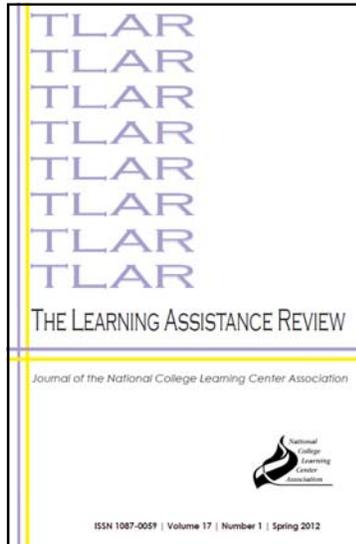
Learning Assistance Professionals are critical to
student success; publishing is a way to memorialize
not only our best practice, theory, and research but
also as a way to bring credence to our profession in
an academic environment that values scholarship.

**Michael
Frizell**

Members are encouraged to come speak with the
editor at any point. Particular sessions of interest:
- TLAR Q&A Thursday 4:30 pm—5:30 pm during the
  poster sessions
- "Weaving an Intellectual Tapestry: Publication and
  the NCLCA" Friday, 11:40 am—12:30 pm

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.

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

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*	**Laura Sanders** *2013-2014*		

Dr. Mark F. Daddona

Associate VP, Enrollment Management and Academic Success
Clayton State University
Thursday 8:30 a.m. - 9:50 a.m., Ballroom B

Weaving Your Center's Legacy into the Institution's Fabric

How does your learning center fit into the fabric of your college/university? While learning center staff members know the true impact of their services on student success, it is important to pause and reflect on how your center is woven into the complete fabric of the institution. Consideration should be given to how the fabric pattern is viewed differently from various angles and exposures. In order to leave a legacy for students, the weave is modified in a continued effort to support success as students change and bring new threads to the institution.

Mark Daddona is currently serving in his fourth year as Associate Vice President for Enrollment Management and Academic Success at Clayton State University where he oversees Recruitment & Admissions, Financial Aid, Registrar's Office, Center for Academic Success, Orientation & New Student Programs, Testing Center, and the First-Year Advising & Retention Center. Prior to this time, he served 4 ½ years as the Director of the Center for Academic Success at Clayton State. Mark is a Licensed Professional Counselor (L.P.C.) in the State of Georgia and holds a joint faculty appointment as a tenure-track Assistant Professor of Psychology. He enjoys the break from his administrative duties to share his love and enthusiasm for counseling and psychology with his students by teaching one class each semester.
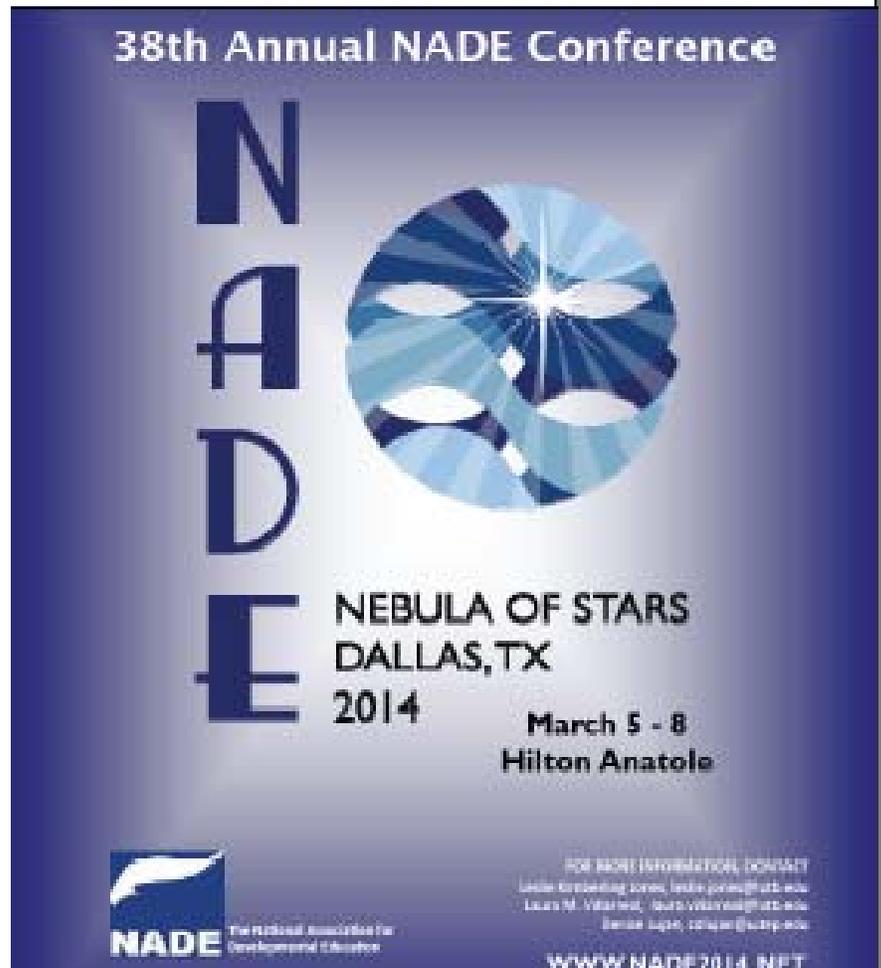
38th Annual NADE Conference

NADE

NEBULA OF STARS
DALLAS, TX
2014

March 5 - 8
Hilton Anatole

NADE The National Association for Developmental Education

WWW.NADE2014.NET
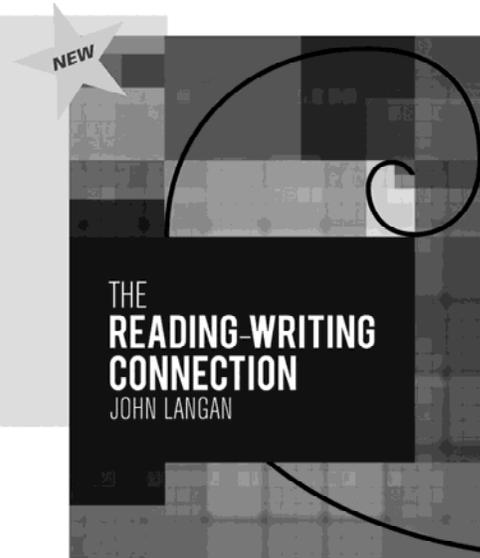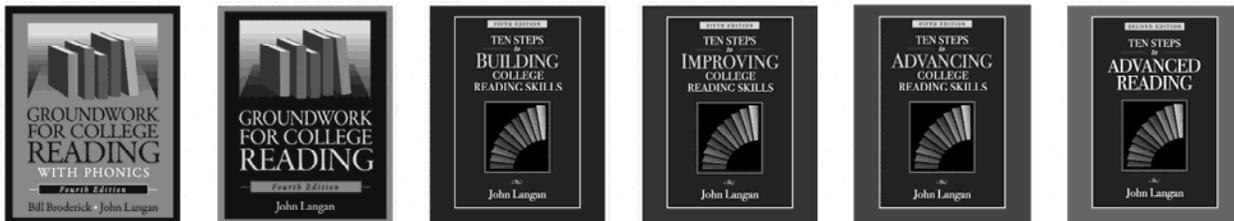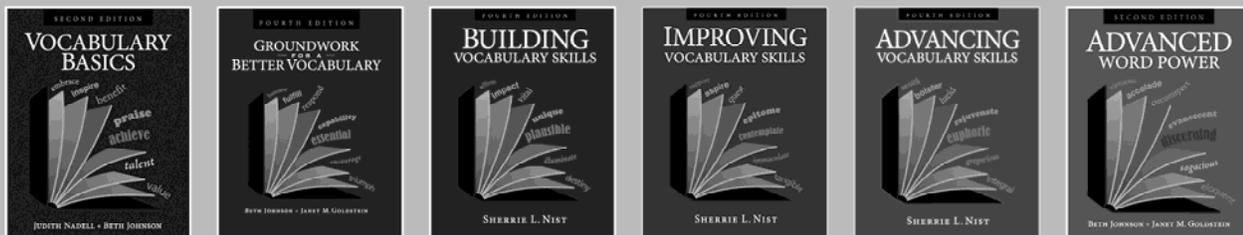
The New Director's Toolkit
Wednesday, September 25, 8:00 a.m. - 11:00 a.m., Meeting Room 6

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. 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 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 B

Cognitive Research and Student Success
Wednesday, September 25, 8:00 a.m. - 11:00 a.m., Meeting Room 7
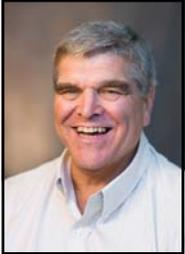
Jim Valkenburg earned his Bachelor's degree in Philosophy and Political Science from William Paterson College in 1972. In 1982, he earned his Master's degree in Social Science with a Minor in Psychology from William Paterson College. Jim began his work in academic support as a Graduate Assistant at William Paterson where he tutored across the curriculum and worked with students who were probationary admits to the College. From there, he became the Coordinator of a Writing Lab and eventually the Director of the Office of Testing and Tutoring at Passaic County Community College in Paterson, New Jersey. Jim has moved around the country but has finally settled down in Michigan where he is now the Director of the Teaching/Learning Center at Delta College. He has helped to develop a support system for student athletes and for students with disabilities. Jim has served as President of three National Associations: The National Tutoring Association, the Association for the Tutoring Profession (which he co-founded in 2003) and the National College Learning Center Association. Jim has made over a hundred presentations about academic support, developing programs, training, multi-sensory learning, and other topics relevant to academic support. He co-authored *The Engaged Mind: Cognitive Skills and Learning* with Cora Dzubak, and has written numerous articles. Jim is happily married, has three children who are working towards post-secondary and graduate degrees and a daughter who, at ten, is the apple of his eye. He is currently finishing his second book, *A Change of Mind: Language, Technology and Understanding.*

Summary of Presentation

Using current neurological research as the foundation for discussion, Jim will offer an interpretation of Bloom's Taxonomy and explain how using multi-sensory learning techniques may enhance student success. A series of exercises will be offered to engage participants in a metacognitive investigation of brain function, memory and learning. In this workshop/seminar, all participants will be expected to actively engage with all of the material discussed throughout the presentation.

If you plan to attend this session, please go to VARK and find out your learning style. The assessment is free and takes only a few minutes. http://www.vark-learn.com/english/page.asp?p=questionnaire Please bring your VARK results with you.

Identifying one's primary learning style is the first step in developing a multi-sensory process for learning. That first step will be discussed in terms of learning theory and connected to practical applications that will exemplify the connection between theory and function. Each successive exercise will enhance the understanding of the process.

Technological Resources for the Modern Learning Center: Online, Offline, and On the Go
Wednesday, September 25, 8:00 a.m. - 11:00 a.m., Meeting Room 8

Geoff Bailey, PhD, is the Associate Director for the Student Success Center at The University of North Carolina at Greensboro (UNCG). He received his BS degree in Sports Medicine from Guilford College (1993), his MS in Counselor Education from UNCG (1996), and his PhD in Higher Education Administration from UNCG (2010). He was the NASPA Region II New Professional of the Year (1997). He serves as a CAS standards reviewer for the National Association for Developmental Education. His publications include Advising Transfer Students: Strategies for Today's Realities and Tomorrow's Challenges (NACADA Monograph #24, 2012), a textbook chapter in Momentum: Your Transition to UNCG (Kendall Hunt Publishing, 2011), and his dissertation (2010).

Ben Smith is the Director of the Quantitative and Symbolic Reasoning Center at Hamilton College. Ben oversees all operations of the QSR Center as well as the Peer Tutoring Program at Hamilton. Previously, he worked at Binghamton University, where he managed the Student Support Services Guiding Undergraduates in Learning Directive (GUiLD) program as well as half of all residential walk-in tutoring on the Binghamton University campus. During the Fall and Spring semesters, he oversaw the campus-wide collaborative BU Tutor Training Internship, supervising fieldwork and teaching the classroom component. During the Summer terms, he oversaw the implementation of technology, and math instruction, for a hybrid online/residential Bridge Program for incoming Freshmen. He worked closely with Educational Communications and Academic Computing, to provide advising on technology purchases and serving as a campus administrator for Elluminate, Collaborate, TutorTrac, Echo360, and StudentAccess. Deeply invested in the intersections between technology and learning assistance, he also currently serves on the Board for the Association for the Tutoring Profession as co-chair of the Distance Education committee. Ben has been presenting on online and distance tutoring since 2009.

Summary of Presentation

As technology becomes more and more intertwined into every day life, administrators are pushing for campuses to be more "wired" and "on the cutting edge" of technology. With the vast array of resources available, both free and for pay, the decision on how to proceed can be daunting. This session aims to expose participants to a wide variety of resources, both digital and physical, that are both available and currently used in learning centers today. While the main purpose is to expose participants to currently available options, an emphasis will be placed on cost efficacy, general efficiency, and best practices based on the experiences of the presenters. Technological resources will be reviewed that cover every aspect of the daily operation of a modern learning center: from direct applications to tutoring (both distant and local, synchronous and asynchronous), to scheduling, payroll, note-taking, marketing, and even communicating with students and staff.

Fighting the Fear of the Blank White Page:
Writing Articles for Publication
Wednesday, September 25, 12:00 p.m. - 3:00 p.m., Meeting Room 6

Michael Frizell is now in his 13th year at Missouri State University. He received his BA in Theatre from College of the Ozarks, where he was the recipient of the Jean Cantwell scholarship, his MA in Theatre from Southwest Missouri State University, and his MA in Creative Writing from Missouri State University.

Michael currently serves as the Director of Student Learning Services, a position which places him as co-director of the Bear CLAW (Center for Learning and Writing). His duties for the CLAW include serving as director of the Writing Center.

Michael holds the position of editor of the *TLAR: The Learning Assistance Review* for the National College Learning Center Association, the official peer-reviewed journal of the NCLCA. He has presented at dozens of national and international conferences, and has published several articles and creative non-fiction pieces.

Summary of Presentation
Writing is one of the essential skills that mark an educated person. Like all true skills, becoming a writer is a lifelong process. This pre-conference session will focus on that process. Attendees are encouraged to bring work in progress and to share their work with those in the workshop in large and/or small groups. We will focus on the process of developing an essay about learning center theory and/or practice, developing the skills needed to draft and polish a successful essay: the ability to conduct focused and effective research; the ability to formulate an effective, interesting thesis question; the ability to read secondary sources critically and incorporate them into a clearly argued paper; the ability to develop and fully support a coherent, compelling paper; and the ability to present your argument in a manner that is consistent and stylistically clear. During the session, we will work toward the development of sophisticated arguments and complex projects.

Objectives:
* Develop a rhetorical understanding of writing, including how purpose, audience, the rhetorical situation, voice, tone, and genre conventions affect writing choices.
* Develop a fuller understanding of the attendee's own writing process, practicing a range of strategies for composing, drafting, and revision.
* Increase the unity, coherence, cohesiveness, and clarity of writing through editing for effectiveness in global and paragraph organization, sentence structure, word choice, and style.
* Develop skills in conducting and evaluating research in order to support and inform their own writing and utilizing the conventions of APA documentation.

Please Bring the Following to the Session: 1) Paper, pen or pencil OR laptop computer 2) Positive attitude! 3) Four copies of a rough draft in progress OR an idea for a topic (suggested)

PRE-CONFERENCE INSTITUTE E

Faculty Partnership Programs
Wednesday, September 25, 12:00 p.m. - 3:00 p.m., Meeting Room 7

Lisa D'Adamo-Weinstein has been a professional in the field of learning assistance and developmental education for over twenty years. She has worn many hats teaching and directing academic assistance/learning support programs at Indiana University, American University, and the United States Military Academy -West Point. She currently is the Director of Academic Support at the Northeast Center of SUNY Empire State College.

Lisa earned a B.A. in English & General Literature at Binghamton University (SUNY). She completed her M.S., TESOL certification, and Ph.D. at Indiana University. Her doctoral work in Education focused on literacy education and learning at the college level. Her dissertation analyzed the personal narratives of African-American female first-generation college students and their ways of knowing and how these ways of knowing and identity development related to their college success.

She has published journal articles for The Learning Assistance Review (published by the National College Learning Center Association—NCLCA) and is co-author of the book *Piecing It Together: A Guide to Academic Success*, published by Allyn & Bacon. Additionally, she served on the NCLCA Executive Board from 2003-2006 as Vice President, President, and Past President. Currently, she co-chairs NCLCA's Webinar and Online Workshop Series (W.O.W.S.) with Dr. Tacy Holliday.

Summary of Presentation
Getting faculty buy-in of academic support and learning assistance programming can sometimes be difficult. Engaging in successful partnerships with faculty members can be even more challenging. In either case, active and integrated engagement between faculty and academic support/ learning assistance centers can serve as a crucial element in increased retention and student success on any college campus.

This preconference institute will present several models of and best practices in weaving academic support and learning assistance into the curriculum. For example, we'll address Supplemental Instruction (SI) models that have targeted "at-risk" courses; models that have focused on "at-risk" student populations; embedded academic support models that include tutors and/or learning assistance resources; and other models and best practices from retention and higher education literature. A model for how to conceptualize and actualize faculty partner programming of all kinds will be presented along with a checklist for starting and/or enhancing this kind of connected academic support as part of a learning assistance center's programmatic offerings.

Participants will engage in discussion and leave with a concrete action plan for how to enhance their own existing faculty partnership programs or develop new programs on their campuses. An online discussion space will also be used so participants can continue the conversation after the conference.

Which Software is Best for Your:
The Process of Selecting Tutor Management Software
Wednesday, September 25, 12:00 p.m. - 3:00 p.m., Meeting Room 8

Upon retiring from the U.S. Army after 23 years of service, **Martin Golson** earned his Bachelor's degree in Mathematics Education and Master's of Arts in Education, Instructional Technology from Austin Peay State University. He has been employed as the Director of Academic Support by Austin Peay State University since 2004. He directs the operation of the Academic Support Center and oversees the Structured Learning Assistance Program. He supervises a staff of over 60 people, including professional staff, graduate assistants, and student workers. Martin participated in the redesign of the Mathematics, English, and History courses at APSU, which was undertaken in collaboration with NCAT. This redesign resulted in the creation of the linked workshop model for redesign. He is now working with the faculty on a redesign of the Anatomy and Physiology, Introductory Programming, Chemistry and the Environment, and Elementary Spanish courses. Martin is a Redesign Scholar with the National Center for Academic Transformation. He is Treasurer for the National College Learning Center Association and has earned Level 3 certification for the APSU's tutor training program through the College Reading and Learning Association. Martin also teaches the First Year Experience course at his university. His awards include the Point of Light Award from Clarksville- Montgomery County School System for helping to develop the Middle College which provides the opportunity for more than 100 students each year to finish their high school education while earning college credit, on campus.

Summary of Presentation

This session will discuss the process of selecting and implementing Tutor Management Software. During this interactive session, participants will discuss the selection of a team to determine the expectations of the software and how to distinguish between wants and needs. Participants will discuss the types of questions institutions should ask of software vendors and each participant will be provided with comparative data on some of the systems commonly used for tutor management. Participants will be given the opportunity to design their own list of questions for software vendors, using the form provided at the session. Finally, participants will hear from CEOs of several systems as they discuss the services provided by their software. Time will be provided for the participants to ask questions about the software. Participants in this session will leave with the Software Comparison template and a digital copy of the comparative data on the software systems.

POST-CONFERENCE INSTITUTE G

Metacognition: The Foundation of the Learning Center and Student Academic Success

Saturday, September 28, 9:00 a.m. - 12:00 p.m., Meeting Room 6

Melissa Brocato is director of the internationally recognized Center for Academic Success (CAS) at Louisiana State University. She has dedicated her 19-year career in education, 14 within the Center for Academic Success, to helping students learn more effectively and think critically. She has served as a high school teacher, university instructor, web and database applications developer, grant writer, and student affairs professional and administrator. Melissa specializes in translating cognitive science principles such as metacognition to practical and attainable learning experiences for students and the application of these principles to instructional practices for faculty.

Erin Wheeler has been a science and mathematics Learning Strategies Consultant with the LSU Center for Academic Success since 2011. She has experience with research, instruction, mentoring, and consultation in an effort to help students improve their performance in the sciences. She completed her B.S. in Biology (Southeastern Louisiana University) and M.S. Biology and her Ph.D in Science/Math Education (Southern University Baton Rouge). Empowering STEM majors with metacognitive strategies and transforming undergraduate instruction are her primary research interests.

Pam Ball has been a Learning Strategies Consultant with the LSU Center for Academic Success since 1999. She has professional experience in counseling, corporate training, and program development. She completed her BS in Psychology and MA in Counseling from LSU. Pam specializes in creating individualized learning plans for students during consultations and presenting varied workshops for student groups and academic classes. She also leads the CAS Impact Program and Coaching Program, which are major retention vehicles at LSU, and coordinates the academic support component of the newly formed Tiger Bridge collaboration with the local community college.

Summary of Presentation

Teaching students to think critically and to be effective and efficient learners requires them to understand how to harness the power of their own thinking abilities. Teaching students metacognitive strategies shows students how they can be in control of their success and reach their fullest potential. Learning centers reach students through a variety of services and outreach and may have only one opportunity to teach students these strategies. By incorporating metacognition into everything we do, we have the potential to reach more students and make our services more valuable.

This workshop will:
- show how metacognition is the foundation upon which all of the services our learning center provides are based
- demonstrate how student academic success is achieved by incorporating metacognitive strategies into all of the services we provide
- provide participants with specific strategies and how to communicate these strategies to students through as many outlets as possible

POST-CONFERENCE INSTITUTE H

Fostering Your Inner Scholar:
CLADEA-Sponsored Research Institute
Saturday, September 28, 9:00 a.m. - 12:00 p.m., Meeting Room 7

Barbara Bonham, National Center for Developmental Education

Alan Craig, National College Learning Center Association

Denise Guckert, Texas State University-San Marcos

Russ Hodges, Ed.D. Council of Learning Assistance and Developmental Education Associations

Beth Nikopoulos, Association for the Tutoring Profession

Patrick Saxon, Sam Houston State University

Jack Truschel, National College Learning Center Association

Summary of Presentation
How can timely, rigorous research answer important questions about postsecondary student success? This institute will facilitate discussion of research questions for the field—especially the postsecondary tutoring field; clarify interactions among theory, research, and practice; and offer approaches to critically examine studies already published. Participants will explore research tools, designs, methods, ethical issues, and publishing options.

NCLCA is a proud member of the Council of Learning Assistance and Developmental Education Associations (CLADEA) and is participating in the CLADEA-Sponsored Research Institute Series.

Academic Support for the 21st Century: Innovative Solutions
Saturday, September 28, 9:00 a.m. - 12:00 p.m., Meeting Room 8

Paul Treuer is an Associate Professor of Developmental Education in the University of Minnesota Duluth's (UMD) office of Academic Affairs. In his current role as Interim Director of the Supportive Services Program, Paul promotes peer-to-peer collaborative learning strategies that support learners to be successful while in college and well prepared for lifelong learning following graduation. His is currently part of a team that is building a Learning Commons in the campus Library to provide multiple academic support services in a collaborative learning environment. Paul's passion is student success. He is a national and international leader in two areas of learning support designed to promote student success – credit-based peer tutoring and ePortfolio. He has spoken and written widely on both topics.

Laurel Whisler is an Instructor in Clemson University's Academic Success Center. As Coordinator of Supplemental Instruction, she teaches an SI training course that includes learning theory and is developing a Creative Inquiry project for students to explore qualitative assessment of peer education programs. Based upon a community of practice model, she has reorganized the 120-150 SI leaders according to their courses into groups led by a peer mentor to develop leadership and foster learning throughout the SI Leader cohort. Previously, she spent 15 years as a librarian in multiple roles at liberal arts colleges, highlighting information literacy, critical thinking, and use of technology in bibliographic research and information literacy.

Summary of Presentation
What does academic support look like in the 21st Century? We are working in a time that has been characterized by authors Douglas Thomas and John Seely Brown in their provocative book *A New Culture of Learning, Cultivating the Imagination for a World of Constant Change* (2011) as a new culture in which "traditional approaches to learning are no longer capable of coping with a constantly changing world." Ubiquitous digital resources and social networks are shaping our students' approach to learning, which is more fluid since information is more readily at hand than ever before. At the same time, learning outside of boundaries and frameworks can be harnessed to complement a more traditional approach to learning represented by classrooms and curricular structures. Responding to the ideas presented in this book, participants in this pre-conference workshop will discuss their thoughts about the implications and opportunities of the new culture of learning, in particular as they apply to the nature of academic support.

The workshop will be structured around inquiry into the nature of academic support in the 21st century learning landscape. Workshop leaders will begin by summarizing highlights of the book for participants who have not had the opportunity to read it. Workshop participants will then discuss answers to four questions generated in advance by the workshop facilitators. The purpose of the questions, and the ensuing discussion, will be to uncover and explore innovative ideas about academic support in a new, and exciting, culture of learning.

Date/Time/ Location	Meeting Room 5: Professional Development	Meeting Room 6: Exhibitors	Meeting Room 7: Learning Centers	Meeting Room 8: Tutors, Mentors and Academic Coaches
Concurrent Sessions at a Glance				
Thursday, September 26, 2013				
September 26 **10:00-10:50 a.m. (50 minutes)**	NCLCA Learning Center Leadership Certification by Rae Maslana and Diana Garland	TutorTrac by John Halter	Establish a Powerful Legacy: Make the Learning Center the Nucleus of a Learner Centered Institution by Saundra McGuire	Time for a New Paradigm? A Critical Examination of Student Support Structures and Practices by James Breslin and Karin Ann Lewis
September 26 **11:00 - 11:50 a.m. (50 minutes)**	Preparing an Application for the Frank L. Christ Learning Center of the Year for Two Year Colleges by Marion Kane and Wendy Houdek Erskine	Fluency as a Key to Student Success Rates on the Computer Placement Exam (CPE) by James Daniels	Collaboration: The Tapestry of Shared Goals by Mary Knasinski	The Unexpected Side of Tutoring by James Cooper
September 26 **1:30-2:20 pm (50 minutes)**	CRLA International Tutor and Mentor Training Program Certifications: Essential Elements for Certifying Your Program by Page Keller and Melissa Thomas	Engineerica by Mary Oberhelman	It's a Wonderful Legacy: Building Program Security through Faculty Relations by Brian Newman	No Money, No Problem: Innovative Learning Center Leadership in Tough Times by Melissa Brocato
September 26 **2:30-3:20 pm (50 min)**	NCLCA Learning Center Leadership Certification by Rae Maslana and Diana Garland	Comprehensive Student Support: Using Technology to Increase Learning Center Efficiency by Mario Moore	The Curriculum Behind the CURRICULUM: Fighting the Real Battle of Student Success by Leonard Geddes	Utilizing Experienced Tutors as Resources for New Tutor Training at Monmouth University by Mercy Azeke and Neva Lozada
September 26 **3:30-4:20 pm (50 min)**	Tutors as Teachers - Applying Bloom's to Peer Tutoring by Jack Trammell, Hunter Boylan Recipient and Jenny Bruce	Make Developmental Math Instruction Engaging, Efficient and Effective by Bob Khouri	Incorporating Covey's 5 Choices and Positive Change into Learning Center Management by Jack Truschel	Developing Disability Training for Your Tutoring Program by Brandi Schreiber

Concurrent Sessions at a Glance

Thursday, September 26, 2013

Meeting Room 9: Learning Centers	Meeting Room 10: Specific Populations	Meeting Room 11: Technology	Meeting Room 12: Learning Centers	Meeting Room 13: Tutors, Mentors and Academic Coaches	Meeting Room 14: Learning
The Learning Center: From Creation to Evaluation by Marisa Passafiume	Embedding Academic Support in Credit-Bearing Courses by Parker Pracjek, Linda Guyett-Hamell and Brett Sherman	Technology and the eLearning Process: Knowledge Woven Together with an eLearning Success Advisor by Edwardo Santiago and Ronald Johnson	Weaving National Expertise on a Local Loom by Amy Spencer	A Tapestry of Tutor Training: Creating a Multi-Campus/Discipline Work of Art by Jon Mladic	Connecting Your Hiring Rubric to Facilitator/Tutor Evaluations by Joe Salvatore
A Fresh Perspective: Creating and Revitalizing Your Vision and Mission by Michelle Steiner and Daniel Stanford	Coming Out From Under the Umbrella: Serving Non-Traditional ESL Students by Sujey Batista	Weaving Technology into Your Learning Center by Melissa Thomas, Julie Loppacher and Melissa Hortman	Weaving a Tapestry of Statewide Support for Learning Center Professionals by Patricia Maher and Jennifer Bebergal	Learning How to Learn: One College's Experience Developing a Skills Tutoring Portfolio by Mark Little and Dana Glauner	Sophomore Resident Tutoring = Student Success by Susan Smith Roads
Organizing for Success: Developing Cost-Effective Staffing Structures in Lean Times by James Breslin and Dana Malone	The Impact of a Writing Fellows Program on Non-Native English Speakers by Mary Gallagher	Using Adobe Connect for Supplemental Instruction in Online Education by Cassandra Shaw	The MSI: Weaving Professional Development into Practice by Russ Hodges and Robin Ozz	Training Tutors Academically: How to Engage Tutors in Using Theories Across Disciplines by Michelle Steiner and Jennifer Flores	Distraction is Here to Stay: Its Impact on Learning by Cora Dzubak
Record Keeping and Statistics for Your Center by Brenda Remus, Maureen Foley, Michael Keathley, Peggy Hohensee and Lisa Gerady	Counselors and Nurses and Salesmen, OH MY!: Training "Peda"-Tutors for "Andra" - Students by Michael Hudson	Evaluating the Quality and Impact of eTutoring as Opposed to Face-to-Face Tutoring by Rachita Kumar and Ronald Johnson	How IUPUI and Other Schools are Using a Free Online Tool to Help Students Find Tutors by Blake Miller	Successfully Integrating Mentor Support in Supplemental Instruction Programs by Jaime Sperandio	Weaving Active Learning into Tutor Training Design by Samantha Crandall
Assessing and Reporting Student Impact by Anton Reece, Stella Bridgeman Prince, Jessica Osborne and Doug Renalds	When What He Needs Isn't What She Needs Isn't What They Need: When One Size Doesn't Fit All by Kathleen Speed	Weaving Technology into Supporting Suspended Students by Elizabeth Scarbrough, Jackie Gabrielian, Jennifer Wendt, and Chiso Uko	Using Tutors as Retention Agents on YOUR Campus by Kelly Mock	Unifying Campus Tutoring Programs Without Finanical Burden by Benjamin Smith	Reserved for Poster Presentation Set Up

| Concurrent Sessions at a Glance				
Friday, September 27, 2013				
Date/Time/Location	Meeting Room 5: Professional Development	Meeting Room 6: Special Topics	Meeting Room 7: Learning	Meeting Room 8: Learning Centers
September 27 9:40-10:30 am (50 min)	Thinking Well and Learning Well: A Metacognitive Peer Tutoring Model by Leonard Geddes, Brenda Phaeler Recipient	Project Success: The Evolution of an Academic Support Program by Elaine Humphrey	Form and Function: The Design of a Science Learning Strategy Workshop by Erin Wheeler	Successfully Weaving Supervisory Style with Your Service Program by Tamara Bowden
September 27 10:40-11:30 a.m. (50 min)	Integrating Campus Resouces: Establishing a Partnership Between THINK TANK and the New Start Summer Program by Miriam Thompson	NCLCA Past President's Roundtable by Jack Truschel	Addressing Reading Issues by Utilizing Brain-Based Research to Inform Practice by Dee Tadlock	M.A.P. Out Student and Learning Center Successes! By Tricia Fox
September 27 11:40 a.m.-12:30 p.m. (50 min)	Weaving an Intellectual Tapestry: Publication and NCLCA by Michael Frizell and Marcia Toms	Weaving Together an NCLCA Affiliate by Pat Maher, Jennifer Bebergal, M. Elaine Richardson and Eric Moschella	Critical Thinking from Abstract to Concrete: Weaving Connections with Diverse Perspectives and Active Learning by Beth Kaimowitz and Lauren Moore	Learning Center Management: Best Practices and New Perspectives by Johanna Dvorak
September 27 2:00-2:50 pm (50 minutes)	Association of Tutoring Professionals by Tracey Williams	From Failure to Success: AIM2G Initiative Helps Students Master Gatekeeper Courses by Lorraine Whitman and Masale Kibassa	Looming Greatness: Implementing a Learning Skills Objectives Matrix by Emily O'Connor, Jon Mladic and Kailyn Helget	Raising the Bar: Using Cohort Studies to Demonstrate the Efficacy of Your Tutoring Program by Geoff Bailey and Erin Morrison
September 27 3:00-3:50 pm (50 min)	Measuring the effectiveness of social media for marketing learning services by Pamela Czapla	Getting the Team on the Field for Academic Success by Amber Larson and Pam Rose	Using Personality Type and a Problem Solving Process to Facilitate Independent Learning Growth by Toni Sayger	Reporting to Create and Maintain Relationships by Lauren Moore
September 27 4:00-4:50 pm (50 min)	Weaving Together a Great Application for an NCLCA Grant by Jennifer Pippen	Planning and Assessing Your Student Success Center by Peggy Mitchell	Beyond the Numbers: Understanding the Peer Tutoring Experience through Qualitative Research by Dana Malone and James Breslin	The In's and Out's of Weaving a Successful Retention Model for Students Who Are Under Prepared by Anna Dill

Concurrent Sessions at a Glance					
Friday, September 27, 2013					
Meeting Room 9: Specific Populations	**Meeting Room 10: Specific Populations**	**Meeting Room 11: Tutors, Mentors and Academic Coaches**	**Meeting Room 12: Tutors, Mentors and Academic Coaches**	**Meeting Room 13: Tutors, Mentors and Academic Coaches**	**Meeting Room 14: Learning**
Steps to Success: How the SALT Center Supports Students on Academic Probation by Lupe Thompson and Sarah Sampe	Self-Mentoring: Metacognitive Strategies that Encourage Independent Learning by Pamela Ball	"Yeah, We Have an App for That!" Mobile Access to Academic Success Center Services by Laurel Whisler, Roy Pargus, Brandon Fuller and Brett Rhyne	Student Mentors Assisting Relevant Transitions: Piloting a Peer Mentor Program by Ron Andrade, Jennifer Taylor-Mendoza and Pepper Powell	When Lecturing Just Won't Cut It: Connecting Tutoring Concepts with Interactive Trainings by Jennifer Flores	Nonviolent Communication: Building and Maintaining Effective Tutoring Relationships by Valerie Barbaro
Boots to Books: Ideas for Supporting Student Veterans by Jacqueline Harris and Gary Ritz	MathWorld: Where Anyone Can Pass Math by Robert Walling	Layering Up Best Practices: How to Increase Efficiency, Continue Excellent Services and Weave in a Culture of Evaluation by Anita Moore	The Tutee Seminar: Tailoring the Success Tapestry to Incorporate Independent Learning by Michelle Wolf and Alexandria Mahon	Building a Legacy of Academic Support Services for Student Success in Your New Administrative Job by Adriane Hutchinson	Becoming Politically Active to Strengthen the Learning Assistance Profession by Jack Trammell and Johanna Dvorak
New Student Experience: How the SALT Center Starts the Undergraduate Journey for Students with Learning and Attention Challenges by Sarah Sampe and Lupe Thompson	Beyond Words: Examining Diversity and Communication through Nonverbal Interactions by Maurica John	Herding ~~Cats~~ Tutors: Strategies for Training and Managing Peer Educators by Kathleen Volk	Academic Coaching, Peer Mentoring and College Success: The Learning Center Leads the Way to Create New Services for Student Veterans by Liane O'Banion	Tutor Match: Weaving Services, Culture and Talent for Student Success by Erin Lasley	How to Successfully Improve Your Learning Program: The Evolution of Clemson SI by Sam Johnson and Megan Robertson
Developing a Game Plan for Students on Probation by Joel McGee	Collaborative and Intrusive Interventions with Academically Struggling Students by Christina Carrubba-Whetstine	Conference-Style Training: Training Large Groups of Student Employees and Doing It Well by Anna Gatewood and James Breslin	When Tutoring Centers and Academic Departments Work Together Everyone Wins, Especially the Students! By Mary Hamilton and Michael Nelson	The Kortschak Center for Learning and Creativity: A Revolutionary Program that Fosters Transformational Change by Kristina Alvarado	Realizing Your Many Accomplishments: How to Prepare a Frank L. Christ Outstanding Learning Center Proposal by Michelle Steiner
Cultivating Student Success in Math (and Math-Based Courses) by Marcy Marinelli	Building Success: Weaving Academic Assistance and Campus Supports Together for New Nursing Students by Leslie Boon, Mary Arnold, and Amanda Hartzel	Exploring Cross Cultural Collaboration: Practical Applications for Tutor Training by Rena Dossett	Speaking Students' Language: Tutoring the Twitter Generation by Lisa Gerardy, Michael Keathley, Maureen Foley, Peggy Hohensee, Sheryl Bone and Kira Shank	Designing Fun and Interactive Tutor Training In-Services by Jennifer Haley and Gary Ritz	Weaving Meaningful Assessment into Everyday Learning Center Practices by Michael Anne Greer
W.O.W. Your Professional Development with NCLCA's Webinars and Online Workshops by Lisa D'Adamo-Weinstein	A Tapestry of Support Programs for Students on Academic Probation by M. Elaine Richardson and Beth McWilliams	Tutee Training: How to Help Your Students Get the Most Out of Tutoring Services by Nicole Subik	Warp and Weft: Creating a Tapestry of Learning Outcomes by Marcia Toms		

Read **Right**® *is the Missing Piece in your Developmental Reading Program*

Students who augmented their developmental reading class by participating in Read **Right** made larger gains than their peers who did not participate.

Read **Right** Developmental Students	3.64 — 6	2.4 point gain with Read Right
Other Developmental Students	4.43 — 5.54	1.1 point gain with Standard Techniques

0   **TABE Grade Equivalency**   2   4   6   8
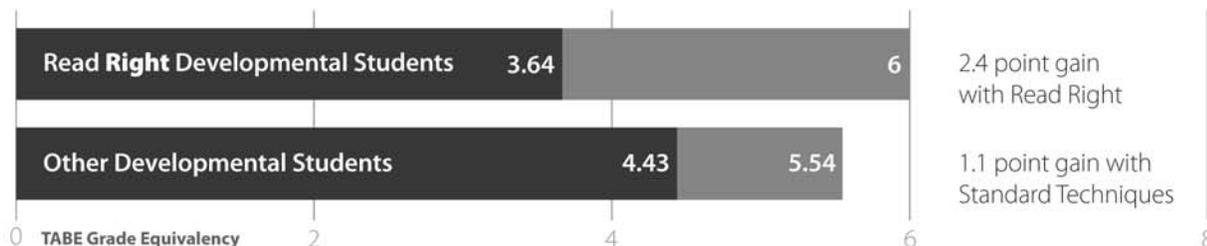
Midlands Technical College Columbus, S.C.

Developmental students who scored the lowest on the college entry test were required to participate in a Read Right lab that supplemented their developmental reading class. Developmental students with higher scores on the entry test had the option of attending the Read Right lab, however they did not (average attendance during the semester for this group was 3 hours).

In just 38 hours the students who were required to participate in a Read Right lab *in addition* to their developmental reading class achieved **greater than double the gains in reading ability** compared to their counterparts who participated in the developmental class but did not participate in Read Right.

A standardized, norm-referenced reading test (Test of Adult Basic Education or TABE) was the measuring instrument and was administered to all students before and after their developmental reading class.

*Read **Right** has shown consistent, impressive gains with at-risk groups nationwide, including English language learners, ABE students, and students with disabilities.*

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Empowering the mind

CONCURRENT SESSION DETAILS

Meeting Room 5:   **NCLCA Learning Center Leadership Certification**
                          Rae Maslana, Certification Officer, College of DuPage
                          Diana Garland, Corresponding Secretary, Missouri State University

As the sole provider of certification in learning center leadership, NCLCA's LCLC 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. This session outlines the 4 levels of certification, provides detailed criteria for each level, and reviews the application submission process.

Meeting Room 6:   **TutorTrac *Exhibitor Session***
                          John Halter, Technical Support, Redrock Software

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

Meeting Room 7:   **Establish a Powerful Legacy: Make the Learning Center the Nucleus of a Learner Centered Institution!**
                          Saundra McGuire, Assistant Vice Chancellor and Professor of Chemistry, Louisiana State University

Learning centers become the nucleus of initiatives to improve student learning when learning center leaders establish a campus wide presence and implement effective strategies for expanding the learning center's sphere of influence. This interactive workshop will provide strategies to enable the learning center to achieve significant campus-wide impact.

Meeting Room 8:   **Time for a New Paradigm? A Critical Examination of Student Support Structures and Practices**
                          James Breslin, Associate Director, Academic Enhancement, University of Kentucky
                          Karin Ann Lewis, Assistant Provost for Undergraduate Education and Director of Academic Enhancement, University of Kentucky

Special populations have long been a major focus of research and practice for learning center professionals. However, efforts supporting special populations often report only modest progress at best. We invite you to explore, in a candid conversation, the tapestry we weave of inclusive or exclusive efforts in academic support.

Meeting Room 9:   **The Learning Center: From Creation to Evaluation**
                          Marisa Passafiume, Director, Center for Academic Success, Manhattan College

The charge is to create a space which focuses on student success, helps with the school's retention initiatives, and provides student centered programs designed to enhance the learning experience of all students….and then prove it! We will share the story of the creation of our Center for Academic Success which began two years ago, and how we implemented best practices to show student success through careful data collection and an extraordinary shared vision.

CONCURRENT SESSION DETAILS

Meeting Room 10:   **Embedding Academic Support in Credit-Bearing Courses**
Parker Pracjek, Director of Academic Support, Metropolitan College of New York
Linda Guyett Hamell, Director of Academic Support, Hudson Valley Center, SUNY Empire State College
Brett Sherman, Director of Academic Support, Metro Center, SUNY Empire State College

In the midst of major national re-assessment of remediation and traditional classroom delivery modalities, embedded academic support is emerging as a support model designed to be flexible, responsive and technology-enriched, bringing tailored and timely skills instruction/intervention to credit-bearing courses. The presenters share how embedded support offers varied means of access, creates multiple entry and exit points and diversifies support mechanisms.

Meeting Room 11:   **Technology and the eLearning Process: Knowledge Woven Together with an eLearning Success Advisor**
Edwardo Santiago, eLearning Success Advisor, Florida Atlantic Unversity
Ronald Johnson, Coordinator of Academic Support, Florida Atlantic University

Due to budget, space and demand, the trend for on-line courses is increasing at a dramatic rate. It is assumed that students who are enrolled in an online course know how to navigate and understand technology within the course and are able to stay on task as self-motivated individuals. Unfortunately, this is not always the case. Furthermore, Instructors of online courses often must commit more time than instructors in typical face-to-face courses, particularly as they can find themselves distracted from teaching course material because of student questions/problems/issues related to technology and processes related to the course. There is a need to support those students, who are taking online courses, help them embrace technology, and give them the resources and strategies needed to be successful in their online course.

Meeting Room 12:   **Weaving National Expertise on a Local Loom**
Amy Spencer, Director, Academic Resource Center, Ohio Dominican University

Providing effective learning strategy support often involves "un-weaving" research, conference highlights, and personal experience in order to "re-weave" appropriate and effective "new" approaches. This session shows how national best practices were tailored to fit students on probation, in a basic science course, and in a graduate level physician assistant program.

Meeting Room 13:   **A Tapestry of Tutor Training: Creating a Multi-Campus/Discipline Work of Art**
Jon Mladic, Academic Dean, Rasmussen College-Romeoville/Joliet

Many learning centers acknowledge the benefits of pursuing CRLA tutor certification, but are unsure of how to meet the necessary requirements. This interactive session will use our multi-modality, multi-site tutor training program as a platform to discuss creative approaches to delivering tutor training that fulfills CRLA certification criteria.

CONCURRENT SESSION DETAILS

Concurrent Sessions 1   Thursday, September 26   10:00 - 10:50 a.m.

Meeting Room 14:   **Connecting Your Hiring Rubric to Facilitator/Tutor Evaluations**
    Joe Salvatore, Associate Director, Science Learning Center, University of Michigan

Given the resources learning center professionals put into recruiting, training and supervising student tutors or study group facilitators, it's important that their hiring methods lead to the best staff possible. Learn how one program used study group member feedback to evaluate the accuracy of its facilitator hiring rubric.

Concurrent Sessions 2   Thursday, September 26   11:00 - 11:50 a.m.

Meeting Room 5:   **Preparing an Application for the Frank L. Christ Learning Center of the Year for Two Year Colleges**
    Marion J. Kane, Director, Learning Centers, Lake-Sumter State University
    Wendy Houdek Erskine, Assistant Director, Learning Centers, Lake-Sumter State University

Like Hermia in *A Midsummer Night's Dream*, Lake Sumter (now State but then Community) College knows the reward of thinking big even though we are but small. As the proud recipient of the NCLCA 2012 Frank L. Christ Learning Center of the Year award, we want to share the steps we took to plan for and then write our application, a two year process in all, and assure other small schools that they can do it as well.

Meeting Room 6:   **Fluency as a key to Student Success Rates on the Computer Placement Exam (CPE)**
    Exhibitor Session
    James Daniel, Consultant, Confidence Building Software

How do you distinguish between a student who does poorly on the CPE because he/she hasn't mastered the subject matter and the one who simply does poorly on the test? A student who knows the subject matter but does not place in credit bearing courses incurs additional time and expenses in completing his/her course of studies. If this leads to dropping out, the school suffers significant losses, as does the student.

Helping students approach fluency in responding to CPE-like questions is a significant key in minimizing incorrect placement. This presentation will cover the basics of fluency and some techniques that will improve your incoming students' ability to successfully navigate Computer Placement Exams, such as Accuplacer and COMPASS.

Meeting Room 7:   **Collaboration: The Tapestry of Shared Goals**
    Mary Knasinski, Senior Student Services Coordinator, University of Wisconsin-Milwaukee

Limited resources. Growing workload. New ideas. Staying relevant. Promoting services. These are all reasons why collaborations for learning centers are vital. We will share our experiences and ideas about how to create and maintain collaborations with resources across campus.

CONCURRENT SESSION DETAILS

Meeting Room 8:   **The Unexpected Side of Tutoring**
                        James Cooper, Academic Advisor, Texas Tech University

Tutors come into their position expecting that the students they work with want to get better or are ready for the college world. This presentation prepares tutors for the other side of that possibility. This new generation of college student comes in more unprepared. They look for more than just the content of a lecture in tutoring but the honing of basic organizational, time management, and study skills. The average student now needs more motivation and focus taught and encouraged to them by their pier mentor and tutor. This presentation brings the new role of the tutor into view and helps prepare them for the future to come.

Meeting Room 9:   **A Fresh Perspective: Creating and Revitalizing Your Vision and Mission**
                        Michelle Steiner, Director, Center for Academic Program Support (CAPS), University of New Mexico
                        Daniel Sanford, Senior Program Manager (CAPS), University of New Mexico

Recent changes at our institution, including turnover in both the university administration and our learning assistance staff, prompted a rethinking of our center's vision and mission. In this session, participate in our re-visioning process and learn to generate stakeholder investment and overcome challenges that arise during the process.

Meeting Room 10:   **Coming Out From Under the Umbrella: Serving Non-Traditional ESL Students**
                        Sujey Batista, Writing Center Coordinator, Manhattan College

College students with diverse language histories who are challenged by academic writing, but who don't typically identify themselves as ESL, tend to decline traditional ESL instruction. As a result, they make up a large proportions of students serviced by learning centers. As administrators we need to think about how well prepared our center and tutors are to handle the needs of this unique and growing population. Our session will discuss data from preliminary research that sheds light on this population, as well as discuss practices administrators and tutors can use to help bridge the gap for these English language learners.

Meeting Room 11:   **Weaving Technology into Your Learning Center**
                        Melissa Thomas, Director, Center for Student Learning, College of Charleston
                        Julie Loppacher, Assistant Director, Academic Advising and Support Programs, Emory College of Arts and Science
                        Melissa Hortman, Study Skills Coordinator, Center for Student Learning, College of Charleston

Interested in creating a plan to integrate more technology in your learning center? Come to a fun presentation where you will assess your current technology usage; learn about and play with technology for administrative use, tutor training, student use, and mobile tutoring; and walk away with a technology integration plan.

Meeting Room 12:   **Weaving a Tapestry of Statewide Support for Learning Center Professionals**
                        Patricia Maher, Director, Tutoring and Learning Services, University of South Florida
                        Jennifer Bebergal, Director, Student Retention, Florida Atlantic University

Weaving is defined as the interlacing of various elements or details into a connected whole. Learn how colleagues across the state of Florida are working to weave a network of support and emerge from this session with ideas for possible local networking in your area.

Concurrent Sessions 2   **Thursday, September 26**   **11:00 - 11:50 a.m.**

Meeting Room 13:   **Learning How to Learn: One College's Experience Developing a Skills Tutoring Portfolio**
Mark Little, Department Chair, Business and Public Services Technologies, South Piedmont Community College
Dana Glauner, Interim Director, Academic Support Centers, South Piedmont Community College

Please join us at this session as a representative from South Piedmont Community College in Monroe, NC, discusses the history and development of the College's skills tutoring portfolio, reviews the steps involved in its implementation, and provides practical advice for those seeking to create a similar service.

Meeting Room 14:   **Sophomore Resident Tutoring = Student Success**
Susan Smith Roads, Learning Center Director, Rose-Hulman Institute of Technology

Academic Affairs and Student Affairs designed a program that trains and embeds eight Sophomore Resident Tutors and one graduate assistant with Resident Assistants in two sophomore resident halls. Tutors are available for one-on-one and group tutoring, review sessions and study sessions in the evening and early morning when the students need them. The Office of Student Affairs reports, that since the tutoring program began in 1999, sophomore retention has increased 10% from 75% to 85%, primarily due to this innovative support structure.
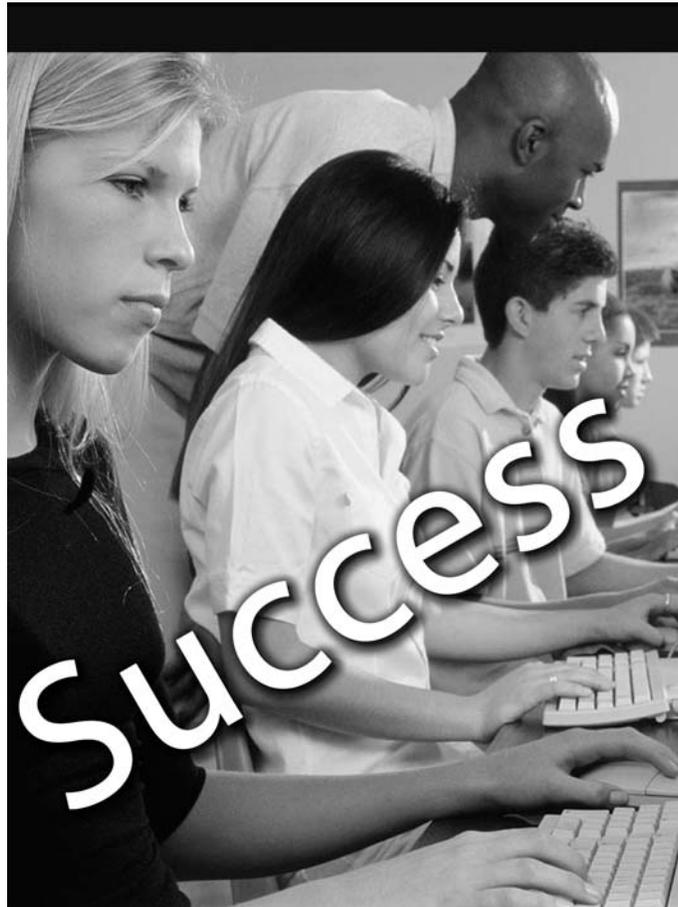
Brenda Pfaehler Professional Development Grant

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

This grant fosters the professional growth of our members, and it is awarded to assist in research, leadership, and/or curriculum innovation. Each year, NCLCA sets aside $1,000 to fund one or more projects.

Shelby Schaefer

Online Tools for Student Transition, Retention, and Developmental Advising

Julia Visor Graduate Student Proposal Award

Dr. Julia Visor was Assistant Professor of English and the Coordinator of the University Center for Learning Assistance at Illinois State University. Julia was a long-time member of NCLCA who is missed deeply.

The award is intended to encourage graduate student participation by helping to cover travel related expenses.

Miriam Thompson

Integrating Campus Resources: Establishing a Partnership between the THINK TANK and the New Start Summer Program

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.

Academic Services and Testing Dutchess Community College

Sally Weglinski
Assistant Director

The Center for Teaching And Learning Florida Atlantic University

Jennifer Bebergal, Ed.D.
Director, Student Retention

CONCURRENT SESSION DETAILS

Meeting Room 5:   **CRLA International Tutor and Mentor Training Program Certifications: Essential Elements for Certifying Your Program**
Page Keller, IMTPC Coordinator/Director of Peer Education, College Reading & Learning Association/College of Charleston
Melissa Thomas, CRLA President, Director of Center for Student Learning, College of Charleston

This is a brief overview of CRLA's ITTPC and IMTPC processes. It is intended for participants who have never applied or have entered a position where they will be responsible for the renewal/re-certification of their program. Information about the new CRLA Tutor and Mentor Training Handbook will also be available.

Meeting Room 6:   **Engineerica *Exhibitor Session***
Mary Oberhelman, National Consultant

AccuTrack©, *AccuSQL*© *& Accudemia*©: We will show you how to instantly eliminate sign in sheets and allow Cloud or Web appointment scheduling! Track Referrals & Collect data from students to keep your reports *current*. Justify your center to management with instant, **customizable** reports & charts for grant funding!

Meeting Room 7:   **It's a Wonderful Legacy: Building Program Security through Faculty Relations**
Brian Newman, Program Coordinator of Supplemental Instruction and Tutoring, Texas A&M University

Have you ever wondered what the world (or your university) would be like without your program? Would anyone even miss it? Would anyone stand up to your defense? In the Fall of 2012, the Supplemental Instruction program at Texas A&M University encountered just this situation. In this presentation, we will describe the SI Program at Texas A&M, explain how consolidations in funding structures caused us to temporarily lose 50% of our program, and demonstrate how strong faculty relationships can help an academic program flourish.

Meeting Room 8:   **No Money, No Problem: Innovative Learning Center Leadership in Tough Times**
Melissa Brocato, Director, Louisiana State University

Budgets are strained and this is a trend foreseen to continue. This participatory session will demonstrate how learning center administrators can provide innovative leadership that can inspire, shape, and further our profession, and stretch our resources while promoting efficiency at the macro and micro levels in a daunting economic climate.

Meeting Room 9:   **Organizing for Success: Developing Cost-Effective Staffing Structures in Lean Times**
James Breslin, Associate Director of Academic Enhancement, University of Kentucky
Dana Malone, Assessment Coordinator, Academic Enhancement, University of Kentucky

As learning center professionals settle into the "new normal" of declining budgets and increased demands for student retention, it has never been more critical to be good stewards of our resources. This session will explore various staffing structures, help develop clear justifications, and provide examples for demonstrating efficiency.

CONCURRENT SESSION DETAILS

Concurrent Sessions 3   Thursday, September 26   1:30 - 2:20 p.m.

Meeting Room 10:   **The Impact of a Writing Fellows Program on Non-Native English Speakers**
                              Mary Gallagher, Senior Coordinator, Universities at Shady Grove

In supporting non-native English Speakers (NNES) to develop into confident, competent writers within their disciplines, universities and academic support centers face many challenges. This concurrent session will describe the impact that participation in our psychology and social work Writing Fellows programs had on NNES, including their attitudes and beliefs towards writing and the writing process, and what those impacts suggest about best practices for interventions like this one.

Meeting Room 11:   **Using Adobe Connect for Supplemental Instruction in Online Education**
                              Dr. Cassandra Shaw, Supervisor, Capella University

Do your students want more than the traditional academic services that offer traditional learning? Supplemental Instruction is an option that can provide the active learning that many students desire. Incorporating learning through online, active SI sessions with Adobe Connect encourages peer to peer learning.

Meeting Room 12:   **The MSI: Weaving Professional Development into Practice**
                              Russ Hodges, Associate Professor, University of Texas – San Marcos
                              Robin Ozz, Director of Developmental Education, Phoenix College

Explore professional development as you never have before through the Maricopa Summer Institute. Participants will learn how to structure a local professional development experience while taking part in sample activities that address both the cognitive and affective domains of learning ready to incorporate in their work immediately.

Meeting Room 13:   **Training Tutors Academically: How to Engage Tutors in Using Theories across Disciplines**
                              Michelle Steiner, Director, Center for Academic Program Support (CAPS), University of New Mexico
                              Jennifer Flores, Training and Professional Development Manager, University of New Mexico

Robust training involves developing tutors professionally and academically. We achieve this by incorporating theories across disciplines - psychology, linguistics, and writing - such that tutors understand how this knowledge connects to their job. In this session, participate in a tutor training to learn theory and its connection to tutoring strategies.

Meeting Room 14:   **Distraction is Here to Stay: Its Impact on Learning**
                              Cora Dzubak, Director, Nittany Success Center, Penn State – York

Distraction. Lack of focus. Continuous partial attention. Do these variables have an impact on student learning? You can bet they do! We will discuss what happens in the brain when it is distracted, and more important, what tutors, teachers, and students can do to minimize the negative impact on learning.

CONCURRENT SESSION DETAILS

Meeting Room 5:   **NCLCA Learning Center Leadership Certification**
Rae Maslana, Certification Chair, College of DuPage
Diana Garland, Corresponding Secretary, Missouri State University

As the sole provider of certification in learning center leadership, NCLCA's LCLC 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. This session outlines the 4 levels of certification, provides detailed criteria for each level, and reviews the application submission process.

Meeting Room 6:   **Comprehensive Student Support: Using Technology to Increase Learning Center Efficiency *Exhibitor Session***
Mario Moore, CEO - GradesFirst

This session will outline how using a comprehensive student retention CRM can improve the effectiveness of learning centers. Emphasis will be on the development of new student engagement strategies for tutoring and retention programs. The presenter will demonstrate methods for support staff workflow, student communication, and real-time assessments to guide retention strategies. The presentation will also highlight the importance of generating enhanced analytical data for review of student support efforts.

Meeting Room 7:   **The Curriculum Behind the CURRICULUM: Fighting the Real Battle of Student Success**
Leonard Geddes, Associate Dean of Co-Curricular Programs, Lenoir-Rhyne University

So you teach a learning strategies course only to see it barely benefit your students. Or maybe you train a student or group of students a set learning strategies that believe will improve their academic performance only to see it have no impact. Perhaps your institution incorporates learning strategies in a first-year course, but students seem unable to demonstrate improvement. Well, if these scenarios sound familiar, then you may be using the correct weapons, but fighting the wrong battles. This workshop will help you deploy your *arsenal* effectively to make academic success more likely and much more significant.

Meeting Room 8:   **Utilizing Experienced Tutors as Resources for New Tutor Training at Monmouth University Mercy Azeke, Dean, Center for Student Success and Academic Advising, Monmouth University**
Neva Lozada, Assistant Director, Writing Services and Supplemental Instruction, Monmouth University

The best way to learn is by teaching, and the best way to train new tutors is by example. As learning center directors, how can we design our new tutor trainings in such a way that not only benefits new tutors by teaching them the strategies needed to ensure student success, but also benefits experienced tutors by reinforcing their own knowledge of pedagogy? The answer is simple: involve experienced tutors in the training of new tutors; utilize experienced tutors as resources. Experienced tutors can share their tutoring routines, their most effective strategies in working with fellow students, and their challenges, as well as respond to various questions. This presentation will share the successes and benefits of utilizing experienced tutors as resources in the preparation and execution of new tutor trainings for our Writing Center and Supplemental Instruction programs.

CONCURRENT SESSION DETAILS

Concurrent Sessions 4   **Thursday, September 26**   **2:30 - 3:20 p.m.**

Meeting Room 9:   **Record Keeping and Statistics for Your Center**
     Brenda Remus, Technology Center Administrator, Kaplan University
     Maureen Foley, Assistant Academic Chair, Department of Science, Kaplan University
     Michael Keathley, Director of Writing Across the Curriculum, Kaplan University
     Peggy Hohensee, Director of Math Across the Curriculum, Kaplan University
     Lisa Gerardy, Writing Center Specialist, Kaplan University

The Dean approaches you and asks you how effective are the tutoring services you offer. What do you tell him? You know the students who visit your center are happy with the provided services but are you able to provide the dean with statistical data? We will share with you how our centers collect and analyze our data to show our effectiveness.

Meeting Room 10:   **Counselors and Nurses and Salesmen, OH MY!: Training "Peda"-Tutors for "Andra" -**
     Students Michael Hudson, Learning Center Specialist, Roane State Community College

In a world of technological and educational innovations, a learning center's most precious resource will always be well-trained, highly-prepared, and respectful tutors! This session will discuss how interactive tutor training activities borrowed from disparate vocations can create a more able and prepared team than those methods focused solely in academia.

Meeting Room 11:   **Evaluating the Quality and Impact of eTutoring as Opposed to Face-to-Face Tutoring**
     Rachita Kumar, eLearning Graduate Assistant, Florida Atlantic University
     Ronald Johnson, Coordinator, Academic Support, Florida Atlantic University

Face-to-face tutoring is often preferred over eTutoring by a majority of college students because the student is assured of the teaching methodology and is assured of having immediate access to the tutor. In order for eTutoring to enforce quality and have a similar impact on students, what skills should eTutors be primarily evaluated on? Do certain skills take precedence over others? Can these skills be acquired over time or are they natural?

Meeting Room 12:   **How IUPUI and Other Schools are Using a Free Online Tool to Help Students Find Tutors**
     Exhibitor Session
     Blake Miller, Vice President, Tutor Matching Services

TMS, in partnership with nearly 20 schools around the US is providing 2-year and 4-year institutions with a simple, free tutoring marketplace to offer increased subject coverage and quality of tutoring resources for students.

Meeting Room 13:   **Successfully Integrating Mentor Support in Supplemental Instruction Programs**
     Jaime Sperandio, Coordinator, Special Projects/Programs, University of Cincinnati

Peer expertise is an integral part of many learning assistance programs, including Supplemental Instruction. The Learning Assistance Center at the University of Cincinnati has taken this model one step further, by incorporating Supplemental Instruction Mentors into our SI program. These mentors are skilled SI leaders, who provide guidance to their peers as well as administrative support. This presentation will discuss the implementation of SI mentors within our program as well as the impact on program success.

CONCURRENT SESSION DETAILS

Concurrent Sessions 4   Thursday, September 26   2:30 - 3:20 p.m.

Meeting Room 14:   **Weaving Active Learning into Tutor Training Design**
      Samantha Crandall, Assistant Director/Instructor, Ozarks Technical Community College

"I hear and I forget. I see and I remember. I do and I understand."   These famous words by Confucius emphasize the importance of *doing*. In this session, you will be immersed in an active-learning environment and emerge with activity designs you can weave into your own tutor training meetings.

Concurrent Sessions 5   Thursday, September 26   3:30 - 4:20 p.m.

Meeting Room 5:   **Tutors as Teachers –Applying Bloom's to Peer Tutoring**
      Jack Trammell, Hunter Boylan Scholarship Recipient, Randolph-Macon College
      Jenny Bruce, Director of Instruction, Randolph-Macon College

This pilot project and following study intentionally (re)introduced Bloom's to the formal training and activities of tutors and mentors at a small liberal arts institution, designing and implementing specific activities for tutors and mentors to utilize in their group and individual sessions. The project involved an initial pilot training intervention and post-test (2012-2013), and was followed by a full year (2013-2014) of pre-test, intervention, post-test activities. Assessment included not only tutors and mentors, but students with whom they worked.

Meeting Room 6:   **Make Developmental Math Instruction Engaging, Efficient and Effective *Exhibitor Session***
      Bob Khouri, Instructional Video Specialist, Wisconsin Technical College System Foundation, Inc.

ModuMath's interactive instruction is designed for learners who struggle with math. Video tutorials accommodate visual, auditory and contextual learners. Frequent comprehension checks adapt content and pace to each learner's needs. ModuMath on-site or online builds a strong math foundation in GED and college preparedness programs. Free trials available to attendees.

Meeting Room 7:   **Incorporating Covey's 5 Choices and Positive Change into Learning Center Management**
      Jack Truschel, Professor, East Stroudsburg University

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.

Meeting Room 8:   **Developing Disability Training for Your Tutoring Program**
      Brandi Schreiber, Assistant Director, Texas Tech University

Developing disability training for tutors can seem complicated. What do you include? How do you help your tutors become empathetic and effective? Staff from the TECHniques Center at Texas Tech University will share the three key elements of their disability training so that you can create your own disability training.

Concurrent Sessions 5   Thursday, September 26   3:30 - 4:20 p.m.

Meeting Room 9:   **Assessing and Reporting Student Impact**
Anton Reece, Director, Student Success Center, University of Tennessee
Stella Bridgeman Prince, Assistant Director, Student Success Center, University of Tennessee
Jessica Osborne, Assistant Director, Student Success Center, University of Tennessee
Doug Renalds, Assistant Director, Student Success Center, University of Tennessee

When we target students facing greater risk factors than the larger campus population, how do we measure the impact of our programs? Come share your successful assessment and reporting practices and see the steps the University of Tennessee's Student Success Center took as we tackled our recent annual report.

Meeting Room 10:   **When What He Needs Isn't What She Needs Isn't What They Need: When One Size Doesn't Fit All**
Kathleen Speed, Assistant Director, Texas A&M University

Are you interested in offering more than just one-time or one-shot workshops? Come find out how the newly created Academic Success Center at Texas A&M University has created a variety of instructional programs that are proving to be helpful and beneficial to students.

Meeting Room 11:   **Weaving Technology into Supporting Suspended Students**
Elizabeth Scarbrough, Director, Academic Achievement Center, Towson University
Jackie Gabrielian, Academic Advisor, Towson University
Jennifer Wendt, Learning Specialist, Towson University
Chiso Uko, Graduate Student/Pilot Program Support, Towson University

Come find out about our successful program to support suspended students. Using an online course on success strategies, meetings and collaborating with Academic Advising, students can participate rather than taking a semester off. You will have a chance to see what our program looks like and hear about our experiences.

Meeting Room 12:   **Using Tutors as Retention Agents on YOUR Campus**
Kelly Mock, Associate Director, Maryville University

Retention isn't just a buzz word on a college campus; it is necessary means for survival in today's educational landscape. Through a dedicated approach, we have developed a comprehensive training program for our peer tutors. Together with faculty and staff, peer tutors serve a vital role in identifying students who are at risk. Through early intervention, in large part by our peer tutors, our campus has seen a noticeable positive impact on retention due to more targetable initiatives to identify students earlier.

Meeting Room 13:   **Unifying Campus Tutoring Programs Without Financial Burden**
Benjamin Smith, Director, Quantitative and Symbolic Reasoning Center, Hamilton College

Consolidation is the current trend on campuses across the nation when it comes to learning assistance programs. But consolidation can be messy, expensive, and a political quagmire. Come see a case study of the journey Binghamton University, SUNY is taking on the path from no tutoring, to fragmentation (eight independent learning centers with no communication,) to a successful model for collaboration. Emphasis will be placed on how the successes Binghamton has enjoyed can be adapted for other campuses.

Poster Session   **Thursday, September 26**   **4:30 - 5:30 p.m.**

Meeting Room 14:   **Optimizing Success of Underserved Populations**
          Selina Souza, Writing Tutoring Coordinator, Southern New Hampshire University
          Kathy Williams, Math Tutoring Coordinator, Southern New Hampshire University

With student success and retention as an ultimate goal, we have created two new programs targeting specific populations. As a result, we have seen an increase in use of Learning Center services, as well as significant representation of student populations that had never before made use of tutoring and/or mentoring.

Meeting Room 14:   **Encouraging Retention through Outreach: Engaging Developmental Math Students**
          Ariel Gunn, Coordinator, Academic Success Center, Hillsborough Community College
          Nadia Kotula, Manager, Student Support Services, Hillsborough Community College

Research has demonstrated the impact of student engagement (Kuh, 2008; Saenz, 2011)—both within and outside of the classroom—on performance. Our poster will describe some of our recent initiatives to encourage students enrolled in developmental math to engage with classmates (both peers and near peers), tutors, and faculty in order to improve course outcomes. The poster will also present our initial assessments of these initiatives, including both quantitative and qualitative data. Initial data suggests that these initiatives are showing as much as a 9.5% decrease in number of students withdrawing from developmental courses in the Spring 2013 semester (v. 2012).

Meeting Room 14:   **Beyond Traditional Tutoring: Reaching Out to Underprepared Students**
          Charles Whiffen, Coordinator, Mathematics Learning Center, Coastal Carolina University

Many incoming freshmen at Coastal struggle with basic math skills such as working with fractions, decimals, word problems, factoring, and simple equations. These deficiencies can cause students to quickly fall behind in their college math classes. By state law, Coastal cannot offer developmental courses. Consequently, the Mathematics Learning Center has begun initiatives to help underprepared students acquire necessary skills. This session will provide participants an opportunity to see an outline of Coastal's initiatives.

Meeting Room 14:   **Education is Flat: the Rise and Use of Cloud Technologies for Educational Purposes and Collaboration**
          William Duncan, Community of Practice Leader, Clemson University

The rise of "cloud" technologies over the past several years have made an impact on many fields, education certainly being one of them. These tools allow users to share content and information like never before. The Clemson University Supplemental Instruction Program (SI) has implemented cloud based software, such as Google Drive, in an order to coordinate and concentrate the efforts of SI leaders.

Meeting Room 14:   **"Yeah, We Have an App for That!" Designing a Mobile App and Supporting Data Structures**
          Brandon Fuller, Graduate Assistant, Clemson University
          Brett Rhyne, Graduate Assistant, Clemson University

We have developed a mobile app which students can use to search dynamic drop-in tutoring and SI/PASS session schedules and access other services provided by the Academic Success Center. This session will provide participants an opportunity to discuss technical aspects of developing mobile apps, databases, and web tools.

POSTER SESSION DETAILS

Poster Session   **Thursday, September 26**   **4:30 - 5:30 p.m.**

Meeting Room 14:   **Recipe for Success: Assessing Learning Center Outcomes**
                          Jennifer Mendoza, Director, Learning Center, College of San Mateo
                          Ronald Andrade, Learning Center Program Coordinator, College of San Mateo
                          Pepper Powell, Instructional Aide, College of San Mateo

We spend extensive hours mixing and experimenting with different methods and techniques of assessment in our attempts to show that our outcomes are aligned with our institutional goals. As with any good recipe, the right ingredients mixed in the correct proportions will give the best results. A pinch of quick student feedback, a dash of Likert, and a full measure of random sampling are sure to please the key audiences of those who hold us accountable. The master chefs of the College of San Mateo Learning Center will share their experience of establishing a comprehensive Learning Center on a community college campus. In addition, attendees will receive tips on how to get the assessment recipe for their programs just right.

Meeting Room 14:   **Assessing Learning Center Outcomes: Tutoring, Workshops and More**
                          Jennifer Taylor-Mendoza, Director, Learning Center, College of San Mateo
                          Ron Andrade, Program Services Coordinator, College of San Mateo
                          Pepper Powell, Instructional Aide, College of San Mateo

Opening in October of 2011, the College of San Mateo Learning Center provides student-centered resources that integrate instruction and support services to facilitate student academic achievement and support the college's mission and priorities. The presentation will discuss the results from the LC's first comprehensive program review which was completed in March 2013.

Meeting Room 14:   **Cumbersome to Awesome!: Benefits of Online Appointment Systems for Small Student**
                          Success Centers and Their Students
                          Attina Earl, Tutoring Services Coordinator, Riverland Community College
                          Vicki Fisher, Tutoring Services Coordinator, Riverland Community College
                          Dani Heiny, Director of Retention and Student Success, Riverland Community College

Students "loved" our leap into the 21st century! Learn how a 24/7 online appointment system made tutoring, disability accommodation and make-up testing, more accessible, better in quality, and easier for students and staff to keep track of the important (but sometimes cumbersome) stuff —Students, Tutors, Appointments, and Data.

Meeting Room 14:   **Asperger's Syndrome: What Do I Need to Know?**
                          Jeanne Wiatr, Educational Specialist, Daybreak Treatment Center

Asperger's Syndrome (AS) is a diagnosis on the autism spectrum and is impacting the post-secondary learning community. Students diagnosed with AS are entering college programs in greater numbers and cannot be served by the standard accommodations and modifications generically used for the learning disabled. They benefit from on-to-one tutoring and small group study options but require more than just academic support. Without proper para-professional preparation and collaboration on the part of disability services, learning support centers, freshman study courses, and faculty awareness/cooperation these academically capable students stand to fail at attempts to successfully complete college degrees. This session provides insight to an Asperger's diagnosis and how that diagnosis effects the college environment.

NCLCA BUSINESS MEETING

FRIDAY 8:00 A.M. - 9:30 A.M., BALLROOM B

Please join us for 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 2012-2013 NCLCA officers.

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

BYLAW VOTES!

CONCURRENT SESSION DETAILS

Concurrent Sessions 6	Friday, September 27	9:40 - 10:30 a.m.

Meeting Room 5: **Thinking Well and Learning Well: A Metacognitive Peer Tutoring Model**
Leonard Geddes, Brenda Phaeler Grant Recipient

Peer tutoring and supplemental instruction (SI) are widely used means of helping students improve in specific courses. However, students often struggle reaching deep learning outcomes across academic domains, courses and tasks. According to researchers, metacognition has been an effective means of improving students' performance in rigorous courses (Coutinho , 2006), (Flippo R.F. , 2009), (Hacker , 1998). Therefore, this proposal seeks to introduce a metacognitive peer tutoring model that is applicable to various academic courses and tasks.

Meeting Room 6: **Project Success: The Evolution of an Academic Support Program**
Elaine Humphrey, Director, Miller Academic Center, Virginia Military Institute

All too often institutions do not give academic support programs time to take root. Over 13 years, Project Success has evolved in its format, its objectives, and its assessment with very positive results in helping students on academic probation become successful both inside and outside of the classroom.

Meeting Room 7: **Form and Function: The Design of a Science Learning Strategy Workshop**
Erin Wheeler, Science & Math Learning Strategy Consultant, Louisiana State University

Louisiana State University's Center for Academic Success has created several workshop formats that are customized for science learning. We will share our best practices in content, delivery, and marketing of our science specific programming.

Meeting Room 8: **Successfully Weaving Supervisory Style with Your Service Program**
Tamara Bowden, Study Partners Coordinator and Academic Counselor, Auburn University

When it comes to supervising, are you a "Hands-Off Harry," a "Task-Master Terri" a "People-Person Patti", or a "Take-Charge Charlie"? Join in this interactive session as participants personally assess their own supervisory style using an original inventory designed to assist learning center professionals and student employees in successfully utilizing their own style within their program.

CONCURRENT SESSION DETAILS

Meeting Room 9:   **Steps to Success: How the SALT Center Supports Students on Academic Probation**
Lupe Thompson, Coordinator, Student Programs and Services, The University of Arizona SALT Center
Sarah Sampe, Coordinator, Student Programs and Services, The University of Arizona SALT Center

Freshmen who find themselves on academic probation are often not aware of the seriousness of this academic status. The SALT Center offers a program called Steps to Success that focuses on academic strategies, reflection and goal setting to assist students to get off of academic probation.

Meeting Room 10:   **Self-Mentoring: Metacognitive Strategies that Encourage Independent Learning**
Pamela Ball, Learning Strategies Coordinator, Louisiana State University

Students often respond to their academic woes by thinking "I just need to study more". The strategies students use are more critical than minutes on the clock. LSU's Center for Academic Success will share strategies we teach students – Getting the Most Out of Homework, Practicing Retention, Concept Mapping, and more.

Meeting Room 11:   **"Yeah, We Have an App for That!" Mobile Access to Academic Success Center Services**
Laurel Whisler, Coordinator of Supplemental Instruction, Clemson University
Roy Pargus, Associate Professor of Computer Science, Clemson University
Brandon Fuller, Graduate Student, Clemson University
Brett Rhyne, Graduate Student, Clemson University

We have developed an app for iPhone and Android phones which students can use to search dynamic drop-in tutoring and SI session schedules. A database also delivers the continually-updated schedule for web viewing. Information will be available if institutions wish to inquire about purchasing the code for local use.

Meeting Room 12:   **Student Mentors Assisting Relevant Transitions: Piloting a Peer Mentor Program**
Jennifer Taylor-Mendoza, Director, Learning Center, College of San Mateo
Ron Andrade, Program Services Coordinator, College of San Mateo
Pepper Powell, Instructional Aide, College of San Mateo

Student Mentors Assisting Relevant Transitions (S.M.A.R.T.) is a peer mentoring program designed to help first time basic skill students' transition to college life. This presentation will begin with a discussion of the planning process for piloting the new S.M.A.R.T. program. The session will conclude with initial assessment data and the opportunity to hear from the mentors/mentees (student voices) about their experiences. The remaining time will focus on a conversation of future directions. Attendees will come away with mentor training plans that satisfy CRLA/IMTPC certification requirements and a stimulating discussion of mentor programs and their role in supporting student success.

Meeting Room 13:   **When Lecturing Just Won't Cut It: Connecting Tutoring Concepts with Interactive Trainings** Jennifer Flores, Training and Professional Development Manager, University of New Mexico

A fun and interactive training session can do more than just add laughter to your material - it can encourage team cohesion and can help connect training concepts with tutoring application. In this session, we'll discuss the importance of incorporating interactive components into your training.

CONCURRENT SESSION DETAILS

Concurrent Sessions 6   **Friday, September 27**   **9:40 - 10:30 a.m.**

Meeting Room 14:   **Nonviolent Communication: Building and Maintaining Effective Tutoring Relationships**
Valerie Barbaro, Learning Center Coordinator, Rasmussen College

Have your tutors ever expressed frustration with a student who was capable of doing the work but just wouldn't put in the effort? Avoided one of their coworkers due to conflict or gave the impression they felt their efforts weren't appreciated? These negative situations could be the result of violent communication.
This session will focus on how the tenets of Dr. Marshall Rosenberg's theory of Nonviolent Communication (NVC) can be applied to tutoring. Through NVC, tutors can learn how to engage in productive conversations that will allow them to establish common goals and build supportive tutoring relationships that leave them, their students, and their coworkers (and family and friends!) feeling satisfied with the outcome.

Concurrent Sessions 7   **Friday, September 27**   **10:40 - 11:30 a.m.**

Meeting Room 5:   **Integrating Campus Resources: Establishing a Partnership Between THINK TANK and the New Start Summer Program**
Miriam Thompson, University of Arizona, Julia Visor Recipient

It can be a challenge to encourage undergraduate students to seek tutoring throughout their four years of college. It can be even more challenging to impress upon the importance of tutoring to incoming freshman. How can we advocate the importance of tutoring services to incoming freshman? Furthermore, how can we ensure meaningful tutoring experiences for these incoming freshmen?

Meeting Room 6:   **NCLCA Past President's Roundtable**
Jack Truschel, Past President, East Stroudsburg University

Join Jack Truschel and other past presidents to discuss the next steps for NCLCA. Topics may include creation of new opportunities, additional possible membership benefits, learning center issues and topics, or even strategic planning for the organization. This session is a good opportunity to let your voice be heard. Jack will also be available during the Great Ideas Luncheon.

Meeting Room 7:   **Addressing Reading Issues by Utilizing Brain-Based Research to Inform Practice**
Dee Tadlock, Adjunct Faculty, Central Washington University

Learn about a constructivist intervention model that compels brains to remodel neural networks that, in poor readers, guide the reading process inappropriately. The plasticity of the brain allows it to change itself; effective, efficient reading results—even for the most challenged students. Both qualitative and quantitative data will be presented.

Meeting Room 8:   **M.A.P. Out Student and Learning Center Successes!**
Tricia Fox, Director of the Center for Student Success, Methodist College

How can tutors/center administrators help students set goals that can motivate them to achieve success while providing tutoring centers means of assessing their performance? To do this, we will share our Midterm Action Plan (MAP) that we use at Methodist College for students struggling with D's of F's at the midterm, as well as our means for using those plans and outcomes as assessment measures.

CONCURRENT SESSION DETAILS

Meeting Room 9: **Boots to Books: Ideas for Supporting Student Veterans**
Jacqueline Harris, Postsecondary Outreach, Military Family Research Institute, Purdue University
Gary Ritz, Math and Business Coordinator, Learning Center, Ball State University

A great number of veterans are returning from active duty and seeing additional education through GI benefits. How are you addressing the issues specific to this group of students that merits attention? We will share experiences and raise questions for you to discuss on your campus.

Meeting Room 10: **MathWorld: Where Anyone Can Pass Math**
Robert Walling, Coordinator, Developmental Math Lab, St. Philip's College

The MathWorld philosophy has increased the passing rate and lowered the dropout rate at our college and our presentation will outline how others could do the same at any institution. St. Philip's College has the distinction of being the only College that is designated as a HBCU and Hispanic-serving institution in the United States.

Meeting Room 11: **Layering Up Best Practices: How to Increase Efficiency, Continue Excellent Services and Weave in a Culture of Evaluation**
Anita Moore, Director of Disability Support and Tutoring Services, Heartland Community College

Efficient processes are essential to a quality tutoring program. Participants will learn how NADE certification provided a thorough evaluation of the program, and how Baldrige Performance Criteria helped to establish better program efficiency, improve student services, and provide continual evaluation. Participants will have the opportunity to evaluate their program's processes.

Meeting Room 12: **The Tutee Seminar: Tailoring the Success Tapestry to Incorporate Independent Learning**
Michelle Wolf, Director, Academic Success Center, Winthrop University
Alexandria Mahon, Associate Director of the Academic Success Center, Winthrop University

Weaving study skills and learning strategies into your tutoring program can be difficult, especially when the sessions mainly focus on course content. One way to be sure that your students are receiving information about how to improve their study strategies, utilize resources, and be a part of a learning center community is to implement the Tutee Seminar concept. Required attendance at one Tutee Seminar, before students are eligible to receive a tutor, is an efficient and effective way to encourage students to enhance their independent learning and tailor their tapestry of student success.

Meeting Room 13: **Building a Legacy of Academic Support Services for Student Success in Your New Administrative Job**
Adriane Hutchinson, Dean of Academic Development, McHenry County College

Do you have a new administrative job in learning support services or developmental education? Join me as I tell my story and learn strategies for laying a foundation for innovation and change that will leave a legacy of academic support services focused on student success, retention, and persistence.

CONCURRENT SESSION DETAILS

Concurrent Sessions 7   Friday, September 27   10:40 - 11:30 a.m.

Meeting Room 14:   **Becoming Politically Active to Strengthen the Learning Assistance Profession**
Jack Trammell, Director of Disability Support Services and CLADEA Political Advocacy Committee/ CRLA Representative, Randolph Macon College
Johanna Dvorak, Director, Educational Support Services and CLADEA PAC/NCLCA Representative, University of Wisconsin-Milwaukee

Find yourself and our profession undervalued on your campus or in your state? This CLADEA sponsored session will provide you with communication tools to advocate for our profession on your campus or with your state legislators. Find out how to write or speak effectively to help bring us greater recognition.

Concurrent Sessions 8   Friday, September 27   11:40 a.m.- 12:30 p.m.

Meeting Room 5:   **Weaving an Intellectual Tapestry: Publication and NCLCA**
Michael Frizell, Editor, The Learning Assistance Review, Missouri State University
Marcia Toms, NCLCA Publications Officer

The presentation will have two parts. The first part will be a hands-on time for brainstorming some article ideas and some tips for finding time to write in a busy work day. The second part will be the nuts & bolts of preparing manuscripts for submission to TLAR and the other NCLCA publications.

Meeting Room 6:   **Weaving Together an NCLCA Affiliate**
Jennifer Bebergal, Director, Student Retention, Florida Atlantic University
Pat Maher, Director, Tutoring and Learning Services, University of South Florida
Eric Moschella, Director, Student Success Center, University of South Carolina
M. Elaine Richardson, Director, Academic Success Center, Clemson University

Meet with Elaine, Eric, Pat and Jennifer as they discuss their process on becoming an affiliate with the National College Learning Center Association. Find out how Florida's inaugural chapter, the Florida College Learning Center Association, was established and how SC leaders built on that to propose a SC affiliate.   The panel will also discuss how to connect with other institutions in your state to create a new chapter. Elaine, Eric, Pat and Jennifer will also be hosting a table at the Great Ideas Luncheon to further discuss how you can start your own state affiliate.

Meeting Room 7:   **Critical Thinking from Abstract to Concrete: Weaving Connections with Diverse Perspectives and Active Learning**
Beth Kaimowitz, Math/Science Program Specialist, Univ. of New Mexico, Center for Academic Program Support (CAPS)
Lauren Moore, Data Manager, Univ. of New Mexico, Center for Academic Program Support (CAPS)

Students often approach learning from a linear perspective, as something that can be transferred from tutor to student like a gift in a box. In this interactive workshop, we will present several tutoring techniques to improve students' critical thinking by weaving connections between abstract ideas and concrete experience.

CONCURRENT SESSION DETAILS

Meeting Room 8:   **Learning Center Management: Best Practices and New Perspectives**
                Johanna Dvorak, Director, Educational Support Services, University of Wisconsin-Milwaukee

This presentation will assist learning center managers to improve best practices. Participants will gain management skills in structuring and organizing your center, planning services, budgeting and integrating services on campus, staffing and training tutors, marketing services, starting new initiatives such as online tutoring, and evaluating your learning assistance program.

Meeting Room 9:   **New Student Experience: How the SALT Center Starts the Undergraduate Journey for Students with Learning and Attention Challenges**
                Sarah Sampe, Coordinator, Student Programs and Services, The University of Arizona SALT Center
                Lupe Thompson, Coordinator, Student Programs and Services, The University of Arizona SALT Center

Transitioning new students with learning and attention challenges to the university is an important part of creating a positive student experience. We will share how we transition our freshmen SALT students to the university and the SALT Center through our New Student Experience program.

Meeting Room 10:   **Beyond Words: Examining Diversity and Communication through Nonverbal Interactions**
                Maurica John, Tutor Coordinator, Clayton State University

Does your diverse population of students (freshman, non-traditional, minority, international students) affect your tutors, SI leaders, and/or professional staff? As the Higher education demographic continues to grow and include students from a plethora of backgrounds, understanding diversity and non-verbal communication becomes vitally important. This interactive session will focus on diversity and communication issues that tutors may face and how open discussions about diversity can encourage inclusion within the workplace. The interactive portion of this session may be used in tutor training to cover a workshop topic for the College Reading and Learning Association tutor certification.

Meeting Room 11:   **Herding ~~Cats~~ Tutors: Strategies for Training and Managing Peer Educators**
                Kathleen Volk, Student Services Coordinator, Carroll University

Wondering how you will train such a big group of new and returning tutors? Are you losing track of who's who and quite what they can (and will) tutor? For learning center staff charged with supervising a large staff, choosing between tackling that mountain of paperwork and emails unfortunately detracts from in-person contact with peer educators. This session focuses on strategies for training, supervising, and managing a sizable staff (50+ students).

Meeting Room 12:   **Academic Coaching, Peer Mentoring and College Success: The Learning Center Leads the Way to Create New Services for Student Veterans**
                Liane O'Banion, Assistant Director, Portland State University

Engaging in a collaborative, cross-campus effort to discuss the challenges that our 1,000+ student veterans encounter on our campus resulted in the creation of new innovative programming including College Success courses for student veterans; creation of a peer mentor & academic coaching program; and a new Veteran's Resource Center.

CONCURRENT SESSION DETAILS

Concurrent Sessions 8   **Friday, September 27**   **11:40 a.m.- 12:30 p.m.**

Meeting Room 13:   **Tutor Match: Weaving Services, Culture and Talent for Student Success**
                                     Erin Lasley, Learning Center Manager, Rasmussen University

The challenge of cross-departmental tutoring services is complex. How do you make the student-tutor connection efficient across multiple units and locations? This presentation will explore Tutor Match, a cross-department/location scheduling tool designed to support hybrid tutoring needs.

Meeting Room 14:   **How to Successfully Improve Your Learning Program: The Evolution of Clemson SI**
                                     Sam Johnson, Supplemental Instruction Graduate Assistant
                                     Megan Robertson, SI Community of Practice Leader, Clemson University

Starting a learning program at any university is a challenging task. Implementing major changes within an established program can be even more daunting. What is an efficient and effective way to accomplish these tasks through a smooth transition with minimal opposition from your tutors or SI leaders? The Clemson SI Community of Practice Leaders will take you through a timeline of how our program has evolved, survived, and thrived through major program changes from 2011 to now.

START A NEW TRADITION WITH NCLCA!

JOIN AN INFORMAL CONVERSATION AT ANY OF THE TABLES.

Table 1:   **The Puzzle: Putting the Pieces Together for Low-Cost, High-Impact Peer Assistance Programs**
Erica Woods-Warrior, Director, Old Dominion University
Lisa Mayes, Associate Dean, Old Dominion University

How do you recruit mentors and tutors without spending your entire budget? How do you get faculty to buy-in? Running out of solutions to exam-cram, dwindling GPAs and courses with hi withdrawal and failure rates? Our hands-on presentation will include an interactive discussion of four collaborative peer education programs offered through the Peer Educator Programs in our Student Success Center: Peer Mentoring, Peer Tutoring, Supplemental Instruction, and the Monarch Think Tank. This session will highlight a core set of initiatives that have increased success and provide a context in which to better understand the role of specific peer assistance strategies, training and implementation.

Table 2:   **Weaving Student Affairs and Academic Affairs: Integrated Campus Presence**
Melissa Thomas, Director, Center for Student Learning, College of Charleston
Melissa Hortman, Study Skills Coordinator, College of Charleston

Are you being proactive about your connection with student affairs or academic affairs? What does your presence look like on campus? Are you taking your center's message to the masses? Some BIG IDEAS about how to do this are presented on this sheet...

Table 3:   **Let Me Show You**
Matthew Makofske, Administrative Assistant III, Center for Academic Program Support (CAPS), University of New Mexico

Asking for help can be difficult to do. It can be intimidating for students coming into tutoring centers for assistance for the first time of their college careers. They are often hesitant coming through the doors; unsure of the terminology/how to ask for help, unfamiliar with the physical space they are entering, wondering if they will find the help they need, and worried that they will be judged. It is therefore the duty of the front desk resource persons, often the first to engage with every student, to create a welcoming atmosphere and supportive environment from the moment a student arrives. Creating this environment can be achieved by connecting with the student and personally introducing them to the space, tutors, and center as a whole.

Table 4:   **From Failure to Success: Students 'Step-Up' to the Challenge of Gatekeeper Courses**
Lorraine Whitman, Executive Director, Center for Academic Excellence, Mercy College
Masele Kibassa, Associate Director, Center for Academic Excellence, Mercy College

For too many students, Mercy College's gatekeeper English and math courses have acted as impediments to progress—unable to pass these courses, they are stymied in their quest to obtaining degrees.   What if students could concentrate on just the course they had failed, repeatedly? What if a two-week immersion course could be designed and offered to students *free of charge* during Intersession such that their Fs could disappear, turning into a C? Would they give up vacation time for this opportunity? Would they stick with the program? Could they pass the same rigorous Exit Exam/final they had previously failed with "only" two additional weeks' work? The answers were yes, yes and yes. Eighty-five percent of students who completed the immersion courses passed.

Table 5:   **'Tell Me More!' Promoting Your Program in 30 Seconds or Less**
                                      Dorothy Briggs, Director, THINK TANK, University of Arizona

Opportunity knocks; you have 30 seconds with the major donor, the chancellor, or a potential student on an elevator ride, going up. Make those seconds count. In a lesson taken from business, learn to create an elevator speech that encourages the listener to request, "Tell me more."

Table 6:   **How Can We Offer Universal Design in Our Programming for LD/ADHD Students**
                                      Wendy Cole, Director, Academic Resource Center, Muhlenberg College
                                      Mallory Bernstein, Peer Learning Assistant, Muhlenberg College

Each year, we struggle to find ways to make our services universally accessible to students with disabilities, particularly those with Learning Disabilities and Attention Deficit. A recent study informed us that we were on the right track. We will share unique tutor training sessions, case studies, and tips that have made a positive difference.

Table 7:   **Expanding the Learning Center's Sphere of Influence: Teach Graduate and Professional School Students How to Learn!**
                                      Saundra McGuire, Past Director, Center for Academic Success and Retired Professor of Chemistry, Louisiana State University

Many graduate students experience difficulty with their courses even though they were very successful undergraduate students. These students often come to the campus learning center for assistance, but many centers serve only undergraduate students. Attendees will learn metacognitive tools and mentoring strategies that help graduate and professional students achieve excellence.

Table 8:   **Weaving Leadership Development and Career Exploration Exercises into Staff Training**
                                      Tamara Bowden, Academic Counselor and Study Partners Coordinator, Auburn University

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. Providing leadership development and career exploration experience to staff members is essential to their personal and professional development, ultimately improving their work performance.

Table 9:   **Social Media: Measuring its Effectiveness in Marketing Learning Services**
                                      Pamela Czapla, Director, Tutorial Services, Lock Haven University

Is social media effective in marketing learning services? All who include social media in their outreach efforts should be asking this question. Luckily several companies, e.g., Google and Twitter , provide free web analytic tools. This lunch table exchange will examine the relative capabilities of these tools and invite audience exchange.

Table 10:   **The Ties that Bind: Developing a Learning Center Leadership Training MOOC**
Emily O'Connor, Dean of Library and Learning Services, Rasmussen College
Jon Mladic, Associate Dean of Learning Center, Rasmussen College

Join us to discuss the development of a MOOC designed to assist Learning Center leaders in developing quality tutoring programs that meet CRLA standards and support your institutional culture. We'll provide MOOC FAQs and brainstorm content for this course.

Table 11:   **Through Their Eyes: Conceptualizing the Places and Spaces of Learning Centers from the Student Perspective**
James Breslin, Associate Director, Academic Enhancement, University of Kentucky
Anna Gatewood, Assistant Director for Peer Tutoring, Academic Enhancement, University of Kentucky

Students come to and through our centers every day, and yet the way they navigate and structure their experiences in our programs can vary dramatically. We invite you to attend this lunch session to explore the way one academic support center has made enhancements by experiencing spaces through students' eyes.

Table 12:   **Engaging Faculty in Student Learning by Targeting Large, High DFW Courses**
Melissa Brocato, Director, Louisiana State University

Most everyone on a college campus has a disdain for large courses. Students, administrators, and faculty are not happy about their very existence, but in tough budget times they seem a necessity. This is an opportunity for Learning Centers to engage faculty to help them help students learn.

Table 13:   **Tutor Training: Planning, Conducting, and Documenting**
Martin Golson, Director, Academic Support, Austin Peay State University

We will discuss the topics we use, the planning required, and the documentation necessary to conduct effective tutor training.

Table 14:   **Beyond Traditional Tutoring: Reaching Out to Underprepared Students**
Charles Whiffen, Coordinator, Mathematics Learning Center, Coastal Carolina University

Many incoming freshmen at Coastal struggle with basic math skills such as working with fractions, decimals, word problems, factoring, and simple equations. These deficiencies can cause students to quickly fall behind in their college math classes. By state law, Coastal cannot offer developmental courses. Consequently, the Mathematics Learning Center has begun initiatives to help underprepared students acquire necessary skills. This session will provide participants an opportunity to see an outline of Coastal's initiatives.

Table 15:   **"Yeah, We Have an App for That!" Designing a Mobile App and Supporting Data Structures**
Brandon Fuller, Graduate Assistant, Clemson University
Brett Rhyne, Graduate Assistant, Clemson University

We have developed a mobile app which students can use to search dynamic drop-in tutoring and SI/PASS session schedules and access other services provided by the Academic Success Center. This session will provide participants an opportunity to discuss technical aspects of developing mobile apps, databases, and web tools.

Table 16: **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.

Table 17: **Encouraging Retention through Outreach: Engaging Developmental Math Students**
Ariel Gunn, Coordinator, Academic Success Center, Hillsborough Community College
Nadia Kotula, Manager, Student Support Services, Hillsborough Community College

Research has demonstrated the impact of student engagement (Kuh, 2008; Saenz, 2011)—both within and outside of the classroom—on performance. Our poster will describe some of our recent initiatives to encourage students enrolled in developmental math to engage with classmates (both peers and near peers), tutors, and faculty in order to improve course outcomes. The poster will also present our initial assessments of these initiatives, including both quantitative and qualitative data. Initial data suggests that these initiatives are showing as much as a 9.5% decrease in number of students withdrawing from developmental courses in the Spring 2013 semester (v. 2012).

Table 18: **Optimizing Success of Underserved Populations**
Selina Souza, Writing Tutoring Coordinator, Southern New Hampshire University
Kathy Williams, Math Tutoring Coordinator, Southern New Hampshire University

With student success and retention as an ultimate goal, we have created two new programs targeting specific populations. As a result, we have seen an increase in use of Learning Center services, as well as significant representation of student populations that had never before made use of tutoring and/or mentoring.

Table 19: **The STAMP Program: A Complement to Academic Success for Student Athletes**
Joan Trempe, Coordinator, Student Tutoring Services, University of Toledo Health Science, College of Medicine

The student athlete mentor program at the University of Toledo pairs a student athlete with a volunteer mentor to meet weekly in a proactive approach to assist student athletes in adjusting to college life, and maintain acceptable college level academic performance. The presenters will share all aspects of the program including the goals of the program, the selection and training of mentors, and the assessment of the program through student and mentor surveys. Participants in this session will be given an electronic copy of the program handbook, training materials and sample surveys. The presenters will discuss the challenges and success of the program which is now in its 5th year.

Table 20: **Collaborations to Increase the Success of General and Specific Student Populations**
Benjamin Smith, Hamilton College

Join Benjamin as he discusses collaborations that have increased the success of general student populations as well as specialty groups including the underprivileged.

Table 21:   **Students Helping Students: Using Student Feedback to Improve Tutor and S.I. Leader Performance**
Anne Raines, Associate Director, Enhanced Learning Center, University of Arkansas, Fayetteville

Like most college learning centers, the Enhanced Learning Center at the University of Arkansas serves as a point of connection for two groups of students: those successful students wanting to help other students and those students seeking help with a class or discipline. Often students working as tutors and S.I. leaders often have little sense of their effectiveness in these roles or how to improve on existing skills. From students who use tutoring services only a single time to students who are reluctant to share their academic performance, productive feedback can be scarce or non-existent for tutors or leaders hoping to improve their performance. Each semester, the Enhanced Learning Center works with Campus Labs to survey students who have used the tutoring program or participated in supplemental instruction sessions. The results are compiled and provided to each tutor and S.I. leader, program administrator, and, for S.I. programs, to lead faculty who in turn use the reports to evaluate performance and make programmatic changes. The feedback from students brings the process of students helping students full circle in that it is only with student feedback that tutors and S.I. leaders are able to improve their performance and continue providing excellent academic assistance to the students seeking help.

Table 22:   **Strategically Saying No**
Marcia Toms, Associate Director, North Carolina State University

When large budget cuts swept through our institution, our learning center chose to target our cuts and said 'No' to some popular programs. Three years later, some funding is being restored. Come learn about the pros, cons, risks, and benefits of such a strategy.

Table 23:   **Peer Tutoring Students with Learning Disabilities**
Rae Maslana, Coordinator, Tutoring Services, College of DuPage

With shrinking resources, budget cuts, reorganization of our areas and staff reduction; serving students with learning disabilities in the best ways possible can be challenging now more than ever. During this Great Idea Luncheon Table Discussion, let's share best practices on how to assist students with learning disabilities using peer tutors as well as other cost-saving initiatives. Bring your success stories and willingness to share!

Table 24:   **Early Alert Systems: From Home Grown to StarFish**
Peggy Mitchell, Assistant Vice President, Academic Support Services, Wilmington University

Need to strengthen retention and help those students towards graduation? Have you considered an Early Alert program? Come share your ideas on your program's Early Alert program and   improving student success and retention. Peg Mitchell, AVP of Academic Support Services at Wilmington University will share her institutions experience from the development of a home-grown early alert program to piloting Starfish Early Alert this past spring, 2013 and lead the discussion.

Table 25:   **Weaving Together a Book for Learning Centers**
Laura Sanders, NCLCA Vice-President, Valparaiso University

Join Laura Sanders as she discusses the progress of our NCLCA book entitled *Learning Centers in the 21st Century: Design, Delivery and Performance*. As our process towards publication continues, find out ways you can help this book become a reality.

Table 26:　　　　　**Weaving Together an NCLCA Affiliate**
　　　　　　　　　　M. Elaine Richardson, Director, Academic Success Center, Clemson University
　　　　　　　　　　Eric Moschella, Director, Student Success Center, University of South Carolina

Meet with Elaine and Eric as they discuss their process on becoming an affiliate with the National College Learning Center Association. Find out how they built off of Florida's inaugural chapter, the Florida College Learning Center Association, and how they connect with other institutions in South Carolina to create a new chapter.

Table 27:　　　　　**Woven on a State-Wide Loom: Lessons Learned from the First NCLCA Affiliation – the Florida College Learning Center Association**
　　　　　　　　　　Patricia Maher, Director, Tutoring and Learning Services, University of South Florida
　　　　　　　　　　Jennifer Bebergal, Director, Student Retention, Florida Atlantic University

Join Patricia Maher as she discusses what was learned during the inaugural affiliate/chapter of the National College Learning Center. During last year's conference, a call went out to membership to start creating smaller chapters in NCLCA. Find out how the Florida College Learning Center Association came to be in order to start your own state affiliate/chapter.

Table 28:　　　　　**Making New Connections through NCLCA**
　　　　　　　　　　Diana Garland, Corresponding Secretary, Missouri State University

Join Diana Garland as she explores different and creative ways of marketing NCLCA to our current members and to find new avenues of membership.

Table 29:　　　　　**Past President's Council Roundtable**
　　　　　　　　　　Jack Truschel, Past-President, East Stroudsburg University

Join Jack Truschel as he explores possible next steps for the organization including new projects, strategic planning and new opportunities. This conversation will also take place during the afternoon concurrent session.

Table 30:　　　　　**Prior Knowledge: The Foundation for Academic Success**
　　　　　　　　　　Amy Spencer, Director, Academic Resource Center, Ohio Dominican University

This lunch conversation looks at ways in which student's prior knowledge can help or hinder learning. The host will share suggestions for strengthening a knowledge base that is insufficient, inappropriate, inaccurate, or inactive so that students are better prepared to assimilate new information.

Table 31:　　　　　**The Whole Kit and Caboodle: Creation of a Study Group Starter Kit**
　　　　　　　　　　Erin Wheeler, Science and Math Learning Consultant, Louisiana State University

The LSU Center for Academic Success created a study groups starter kit to promote the use of student initiated study groups. Toolkit includes print materials to help guide students through initial startup and organization of the study group. The host will share advice in creating, marketing and evaluating a study group starter kit.

Table 32:   **Improvisational Learning Assistance: Making the Most of Any Moment**
Leonard Geddes, Associate Dean of Co-Curricular Programs, Lenoir-Rhyne University

Improvisational Learning Assistance is a proactive approach to helping students that focuses on successful ways of generating buy-in from potentially disinterested students. The approach combines principles from improvisational comedy as a means of making students an offer of assistance that they simply cannot refuse. If we are to improve our institution's academic culture, then we cannot depend on the defensive mindset of students coming to us. We must go on offense and proactively seek them out. The improvisational Learning Assistance approach arms educators with at least one offensive weapon to combat disinterested and seemingly apathetic students.

Table 33:   **Strategies to Become More Politically Active to Support Learning Assistance and Developmental Education in Higher Education**
Johanna Dvorak, NCLCA Representative and Chair, CLADEA Political Advocacy Committee
Jack Trammell, CRLA Representative for the CLADEA Political Advocacy Committee

Like to learn more about how to support our fields of Learning Assistance and Developmental Education? Participants at this table will discuss current issues in our field and learn approaches to help influence legislators about the value of our profession. We will address 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.

Table 34:   **So You've Been Asked to Lead Another Time Management Workshop…**
Michelle Wolf, Director, Academic Success Center, Winthrop University

Come to this round table to discuss fun and interactive ways to teach students about time management: **Eat that Frog!, Attack Your Day Before it Attacks You**, and **Juggling Elephants**. We will share ideas and you will take away some creative and interactive ideas to infuse in your workshops, classes or presentations.

CONCURRENT SESSION DETAILS

Concurrent Sessions 9   **Friday, September 27**   **2:00 - 2:50 p.m.**

Meeting Room 5:   **Association of Tutoring Professionals**
         Tracey Williams, President-Elect, Association of Tutoring Professionals

Come learn about The Association for the Tutoring Profession (ATP) and the certifications offered for both tutors and tutor trainers. These certifications are issued in hopes of recognizing individuals for their expertise and dedication to the tutoring profession and to establish uniform standards for training across the profession. The presenter is the President of ATP; she will also discuss and answer questions about the best practices program with over one hundred tutors she headed up for Tyler Junior College for ten years.

Meeting Room 6:   **From Failure to Success: AIM2G Initiative Helps Students Master Gatekeeper Courses**
         Masele Kibassa, Associate Director, Center for Academic Excellence, Mercy College
         Lorraine Whitman, Executive Director, Center for Academic Excellence, Mercy College

For too many students, Mercy College's required English and Mathematics courses have acted as gatekeepers, i.e., impediments to persistence and graduation. With support from the Provost's Office, the Center for Academic Excellence (CAE) spearheaded the "Catch Up" initiative (now renamed AIM_2G) providing students with the opportunity to master the material in these courses during a two-week immersion over the winter intersession. These courses were offered to students who received recommends from their instructors and mentors/counselors, *free of charge,* such that Fs could disappear, turned into Cs, if they passed the "exit exams" they had failed once or several times in the past. The initiative was terms a great success. Eighty-five percent of students who completed the immersion courses passed and went on to higher level courses.

Meeting Room 7:   **Looming Greatness: Implementing a Learning Skills Objectives Matrix**
         Emily O'Connor, Director of Library & Learning Resources, Rasmussen College
         Jon Mladic, Academic Dean, Rasmussen College
         Kailyn Helget, Learning Center Coordinator, Rasmussen College

When amongst lab and lecture does learning how to learn take place? Learning skills are often (ineffectively) clumped together without nuance: a student either has learning skills, or lacks them. This session will explore a matrix of learning skills objectives and their practical application in the classroom, workshop, or consultations.

Meeting Room 8:   **Raising the Bar: Using Cohort Studies to Demonstrate the Efficacy of Your Tutoring Program Geoff Bailey, Associate Director, The University of North Carolina at Greensboro**
         Erin Morrison, Coordinator for Tutoring Services, The University of North Carolina at Greensboro

Learning centers are ideally positioned to demonstrate the impact of tutoring services on grades, persistence/retention, and graduation rates. By doing so, programs can strategically enhance their data collection efforts, protect against funding cuts, and establish themselves as assessment leaders on campus. This program is geared towards college tutoring coordinators, directors, and administrators.

Meeting Room 9:   **Developing a Game Plan for Students on Probation**
         Joel McGee, Director, Texas A&M University

Students on scholastic probation are among the highest risk populations on our campuses. The Academic Success Center at Texas A&M works with over 1,800 probationary students each semester. Our GamePlan involves tracking, monitoring, and providing academic support for these students along with timely reporting to Deans, advisors, and other administrators.

Concurrent Sessions 9   **Friday, September 27**   **2:00 - 2:50 p.m.**

Meeting Room 10:   **Collaborative and Intrusive Interventions with Academically Struggling Students**
                             Christina Carrubba-Whetstine, Associate Director of Learning Center, Miami University

This presentation will explore the benefits and challenges of implementing a university-wide intervention with academically struggling first and second year students. We will also share longitudinal data regarding the impact and outcomes of the interventions on the targeted student populations.

Meeting Room 11:   **Conference-Style Training: Training Large Groups of Student Employees and Doing It Well Anna Gatewood, Assistant Director for Peer Tutoring, University of Kentucky**
                             James Breslin, Associate Director, University of Kentucky

Designing training sessions to engage employees with differing levels of knowledge and experience is no easy task. With a focus on training large numbers of undergraduate employees, this session will give practical suggestions for designing conference-style training days that meet the needs of new and veteran employees.

Meeting Room 12:   **When Tutoring Centers and Academic Departments Work Together Everyone Wins, Especially the Students!**
                             Mary Hamilton, Learning & Tutoring Center Coordinator, Georgia Perimeter College
                             Michael Nelson, Assistant Professor of Chemistry, Georgia Perimeter College

Students benefit from strong relationships between tutoring centers and academic departments.   We will share how our collaboration of over two and a half years began, what has been gained, why it is important, and what could have been lost. During the session we will examine ways to establish partnerships with departments and faculty.

Meeting Room 13:   **The Kortschak Center for Learning and Creativity: A Revolutionary Program that Fosters Transformational Change**
                             Kristina Alvarado, Learning Specialist

Participants will learn about the Academic Coach Program at the Kortschak Center for Learning and Creativity at the University of Southern California. Participants will obtain strategies regarding how to implement a coach program including training curriculums and a variety of techniques intended to foster academic success and positive self-efficacy.

Meeting Room 14:   **Realizing Your Many Accomplishments: How to Prepare a Frank L. Christ Outstanding Learning Center Proposal**
                             Michelle Steiner, Director, Center for Academic Program Support (CAPS), University of New Mexico

This session, given by the director of the 2012 Frank Christ/NCLCA Outstanding Learning Center Award recipient of four year institutions, will review their journey through the application process. She will share what they submitted as well as what issues they resolved.

Concurrent Sessions 10   Friday, September 27   3:00 - 3:50 p.m.

Meeting Room 5:   **Measuring the Effectiveness of Social Media for Marketing Learning Services**
                      Pamela Czapla, Director, Tutorial Services, Lock Haven University

Is social media effective in marketing learning services? All who include social media in their outreach efforts should be asking this question. Luckily several companies, e.g., Google and Twitter , provide free web analytic tools. This presentation will examine the relative capabilities of these tools and invite audience exchange.

Meeting Room 6:   **Getting the Team on the Field for Academic Success**
                      Amber Larson, Assistant Director, The College of Wooster
                      Pam Rose, Director, The College of Wooster

As they enter college First Year students deal with distractions and outside obligations that threaten to divert attention from their academics. For student athletes who face added distractions and obligations, balancing academics and team commitment poses particular challenges. However, with attention to academic priorities and good time management skills at the outset, the transition to college can be easier. To that end, The College of Wooster Learning Center and the football coaching staff collaborated in implementing the Academic Focus Program designed to assist students in developing a more focused approach for learning better study skills and managing their academics.

Meeting Room 7:   **Using Personality Type and a Problem Solving Process to Facilitate Independent Learning Growth**
                      Toni Sayger, Student Development Specialist, University of Southern Mississippi

The culture of higher education is one that has become quite excellent in specialization, but one of the top demands on our students currently is that they leave as well-rounded, employable, critical-thinkers. To achieve this, we certainly need to facilitate discipline and subject-specific growth, but we also need to approach students holistically, so that they are capable of continuing lifelong learning regardless of what occupations or disciplines they end up in throughout their lives. We will share how we use a problem-solving design and MBTI® type inventory to help students learn how to approach their own learning more deliberately, providing them with the tools to continue this and apply it in any context.

Meeting Room 8:   **Reporting to Create and Maintain Relationships**
                      Lauren Moore, Data Manager, Univ. of New Mexico, Center for Academic Program Support (CAPS)

Creating reports for partners is a vital component of a respected learning center. Examine how to present the same data in multiple ways depending on your intended audience – faculty, deans, the community – in order to share your center's impact on student success in a meaningful way.

Meeting Room 9:   **Cultivating Student Success in Math (and Math-Based Courses)**
                      Marcy Marinelli, University of Maryland

Are you a learning skills specialist tasked with helping students improve their learning or study skills in math or math-based courses? In this presentation, we will discuss the development of our math study skills course and the process we used to measure its effectiveness.

CONCURRENT SESSION DETAILS

Meeting Room 10:   **Building Success: Weaving Academic Assistance and Campus Supports Together for New Nursing Students**
Leslie Boon, Campus Director, Academic Success, HACC, Central Pennsylvania's Community College
Mary Arnold, Counselor, HACC, Central Pennsylvania's Community College
Amanda Hartzel, Learning Specialist, Academic Success, HACC, Central Pennsylvania's Community College

New nursing students face many challenges, including increased academic rigor and significant changes in demands on their time and tenacity. Our community college Learning Center, counseling office, and nursing department developed a dynamic day-long seminar to address these needs while building intentional connections with academic and counseling resources.

Meeting Room 11:   **Exploring Cross Cultural Collaboration: Practical Applications for Tutor Training**
Rena Dossett, Doctoral Candidate, Writing Desk Supervisor, Learning Center, Ball State University

Tutors are often confused about best way to help ESL clients. Does the traditional model of peer tutoring which focuses on collaboration as the hallmark of good tutoring still apply? I will share the results of my research and implications for tutor training.

Meeting Room 12:   **Speaking Students' Language: Tutoring the Twitter Generation**
Lisa Gerardy, Writing Center Specialist, Kaplan University
Michael Keathley, Director, Writing Across the Curriculum and Composition, Kaplan University
Maureen Foley, Assistant Academic Chair, Department of Science, Kaplan University
Peggy Hohensee, Director of Math Across the Curriculum, Kaplan University
Sheryl Bone, Writing Center Tutor, Kaplan University
Kira Shank, Tutor and Faculty, Kaplan University

College students have become accustomed to getting their information in 140 characters or less. So, as educators we must find creative ways to insure that students are receiving course materials and directions in byte-sized pieces. By using technology, including social media, we can speak to them in their language.

Meeting Room 13:   **Designing Fun and Interactive Tutor Training In-Services**
Jennifer Haley, Tutoring Coordinator, Ball State University
Gary Ritz, Tutoring Coordinator, Ball State University

You are faced with a group of expectant (and sometimes skeptical) tutors for a training session…now what? How can you make this training engaging, relevant, interactive, and applicable to tutoring practice, all within sixty minutes? We will share our plans and materials from several different in-services, all of which fit into CRLA certification requirements.

CONCURRENT SESSION DETAILS

Concurrent Sessions 10   Friday, September 27   3:00 - 3:50 p.m.

Meeting Room 14:   **Weaving Meaningful Assessment into Everyday Learning Center Practices**
Michael Anne Greer, Director of Academic Success Center, Texas Wesleyan University

This session will present a case study summary example of the development of effective strategies for program assessment in administrative student support areas, specifically a learning center. It will describe transforming previously used ineffective methods into a useful program evaluation.

Concurrent Sessions 11   Friday, September 27   4:00 - 4:50 p.m.

Meeting Room 5:   **Weaving Together a Great Application for a NCLCA Grant**
Jennifer Pippen, Professional Development Officer, North Central College

This session will present ways to apply for a Brenda Pfaehler Professional Development Grant or the Hunter Boylan Research Scholarship. Both grants give recipients monies to either start a new project or share their research at our National Conference. Example of applications will be discussed and tips for success will be shared.

Meeting Room 6:   **Planning and Assessing Your Student Success Center**
Peggy Mitchell, Assistant Vice President, Academic Support Services, Wilmington University

This presentation will tell the story surrounding the planning, implementation, development and <u>assessment</u> of a university student success center.

Meeting Room 7:   **Beyond the Numbers: Understanding the Peer Tutoring Experience through Qualitative Research**
Dana Malone, Assessment Coordinator, Academic Enhancement, University of Kentucky
James Breslin, Associate Director of Academic Enhancement, University of Kentucky

Assessment is an integral part of the work we do; yet, all too often our data only includes traffic reports, retention, and satisfaction ratings. How can we go beyond the numbers to gain a deeper understanding of Peer Tutoring? This program will explore incorporating qualitative research into our assessment.

Meeting Room 8:   **The In's and Out's of Weaving a Successful Retention Model for Students Who Are Under Prepared**
Anna Dill, Director, The Learning Center, Mississippi State University

This session will explain the details of three programs offered through The Learning Center at Mississippi State University (MSU) that have successfully proven to aid in retention. These programs were based on the same model which includes classroom instruction, extensive mentoring, and are interlocked with other MSU programs and services.

CONCURRENT SESSION DETAILS

Meeting Room 9:   **W.O.W. Your Professional Development with NCLCA's Webinars and Online Workshops**
Lisa D'Adamo-Weinstein, Director of Academic Support, SUNY Empire State College – Northeast Center

Join Lisa as she discusses how you can W.O.W. your professional development. The WOW series supports learning center professionals as they develop and maintain learning centers, programs, and services to enhance student learning. The series gives learning assistance professionals a chance to participate both synchronously (webinar) and asynchronously (online workshop) in a relatively inexpensive and high quality professional development experience.

Meeting Room 10:   **A Tapestry of Support Programs for Students on Academic Probation**
M. Elaine Richardson, Director, Academic Success Center, Clemson University
Beth McWilliams, Academic Coach, Clemson University

The Academic Success Center at Clemson University offers a comprehensive Academic Recovery program for students on academic probation (GPR<2.0). The session will detail the development and establishment of the components of the program, including the assessment of an Academic Recovery fee, and will include program assessment and results.

Meeting Room 11:   **Tutee Training: How to Help Your Students Get the Most Out of Tutoring Services**
Nicole Subik, Learning Specialist, Villanova University

We train our tutors, but what about the students taking advantage of the tutoring? Have you received feedback that students are unprepared for tutoring sessions? Have you referred a student for tutoring only to find out the session did not go well because they had misguided expectations? This session will explore ways you can provide students with information and training on how to best prepare for tutoring.

Meeting Room 12:   **Warp and Weft: Creating a Tapestry of Learning Outcomes**
Marcia Toms, Associate Director, North Carolina State University

After a brief overview of the assessment cycle and the differences between learning outcomes and usage/satisfaction data, this workshop-style presentation will encourage and aid attendees in creating outcomes. Bring your center's and/or institution's mission statement if possible!

NIGHTS ON THE TOWN

Join your fellow conference attendees for some southern charm and hospitality at one--or all three!--of these unique events during the **2013 annual conference**:

Wednesday Afternoon, 3:15 - 6 pm, September 25th
College of Charleston Campus Tour
and Visit to the Center for Student Learning!
$15 (transportation fee)
Meet in Embassy Suites lobby at 3:15

Take a guided tour of the beautiful College of Charleston campus, located in the heart of the Charleston historic district. Please note that this is a walking tour. The tour will end with drinks at the Center for Student Learning, the College's comprehensive academic resource center. Limited to 46 guests.

Thursday Night, 5:30 - 10:30 pm, September 26th
Spirit of Carolina Dinner Cruise
$65 (dinner, gratuity, and transportation included)
Meet in Embassy Suites lobby at 5:30

An unforgettable three-hour cruise with breathtaking views of the Charleston harbor, including the famous Battery. Three- or four-course gourmet meal with local flavor!
Please note: alcoholic beverages and dessert options are available at additional cost.

Friday Night, 5:30 - 10:00 pm, September 27th
Ghost Walking Tour of Historic Charleston and Dinner on Your Own
$30 (transportation and walking tour included; DINNER IS NOT INCLUDED)
Meet in Embassy Suites lobby at 5:30

You'll get an exclusive opportunity to walk inside the gates of one of Charleston's oldest graveyards after dark. Explore the graveyard's dark corners, closely inspect the headstones to see what you might learn, and take a moment to step across the graves. Learn about the history of Charleston's graveyards and hear the stories of the famous individuals who found their final resting place in the Holy City. This is a walking tour, so dress appropriately. **Please note:** Dinner will be 'on your own' in downtown Charleston at an additional cost.

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ModuMath

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The Council of Learning Assistance and Developmental Education (CLADEA) serves as a clearinghouse for shared information and collaboration among professional associations in the field. The mission of the CLADEA is to "foster mutual support among national and international organizations dedicated to postsecondary learning assistance or developmental education" (cladea.org).

The Council spurs excellence in another way, too, by recognizing and honoring the most outstanding leaders in the profession. Fellows are selected based on their long-term and significant contributions to the field. Selection as a Fellow represents the highest honor conferred upon professionals in learning assistance, tutoring, and developmental education. Individuals selected as Fellows must be nominated by a current Fellow or by a member association. Previously inducted
Fellows include the following:

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

SISTER CLADEA ORGANIZATIONS WITH NCLCA

ACTLA: Association of College for Tutoring and Learning Assistance
Lisa Cooper
President, 2013-2014
Web: actla.info

The Association of Colleges for Tutoring and Learning Assistance (ACTLA) was organized in 1973 with the purpose of improving tutorial programs and services in California Community Colleges. More than 30 years after its inception ACTLA is now a national organization but retains its original purpose: improving tutorial programs and related services.

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SISTER CLADEA ORGANIZATIONS WITH NCLCA

ATP: Association for the Tutoring Profession

Linda Skeete McClellan
ATP President-Elect
Web: 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

Lori Saxby
President-Elect & 2013 Conf. Chair
University of Southern Indiana
8600 University Blvd.
Evansville, IN 47712
Lsaxby@usi.edu
Web: 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 (ITTPC) and mentor training programs (IMTPC) 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

Patti Levine-Brown, MPA, ED.S.,
NADE President
Florida State College at Jacksonville
PH: (904) 955-185
plevine@fscj.edu
Web: 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

Appalachian State University
Reich College of Education
ASU Box 32098
Boone, North Carolina 28608-2098
Phone (828) 262-3057
Web: www.ncde.appstate.edu

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

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2013 CONFERENCE COMMITTEE

Conference Chair:	Laura Sanders
Proposals:	Jenny Pippen
Exhibits/Vendors:	Diana Garland
Web Site:	Alan Craig
Program:	Marcia Toms
Registration:	Peg Mitchell
Moderators:	Jennifer Haley
Nights on the Town/ Local Hostess:	Lindy Coleman
Conference Payment and Raffle:	Martin Golson

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

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.
Great Idea Lunch	Provides an opportunity for attendees to work together in small groups. A group facilitator will share a "great idea" and lead a round table discussion
Hospitality Room	Each evening please join other conference attendees in a relaxing, informal environment in which to visit and snack!
IWCA	**International Writing Centers Association**: <writingcenters.org> This organization was founded to foster communication among writing centers and to provide a forum for concerns.
Julia Visor Graduate Student Award	All graduate students who present at the NCLCA annual conferences are eligible for this award. A total of $200 is available for the award which is intended to encourage graduate student participation by helping to cover travel related expenses.

Term	Definition
Keynote Speakers	Outstanding professionals in the education field are invited to speak at the Plenary Session and the Awards Banquet.
LCLC	**Learning Center Leadership Certification** Available only through NCLCA, this certification provides validation and credentialing of individuals' expertise in leadership in the field of learning assistance. With the ability to apply at any of four levels, the LCLC is suitable for individuals ranging from little or no experience and expertise in the field to those with extensive knowledge and ability.
Learning Center Website Awards	Co-sponsored by NCLCA and LSCHE, these awards honor learning support centers who have developed outstanding websites.
Lifetime Achievement Award	This award honors a learning center professional is honored who has contributed an extraordinary amount of service to the learning center profession, including research, publications, service, and leadership.
LSCHE	**Learning Support Centers in Higher Education**: http://www.lsche.net On this web portal, you can review the history of learning support centers in higher education along with relevant definitions of learning assistance and many other supportive articles. It's searchable too!
Members' Meeting	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

Association of Colleges for Tutoring and Learning Assistance
Join us for our 40th Annual Conference:
"THE LEARNING CENTER AT THE CENTER OF STUDENT SUCCESS"

April 24 – 26, 2014
Sheraton Park Hotel at the Anaheim Resort in Anaheim, California
(Presentation proposals are due on 10/18/13 and
Early-bird registration ends on 12/31/13!)

The Association of Colleges for Tutoring and Learning Assistance (ACTLA) was organized in 1973 with the purpose of improving tutorial programs and services in California. More than 30 years after its inception ACTLA is now a national organization but retains its original purpose: improving tutorial programs and related services. ACTLA is pleased to be a new member of the Council of Learning Assistance and Developmental Education Associations. Visit us on the web to learn more: **www.actla.info**

NOTES AND IDEAS

THE NCLCA INSTITUTE

June 15-18, 2014
**Hyatt Hotel, Milwaukee, WI**

**Metacognition in Practice: Finding Ways to Think About Thinking
to Enhance Student and Professional Success**

The NCLCA Institute is a small gathering of learning center leaders which features several nationally recognized mentors who will focus on topics relative to using research based evidence to help develop learning center programs and services.

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

For more information, contact Jim Valkenburg at jcvalken@delta.edu
or visit our website at www.nclca.org.

Call for Proposals
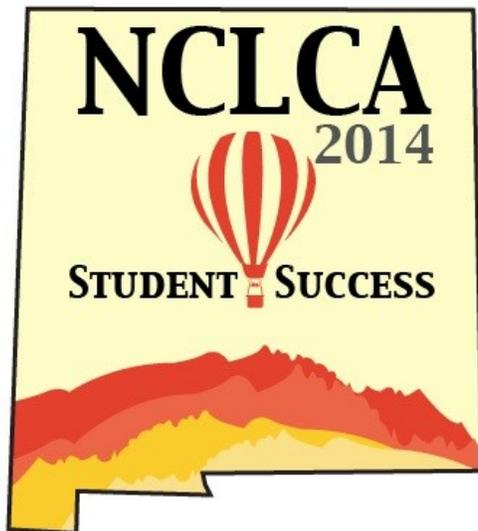
**National College Learning Center
Association
Conference**

October 1 - 4, 2014

in

Albuquerque, NM

www.nclca.org

Reaching New Academic Heights

TUTOR MA+CHING
S E R V I C E

Tutor Matching Service is a free marketplace that matches students and tutors together. We partner with universities and schools as well as educational conferences and organizations to provide a free supplement to academic success centers. For more information come by and see Chad or Ethan at the table, email info@TutorMatchingService.com, or call 1-877-919-TUTOR (1-877-919-8886).

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