30th Annual Conference
NATIONAL COLLEGE LEARNING CENTER ASSOCIATION

OCTOBER 5-8, 2015
HYATT RECENCY MILWAUKEE

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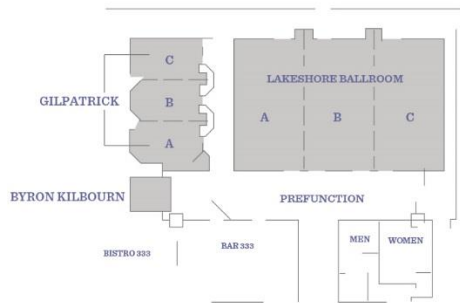UWMILWAUKEE

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Hyatt Regency Milwaukee

333 West Kilbourn Avenue
Milwaukee, Wisconsin, USA, 53203
Phone: (414) 276-1234

FIRST FLOOR

GILPATRICK

C
B
A

LAKESHORE BALLROOM

A   B   C

BYRON KILBOURN

PREFUNCTION

BISTRO 333   BAR 333

MEN   WOMEN

SECOND FLOOR

REGENCY BALLROOM

B   C

A   D

WOMEN   MEN   PREFUNCTION   COAT CHECK

ESCALATOR

B

MILWAUKEE ROOM

A

MILWAUKEE FOYER

ELEVATORS

SKYWALK TO WISCONSIN CENTER, FEDERAL PLAZA AND SHOPS OF GRAND AVENUE

SOLOMON JUNEAU

CRYSTAL ROOM

BRIDGE ACCESS

ATRIUM

PERE MARQUETTE

EXECUTIVE BALLROOM

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BAR   RESTROOMS

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THIRD FLOOR

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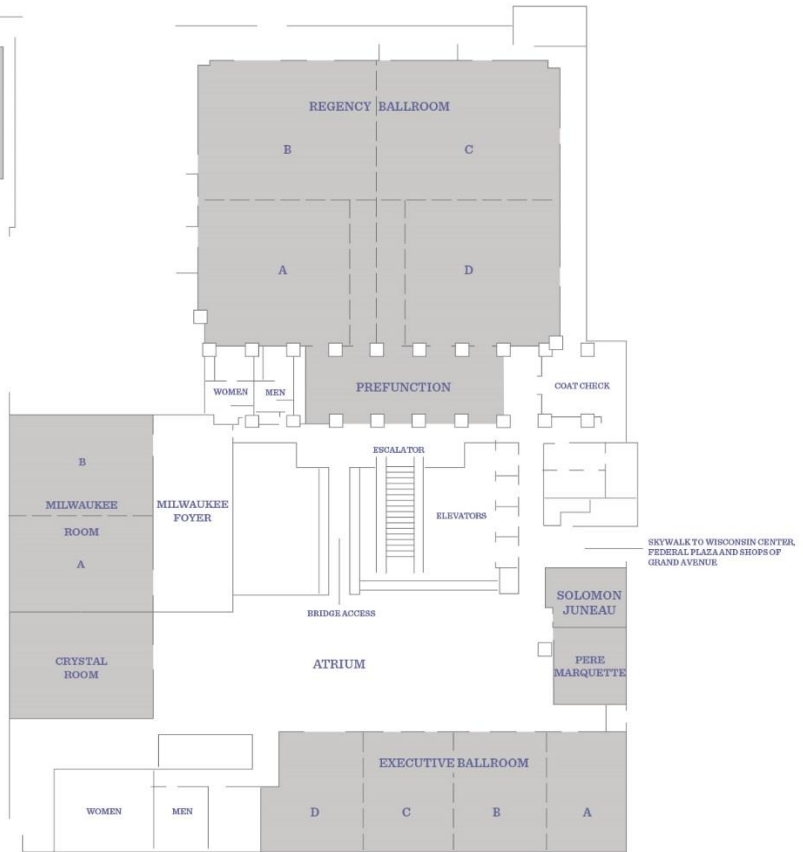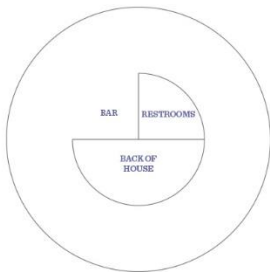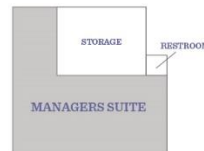
MANAGERS SUITE

Welcome to the NCLCA 30th Annual Conference!

It is my pleasure to welcome you to Milwaukee and to the National College Learning Center Association's 30th Annual Conference. It is wonderful to be with you to celebrate this milestone in the history of our organization.

A team of dedicated individuals under the leadership of Vice-President and 2015 Conference Chair, Jenny Haley, have put together a conference to honor and celebrate our 30-year heritage and to bring to you the best in learning center conferences.

NCLCA is excited to welcome Dr. Ken Bain as our plenary keynote speaker. Dr. Bain is one of the best known teachers and scholars of teaching and learning in the U.S. and the western world. He is the author of *What the Best College Teachers Do* and *What the Best College Students Do*. In addition, we have esteemed keynote speakers: Martha Casazza, Johanna Dvorak, and Jacqueline Harris. All three have served as past presidents of NCLCA as well as contributed much to the learning center profession. Equally impressive are our concurrent session and poster session topics and presenters. Don't miss this opportunity to learn from these dedicated professionals.

I want to thank the Executive Board and all the committee members who have worked tirelessly to make this conference a success. I know you will return from this conference inspired and equipped with new information, new initiatives, and the resources to enhance and grow your learning centers. Lastly, my heartfelt desire is that you will leave this conference with new as well as renewed relationships.

Remember…this is our time to connect, contribute and learn as we prepare for "SOARING INTO THE FUTURE."

ENJOY!

Peg Mitchell
NCLCA President

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CONFERENCE SCHEDULE

Monday, October 5

8:00 a.m. - 6:00 p.m.	Registration	Atrium
8:30 a.m. - 11:30 a.m. **12:30 p.m. - 3:30 p.m.**	Pre-conference Institutes	Per Schedule (pg. 17)
11:30 a.m. - 12:30 p.m.	Lunch (boxed lunches for all institute presenters and registrants attending both morning and afternoon sessions)	Regency BCD
3:45 p.m. - 6:00 p.m.	Campus visit: University of Wisconsin Milwaukee	Meet in Lobby at 3:30
6:30 p.m. - 8:00 p.m.	Welcome Reception: great food, free beer, cash bar!	Polaris (top floor)
8:15 p.m.	Potawatomi Casino Trip	Shuttle from Lobby

Tuesday, October 6

|		
6:00 a.m. - 6:45 a.m.	Fun Run with Lindy and Eric	Meet in Lobby
7:30 a.m. - 12:00 p.m. **2:00 p.m. - 5:00 p.m.**	Registration	Atrium
7:30 a.m. - 9:30 a.m.	Conference Kick-Off Breakfast with Keynotes	Regency BCD
9:30 a.m. - 9:45 a.m.	Exhibit Grand Opening	Atrium
9:45 a.m. - 10:35 a.m.	Concurrent Session 1	See Schedule (pg. 27)
10:35 a.m. - 10:50 a.m.	Visit Exhibits/Take a Break	Atrium
10:50 a.m. - 11:30 a.m.	Concurrent Session 2	See Schedule (pg. 29)
11:30 a.m. - 12:00 p.m.	Ken Bain Book Signing/Visit Exhibits	Atrium
12:00 p.m. - 3:15 p.m.	Awards Luncheon and Plenary Address: Ken Bain	Regency BCD
3:15 p.m. - 3:30 p.m.	Visit Exhibits/Take a Break	Atrium
3:30 p.m. - 4:20 p.m.	Concurrent Session 3	See Schedule (pg. 31)
4:40 p.m.	Night on the Town Miller/Coors Brewery Tour; Dreamgirls show	Meet in Lobby: bus leaves at 4:45 sharp
10:00 p.m. - 11:00 p.m.	Hospitality Suite: New Member Mixer (everyone invited)	Room Number 1711

Wednesday, October 7

|		
6:00 a.m. - 6:45 a.m.	Fun Run with Lindy and Eric	Meet in Lobby
7:00 a.m. - 7:30 a.m. **9:00 a.m. - 11:25 a.m.**	Registration	Atrium
7:30 a.m. - 9:00 a.m.	Continuing the Conversation Breakfast	Regency BCD
9:00 a.m. - 9:15 a.m.	Visit Exhibits/Take a Break	Atrium
9:15 a.m. - 10:05 a.m.	Concurrent Session 4	See Schedule (pg. 32)
10:05 a.m. - 10:20 a.m.	Visit Exhibits/Take a Break	Atrium
10:20 a.m. - 11:10 a.m.	Concurrent Session 5	See Schedule (pg. 33)
11:10 a.m. - 11:25 a.m.	Visit Exhibits/Take a Break	Atrium
11:25 a.m. - 12:45 p.m.	NCLCA Annual Meeting Luncheon	Regency BCD
12:45 p.m. - 1:30 p.m.	State and Regional Affiliate Board Meetings	See page 60
12:45 p.m. - 1:00 p.m.	Visit Exhibits/Take a Break	Atrium
1:00 p.m. - 2:00 p.m.	Poster Sessions	Executive ABCD
2:00 p.m. - 2:15 p.m.	Visit Exhibits/Take a Break	Atrium
2:15 p.m. - 3:05 p.m.	Concurrent Session 6	See Schedule (pg. 35)
3:05 p.m. - 3:20 p.m.	Visit Exhibits/Take a Break	
3:20 p.m. - 4:10 p.m.	Concurrent Session 7	See Schedule (pg. 36)
4:40 p.m.	Night on the Town Harley Davidson Museum; Lakefront Brewery	Meet in Lobby: bus leaves at 4:45 sharp
10:00 p.m. - 11:00 p.m.	Hospitality Suite: Conference Committee (everyone invited)	Room Number 1711

Thursday, October 8

8:00 a.m. - 8:50 a.m.	Breakfast (institute presenters and attendees)	Regency BCD
9:00 a.m. - 12:00 p.m.	Post-conference Institutes	See Schedule (pg. 23)
12:30 p.m. - 2:30 p.m.	Executive Board Luncheon Meeting	Solomon Juneau
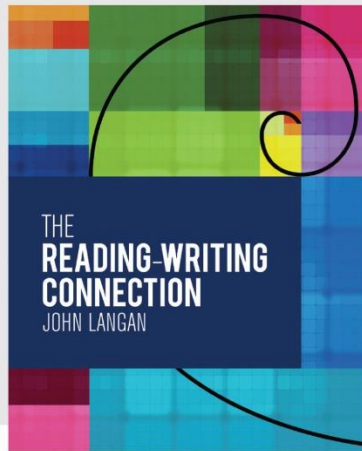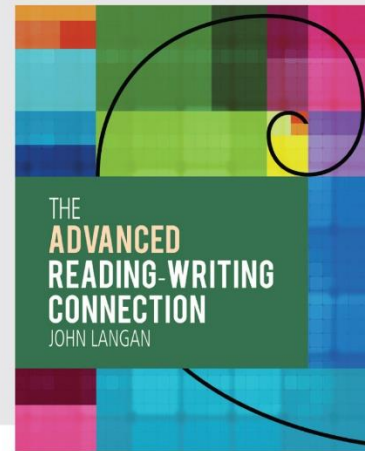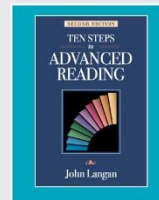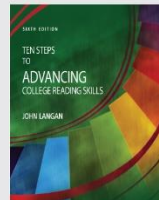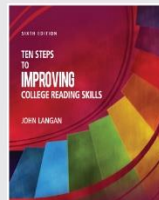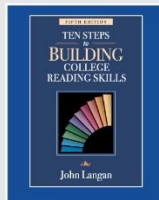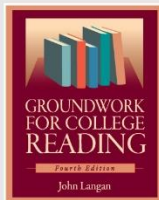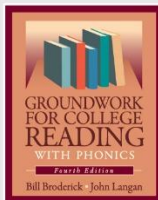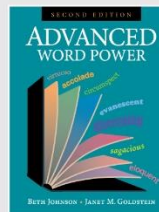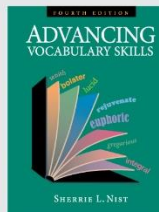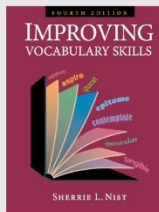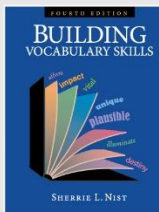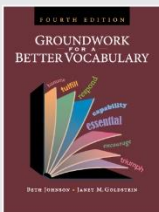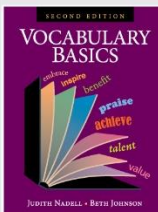
Who We Are

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.

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:

- **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.
- **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 policies, technology, and the issues of middle 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 Centers of Excellence designation.
- Learning Center Leadership Certification.
- Presenting and participating in the yearly conference.
- Webinar and workshop series (WOWs).
- Training opportunities such as the NCLCA Institute.
- Service opportunities on the Executive Board and committees.
- Grant opportunities, such as the Brenda Pfaehler Professional Development Grant.
- Publication opportunities in The Learning Assistance Review (TLAR) and the NCLCA Newsletter.
- Development of future leaders through the Karen Quinn Scholarship and the Julie Visor Award.
- Support the development of state and regional affiliates.

Honoring Our Past: The Founding of NCLCA

By Johanna Dvorak, 2005

I have found myself in a unique position, having helped found the Midwest College Learning Center Association in 1985-86, and having served as its president twice, once in 1993-94 and again in 2003-04. I have also served as a conference chair three times in 1990, 1993, and 2003 and as recording secretary, professional development chair, and as the 1995 Summer Institute Chair. This article, then, is my reflection of our organization from its inception in 1985-86 until today.

Wisconsin is the founding state for the Midwest College Learning Center Association (MCLCA) largely because our leader, Carol Cashen, was the Director of Educational Program Support at the University of Wisconsin-Parkside. Carol, a strong advocate for learning assistance, had already been hosting conferences and bringing in top speakers to UW-Parkside such as Alexander Astin and Claire Ellen Weinstein. Professionals also shared their expertise in breakout sessions. Carol lamented that the Midwest did not have a professional organization such as WCRLA, the Western College Reading and Learning Association.

The stage was set in October 1985 when a group of Wisconsinites met in Madison to consider and to design plans to begin the Midwest College Learning Center Association (MCLCA). After that meeting, a small group of us were selected to draw up bylaws and plan the first meeting. Members included Chair Carol Cashen; Brad Hughes, University of Wisconsin-Madison; Michael Marinetti, UW-Green Bay; Richard Behm and Susan Casper, UW-Stevens Point; and me from the UW-Milwaukee.

This group met in the winter of 1986. I can remember sessions with us hashing out details around a conference table in Brad Hughes' office overlooking Lake Mendota. Led by Carol, the group was very cohesive and organized with a strong sense of purpose. As a young professional, I had a wonderful feeling to be part of the creation of a very special organization.

We held our first organizational meeting in October 1986 at UW-Parkside to vote on the bylaws and officially begin MCLCA with Carol Cashen as our first president. UW-Parkside lent support as we launched our organization, and our second president, Sandra Burmeister (1987-88), was also from Parkside. She chaired our next MCLCA conference in October 1987 in Milwaukee at the Hyatt Regency Hotel with keynote speaker Arthur Whimby. This started a trend of outstanding keynote speakers; some of these have been Martha Maxwell, Frank Christ, John N. Gardner, Stephen Brookfield, Blythe Clinchy, Patricia Cross, Wilber McKeachie, Ernest Pascarella, Sheila Tobias, Vincent Tinto, Beverly Guy-Sheftall, Anthony Grasha, Martha Casazza and Sharon Silverman.

MCLCA focused on an 11-state region: Wisconsin, Illinois, Iowa, Minnesota, Indiana, Ohio, Michigan, North and South Dakota, Kansas, and Missouri. Because Chicago was our largest city, we chose to alternate conferences between Chicago and another city in the Midwest. The conference was hosted in Chicago or Evanston, and Milwaukee, Minneapolis, Indianapolis, the Quad Cities (Bettendort), and Madison.

National Louis University (formerly National College of Education) provided strong support for MCLCA. Martha Casazza became our 3rd President followed by Carol Eckermann from National Louis. The college also provided financial support to begin our journal, *The Learning Assistance Review.* Past Presidents Martha Casazza, Karen Quinn, and Nancy Bornstein made a great contribution as editors for *The Learning Assistance Review.* Since 2003, the journal editors have been Jeanne Higbee and Irene Duranczyk, both from the University of Minnesota.

UW-Parkside has held several Summer Institutes for learning center professionals. A memorable one for me was the summer of 1988 when Frank Christ, Martha Maxwell, and Brad Hughes were mentors. A friendship began when I was able to provide Frank a bike to ride around the scenic campus. The Summer Institute continues to provide an opportunity for professionals to develop a mentoring relationship with key leaders in our field. MCLCA Past President Nancy Bornstein (Alverno), Jan Norton (UW-Oshkosh), and Brad Hughes (UW-Madison) all were involved with NCLCA from its beginnings, and were among the mentors at the Summer Institute this past June at UW-Parkside. Past Presidents Charlotte Short (UW-Parkside) and Jackie Robertson Harris (Ball State University) have co-chaired three Summer Institutes in 2001, 2003 and 2005. Professionals from many other two-year and four-year institutions in the region have taken an active part in MCLCA. We have developed white papers and resource directories, presented at conferences, participated on committees, collaborated with other organizations, conducted research, and written for publications. When our participants in Summer Institutes and conferences started coming from other states, the membership decided to become a national organization with a focus on learning center management. President Shevawn Eaton, Vice-President Jacqueline Robertson Harris and their executive board were instrumental in this process in 1998-1999.

Past Presidents have continued to be very active in NCLCA, providing advice, heading projects, continuing on committees, mentoring, presenting and sharing at our Past Presidents' panel at our yearly conference. We have named scholarships and awards in honor of members whom we have lost to terminal illness: Past Presidents Brenda Pfaehler, Karen Quinn, and Summer Institute mentor Julia Visor.

As I think back on the growth of our organization with pride, my hope for the next twenty years is that we continue to grow and share our enthusiasm about the field of learning assistance with newer professionals in this field. NCLCA has been known as a friendly, caring, and hardworking group. My wish is that they will follow our strong tradition.

Addendum

By Jennifer Haley, 2015

NCLCA has continued to grow, both in membership and in outreach through certifications, affiliates, professional development opportunities, and a tradition of distinguished Conference keynote speakers and Institute mentors.

The Learning Center Leadership Certification (LCLC) was created to provide individual learning assistance certification on four levels; this is a nationally-recognized credential and set of standards that has been invaluable to the professionals in our field. The Learning Centers of Excellence program (LCE) was recently established to promote professional standards of excellence for learning centers. The Webinar and Workshop Series (WOWs) is an ongoing series of internet programming that offers an interactive professional development experience. All of these efforts were thanks in large part to the efforts of Lisa D'Adamo-Weinstein, Elaine Richardson, Rae Maslana, and Laura Sanders.

NCLCA is also helping to create and organize affiliates—networks of college learning support professionals. Thus far, Florida (FCLCA), Louisiana (LCLCA), and a regional consortium of South Carolina, North Carolina, and Georgia, which comprise the Southeastern chapter (SECLCA), have formed affiliates, complete with executive boards and conferences.

Our organization has continued a tradition of distinguished keynote speakers at our annual conferences, including Laura Perna, Carmy Carranza, Donna Ford, Frank Christ, Saundra McGuire, Hunter Boylan, George Kuh, and this year we are delighted to have NCLCA Past Presidents Johanna Dvorak, Martha Casazza, and Jackie Harris, and well as award-winning author Ken Bain, to name just a few!

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TLAR (*The Learning Assistance Review)* continues to publish scholarly articles and reviews that address issues of interest to a broad range of academic professionals in the field of learning assistance, including articles about program design and evaluation, classroom-based research, the application of theory and research to practice, innovative teaching strategies, student assessment, and other topics that bridge gaps within our diverse profession. Christine Reichert served as Editor from 2006-2012, and Michael Frizell has been at the helm from 2013 to the present time.

Our organization began as a regional effort to draw together professionals from various parts of the Midwest to share ideas and build solid foundations for learning assistance practice and theory. From these beginnings, we have blossomed into a national organization that supports learning center professionals as they develop and maintain learning centers, programs, and services to enhance student learning. For thirty years we have been focused on the needs of those who administer postsecondary learning assistance centers, and we can't wait to see where the next thirty years will take us!
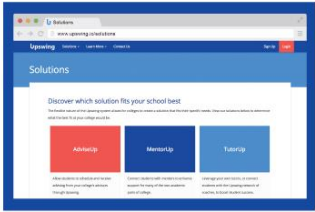
Happy 30th anniversary, NCLCA!
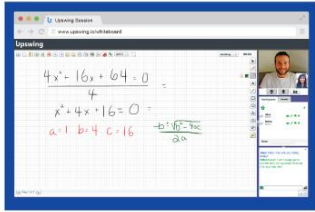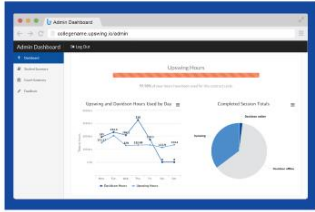
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Carol Cashen
Founding member of MCLCA
First President of MCLCA

Carol Cashen was a founding member and the first president of MCLCA, the Midwest College Learning Center Association.

Carol served as Director of Education Program Support at the University of Wisconsin-Parkside. She truly believed in supporting the professional development of those in our field, hosting seven annual conferences at UW-Parkside with national speakers such as Alexander Astin.

She had the vision to expand these professional development opportunities beyond UW-Parkside and desired to create an organization dedicated to the needs of learning center professionals in the Midwest. In October 1985, she called a meeting of learning support professionals in Madison, WI. From this meeting, the Midwest College Learning Center Association (MCLCA) was begun.

It is because of her vision that we exist as NCLCA today. On our 20th Anniversary, we honored her leadership by awarding her the NCLCA Lifetime Achievement Award.

Thank you, Carol, for your vision. And Happy 30th Anniversary to NCLCA!

The Learning Assistance Review

The Learning Assistance Review (TLAR) is the peer reviewed journal for the National College Learning Center Association. It seeks to foster communication among learning-center professionals who are interested in improving the learning skills of postsecondary students.

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.

Members are encouraged to come speak with the editor, Michael Frizell, at any point. Michael is also discussing articles at his concurrent session:

- Writing About Your Center for the Learning Assistance Review; October 6, 3:30 p.m. – 4:20 p.m., Milwaukee B
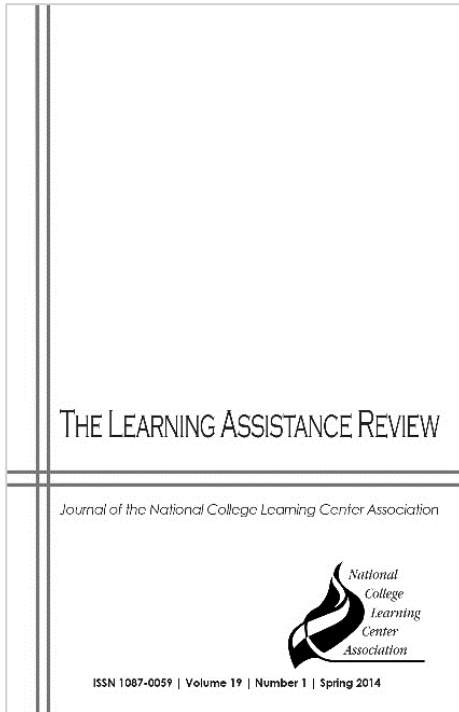
The NCLCA Newsletter

The NCLCA Newsletter is e-mailed to members 3-4 times a year. It includes many different types of feature articles:
- **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.
- **Newsletter Theme:** Topics are advertised in each newsletter for upcoming issues. Members are encouraged to submit articles on the current theme.
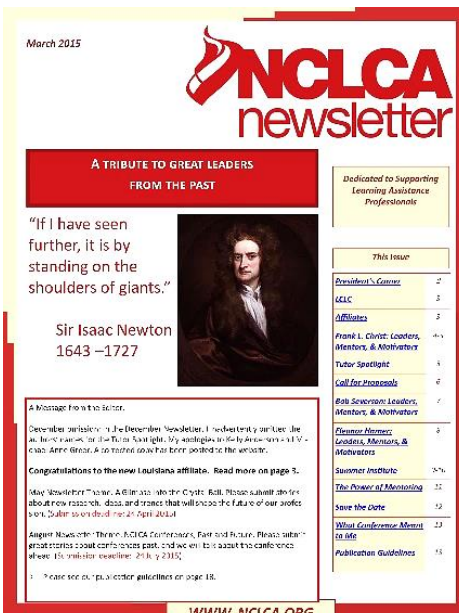
Learn more about these publications as well as many other resources online at **www.nclca.org**.

Fostering Deep Learning: A College Education That Makes a Difference

Tuesday, October 6, 1:45 p.m. – 3:15 p.m., Regency BCD
Also addressed during concurrent session: Tuesday, October 6, 3:30 p.m. – 4:20 p.m., Regency A

Ken Bain, *President*
Best Teachers Institute
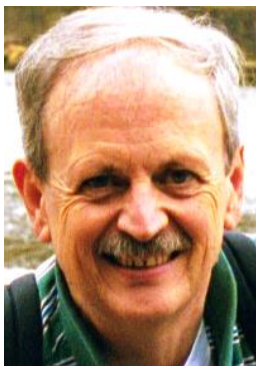
Dr. Bain's presentation will address the need for college instructors, tutors and other academic support staff to be able to nurture essential characteristics in their students, while they are also attending to the students' immediate needs. These characteristics include:

- deep learning
- the mastery and growth mindset
- the ability to solve complex problems
- curiosity and passion for the subject area

The address will pay homage to that theme of "Soaring into the Future" as learning centers become critical players in the success of college students.

DR. KEN BAIN is one of the best-known teachers and scholars of teaching and learning in the United States and the western world. His works have been translated into 12 languages and are widely read and discussed across Europe and Latin America. With the translations of his books into Mandarin, Korean, Japanese, and Vietnamese he is also becoming increasingly well-known in China and East Asia.

A well-accomplished historian, he earned his reputation in teaching and learning with the 2004 publication of *What the Best College Teachers Do*, one of the most widely-read and influential scholarly books published in the U.S. in the last half century. *What the Best College Teachers Do* won the 2004 Virginia and Warren Stone Prize for an outstanding book on education and society, and has been one of the top selling books on higher education. The sequel, *What the Best College Students Do*, won the Virginia and Warren Stone Prize in 2012 and has become an international best seller.

He is currently the president of the Best Teachers Institute, a research and education organization, but he spent much of his academic career at Vanderbilt, Northwestern, and NYU, before becoming Provost and Vice President for Academic Affairs, and Professor of History and Urban Education (National Center for Urban Education), at the University of the District of Columbia, a post he left in July 2013.

He was the founding director of four major teaching and learning centers: the Center for Teaching Excellence at New York University, the Searle Center for Teaching Excellence at Northwestern University, the Center for Teaching at Vanderbilt University, and the Research Academy for University Learning at Montclair University. In the 1970's and early 80's he was Professor of History at the University of Texas-Pan American, where he also served as director of that school's University Honors Program and as founding director of the History Teaching Center, a pioneering program sponsored by the National Endowment for the Humanities to promote greater collaboration between history teachers on the secondary level and university and college research historians. From 1984 to 1986, he served as director of the National History Teaching Center, which had a similar mission on the national level.

Honoring Our Past; Guiding Our Future

Tuesday, October 6, 8:30 a.m. – 9:30 a.m., Regency BCD

Johanna Dvorak, *Director, Panther Academic Support Services*
University of Wisconsin-Milwaukee

Martha Casazza, *Partner*
TRPP Associates

Jacqueline Harris, *Postsecondary Outreach Specialist*
Military Family Research Institute, Purdue University

Join three influential past presidents of NCLCA as they discuss past experiences with the organization, especially as it came into existence and eventually transitioned into a national organization. The advent of TLAR, the annual conference, the summer institute, the contributions of key figures such as Martha Maxwell and Frank Christ, and our history of high-profile keynote speakers will be addressed. The past presidents will also address the role of NCLCA in the lives of learning center professionals in the present and future, including initiatives such as scholarships, publication opportunities, state affiliations, leadership certification, and the designation of learning centers of excellence.

DR. JOHANNA "JONNIE" DVORAK participated in the founding of NCLCA's predecessor organization, the Midwest College Learning Center Association. Dr. Dvorak has served NCLCA in a variety of board positions, including President of MCLCA for 1993-1994 and President of NCLCA for 2003-2004. She served as conference chair in 1990, 1993, and 2003. She also served as recording secretary, professional development chair, and as the 1995 Summer Institute chair.

Dr. Dvorak has written articles for the NCLCA Newsletter and NCLCA's professional, peer-reviewed journal, The Learning Assistance Review. She was an NCLCA representative on the ACDEA Blue Ribbon Commission and Chair of the CLADEA Certification Committee.

Dr. Dvorak is currently NCLCA's representative on the CLADEA Political Advocacy Committee, and she is the long-time director of the Panther Academic Support Services Learning Center at the University of Wisconsin-Milwaukee, having served in that role since 1995. In 2014, UWM's Panther Academic Support Services earned the NCLCA/Frank L. Christ Outstanding Learning Center Award for 4-Year Institutions.

DR. MARTHA CASAZZA was instrumental in the creation of MCLCA (Midwest College Learning Center Association). In 1988, she served on the initial board of directors, and then served as president of MCLCA from 1988-1989. She also served as the first co-editor of TLAR (The Learning Assistance Review). Dr. Casazza was instrumental in organizing the early summer institutes and annual conferences of MCLCA where Martha Maxwell and Mike Rose were inspiring speakers. She organized the Martha Maxwell archival collection that is currently housed at National Louis University.

Dr. Casazza currently is a partner in the educational consulting firm of TRPP Associates. She serves on the Editorial Boards for the Journal of Developmental Education and the Journal of College Reading and Learning. She received the Hunter R. Boylan Outstanding Research/Publication Award in 2004, is a Founding Fellow of the Council of Learning Assistance and Development Education Associations (CLADEA) and was named a Certification Trailblazer by the National Association for Developmental Education in 2010.

DR. JACKIE HARRIS served as president of the National College Learning Center Association from 1999-2000. During her tenure with NCLCA, she was instrumental in the process of transitioning MCLCA into the national organization it is today. She organized and served as a mentor for three Summer Institutes, and she has received the National College Learning Center's Professional Certification Level 4, Lifetime Certification. Her contribution to NCLCA over the past 25 years has been vast and varied: concurrent session presenter, panel participant, institute presenter and mentor, conference committee, and board member.

Dr. Harris worked in Ball State University's Learning Center (Muncie, Indiana) for 25 years. In 2010, Ball State University's Learning Center earned the NCLCA/Frank L. Christ Outstanding Learning Center Award for 4-Year Institutions. Dr. Harris currently works with as a Postsecondary Outreach Specialist with Purdue University's Military Family Research Institute.

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PRE-CONFERENCE SCHEDULE

Topic/ Presenter	Regency A	Executive A B	Executive C D
Monday, October 5 • 8:30 a.m. – 11:30 a.m.			
Institute A: The New Director's Toolkit (I) *A. Craig*	●		
Institute B: Assessment 101 *E. Humphrey*		●	
Institute C: Strategic Planning for College Learning Centers *D. Goldstein, K. Rosenberg, & E. Hill*			●
Monday, October 5 • 12:30 p.m. – 3:30 p.m.			
Institute D: The New Director's Toolkit (II) *Alan Craig*	●		
Institute E: Creating a Hybrid Tutor Training Program *K. Volk*			●
Institute F: Breaking the Habit Loop *L. Geddes*		●	

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Institutes A & D: The New Director's Toolkit (I and II)
Monday, October 5, 8:30 a.m. - 11:30 a.m. and 12:30 p.m. - 3:30 p.m., Regency A

Alan Craig, *Retired*
Georgia Perimeter College

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

ALAN CRAIG recently retired from Georgia Perimeter College. He was the Director of the Learning & Tutoring Center for GPC (five campuses) and the Coordinator of the Learning & Tutoring Center (LTC) at the Dunwoody Campus. His responsibilities included many typical components of a learning assistance center including a reading lab, writing center, and math and science center. The LTC also provides tutoring in other disciplines, conducts a variety of workshops, and sponsors ESL conversation groups. Alan also taught the occasional math or statistics course (both face-face and online). He was a member of the college-wide Graduation and Retention Council and co-chaired 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 working on his dissertation). Alan has been an adjunct instructor in mathematics at Georgia Perimeter College and at Hillsborough Community College. He tutored at both as well. Alan is a Past President of NCLCA, and he currently serves as NCLCA's representative to the Council for Learning Assistance and Developmental Education Associations. Alan is a member of CRLA, NADE, ATP, AMATYC, AEA, and the Georgia Tutoring Association. Alan is also Associate Content Editor of the web portal Learning Support Centers in Higher Education http://www.lsche.net

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Institute B: Assessment 101: The What, Why, and How of Assessment for Learning Center Professionals
Monday, October 5, 8:30 a.m. - 11:30 a.m., Executive A&B

Elaine Humphrey, *Director, Maj. Gen. W. Thomas Rice Center for Leader Development*
Virginia Tech

This institute is designed for learning-center professionals who are seeking an introduction to the terminology, concepts, and steps of assessment so they can answer the call by various stakeholders to document the effectiveness of their programs and services. Rather than a foe, this session will help practitioners view assessment as a friend that can inform their practice and give them evidence to promote their center. At the conclusion, participants will have a draft of a plan for their center that they created using the tools and lessons learned during the Institute. Participants should bring a copy of their institutional mission, learning center mission (if available; if not, no worry), a list of their currently offered programs and services with a one-sentence description of each, and a list of any assessment(s) currently conducted by or for their department.

ELAINE HUMPHREY currently serves as the Director of the Maj. Gen. W. Thomas Rice Center for Leader Development, Virginia Tech. She has served as past Director of Miller Academic Center at Virginia Military Institute. She previously worked at Virginia Tech as Assistant Director for Academic Support and Associate Director for Research and Assessment with the Student Success Center (formerly known as the Center for Academic Enrichment and Excellence). Dr. Humphrey earned her B.A. in Elementary Education (College of William and Mary), her Masters in Higher Education and Student Affairs (Virginia Tech), and her Ph.D. in Educational Leadership and Policy Studies (Virginia Tech). She also holds NCLCA's Lifetime Certification (Level 4). Her areas of interest include assessment, diversity in higher education, and ethical practice in student affairs.

Thoughts on Education

"The illiterate of the future will not be the person who cannot read. It will be the person who does not know how to learn."

- Alvin Toffler

Institute C: Strategic Planning for College Learning Centers: Where Are You Going?

Monday, October 5, 8:30 p.m. - 11:30 p.m., Executive C&D

David Goldstein, *Director, Teaching and Learning Center*
Karen Rosenberg, *Strategic Projects Specialist*
Erin Hill, *Director, Quantitative Skills Center*
University of Washington Bothell

Strategic planning can guide any learning center to maximum benefit for its campus. Strategic planning often stalls, or leads to a nebulous plan that offers little help in decision-making. Having grappled with their own strategic planning process, the facilitators from a national award-winning Teaching and Learning Center will guide participants through an inquiry-based workshop designed to jump start their own planning process. Blending insights from current research and their own experience, the facilitators will lead participants through a series of exercises which will give them concrete tools and draft documents to bring back to their centers. Participants are welcome—but not required—to bring guiding documents such as mission and vision statements, current strategic plans, and goal statements.

DAVID GOLDSTEIN is a senior lecturer in the School of Interdisciplinary Arts and Sciences at the University of Washington Bothell, where he also serves as Director of the Teaching and Learning Center. He earned a Ph.D. in comparative culture from the University of California, Irvine, and publishes in the fields of American and ethnic studies, literary studies, and the scholarship of teaching and learning and leads pedagogy workshops throughout the U.S. and in Japan. His co-edited book on using clickers in the classroom and a co-authored book on Toni Morrison are scheduled for publication in 2015.

KAREN ROSENBERG is the Strategic Projects Specialist at University of Washington Bothell's Teaching and Learning Center where she works on strategic planning, faculty development, and communications. She is affiliate faculty in the School of Interdisciplinary Arts and Sciences with a focus on writing pedagogy and gender studies. She directed UW Bothell's Writing and Communication Center for six years (2008-2014) where she collaboratively led strategic planning initiatives. Rosenberg holds a Ph.D. in Women Studies (now Gender, Women and Sexuality Studies) from the University of Washington.

ERIN HILL is an alumna of the University of Washington with a B.S. in physics, and a graduate of the University of California, Irvine, where she earned her Ph.D. in physics with a focus on biophysics. She is the Director of the Quantitative Skills Center (QSC), an Associate Director of the Teaching and Learning Center, and a Lecturer in the School of Science, Technology, Engineering, and Mathematics at UW Bothell. Dr. Hill implements faculty development and student workshops with a focus on quantitative reasoning. She implements active learning methods in an introductory physics classroom, and - in collaboration with other physics faculty - is redesigning the introductory calculus-based physics labs to increase students' conceptual understanding, teamwork skills, critical thinking, and reflection, and to encourage hands-on learning. Dr. Hill's interests are in physics education research, applications of physics to technology, biology, and medicine, and in quantitative literacy across all disciplines.

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Institute E: Creating a Hybrid Tutor Training Program: Getting Started and Fostering Engagement

Monday, October 5, 12:30 p.m. - 3:30 p.m., Executive C&D

Kathleen Volk, *Academic Support Program Manager, Learning Commons*
Carroll University

Taking risks with how you deliver tutor training might make you apprehensive at first, but the gains from experimentation will surprise you and your staff! This institute is designed to walk you through the process and rationale of creating a hybrid tutor training program with online and in-person components. As a group, we will work through several training activities and put ourselves in our tutors' shoes.

Expect to investigate how to design online training content using principles of online teaching and learning to ensure maximum engagement from your tutors. In-person collaborative training activities created by a committee of peer educators at Carroll will also be shared and then demonstrated by participants. Additionally, a model for leading a tutor-centered training committee will be provided.

This workshop is useful for learning center professionals from all levels of experience looking to make changes to their tutor training content and delivery method. Please bring an overview of your current training curriculum (topics covered, citations, etc.).

KATHLEEN VOLK serves as Academic Support Program Manager in the Carroll University Learning Commons. She supervises subject tutoring, the Math 101 Coaches program and the Math Center, facilitates academic skill workshops, and supports developing graduate/professional programs. Volk has worked in academic support services for 8 years, having developed interest in the field through tutoring as an undergraduate. She has presented at WLAN (Wisconsin Learning Assistance Network), NCLCA, and CRLA and was published in the Journal of Physician Assistant Education in Summer 2014. Kathleen's research interests include graduate/professional student support services, tutor training, and metacognition. She earned an Honors B.A. in English and History from Loras College, an M.A. in English from Marquette University, and most recently, an M.Ed in Adult and Continuing Education from Carroll University.

Thoughts on Education

"Education is the most powerful weapon which you can use to change the world."

- Nelson Mandela

Institute F: Breaking the Habit Loop: Moving Students Beyond Memorization to Deep Thinking and Learning

Monday, October 5, 12:30 p.m. - 3:30 p.m., Executive A&B

Leonard Geddes, *Associate Dean, Co-Curricular Programs and Director, Learning Commons*
Lenoir-Rhyne University

Educators have used numerous strategies and tactics to stimulate higher-order thinking and deep learning outcomes among students. However, even the best educators struggle to move students beyond merely memorizing information. Perhaps current efforts fall short because they assume students' usage of memorization skills is deliberate. Recent neuroscience findings suggest students' shallow thinking may stem from a continuous mental loop that operates outside of their awareness. This session blends research on metacognition and neuroscience to show how students are habituated into a pattern of unproductive thinking, and more important, how to break the loop and move students toward deep interactions.

Workshop participants will explore emerging research, view video snippets, participate in activities, and be involved in live experiences that ensure that they leave the session not simply with greater knowledge, but with a plan for dismantling students' habitual shallow thinking patterns and cultivating cravings for deep thinking and learning.

LEONARD GEDDES is the Associate Dean of Co-Curricular Programs and Director of the Learning Commons at Lenoir-Rhyne University. Mr. Geddes is an associate of the National Center for Developmental Education (NCDE). Mr. Geddes is an expert on learning improvement for college and high school students. He founded The LearnWell Projects as a platform to provide practical, research-based support for college and university faculty. Mr. Geddes combines research from disparate fields and translates it into innovative practices that improve student performance and advance the learning assistance profession. The LearnWell Projects' website is a portal that educators and students throughout the world use a resource.

Thoughts on Education

"Much education today is monumentally ineffective. All too often we are giving young people cut flowers when we should be teaching them to grow their own plants."

- John W. Gardner

Thursday, October 8 • 9:00 a.m. – 12:00 p.m.

Topic/ Presenter	Executive A B	Executive C D
Institute G: Using the SLA Model for Academic Support to Increase Student Outcomes *M. Golson*	●	
Institute H: The Road to Becoming a Center of Excellence *L. D'Adamo-Weinstein, E. Richardson, & L. Sanders*		●

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Institute G: Using the SLA Model for Academic Support to Increase Student Outcomes in a Cost Effective Manner
Thursday, October 8, 9:00 am - 12:00 p.m., Executive A B

Martin Golson, *Director, Academic Support*
Austin Peay State University

During this interactive session on the SLA Model for providing academic support, Martin Golson will discuss the factors that are driving redesign and the results that have been obtained using the SLA Model to improve student success. The participants will have the opportunity to discuss potential obstacles to implementing this program at their institution and strategies for overcoming them. Participants are encouraged to bring information about a course they are considering redesigning, including number of enrollments, DFW rate, prerequisites, and retention rates of students who enroll in the course. During the session, participants will have the opportunity to begin drafting a proposal for implementing the redesigned course, including expected impact on students and cost. Participants will be provided with the training program used for SLA Leaders at APSU.

MARTIN GOLSON 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 80 people, including professional staff, graduate assistants, and student workers. Martin has participated in the redesign of Mathematics, English, Biology, Chemistry, and History courses at APSU. He is a Redesign Scholar with the National Center for Academic Transformation.

Martin earned a BS in Mathematics Education and a MAED in Instructional Technology from Austin Peay State University after having served twenty-three years in the U.S. Army. He is a Certified Learning Center Professional, Level 4 and is currently the Publications Officer for NCLCA.

Thoughts on Education

"The object of education is to prepare the young to educate themselves throughout their lives."

-   Robert M. Hutchins

Institute H: The Road to Becoming a Center of Excellence

Thursday, October 8, 9:00 am - 12:00 p.m., Executive C D

Lisa D'Adamo-Weinstein, *Director, Academic Support*
Northeast Center of SUNY Empire State College

Elaine Richardson, *Retired Director, Academic Success Center*
Clemson University

Laura Sanders, *Assistant Dean, Student Success, College of Engineering*
Valparaiso University

The purpose of the Centers of Excellence Designation Program is to:

- promote professional standards of excellence for learning centers;
- encourage centers to develop, maintain and assess quality programs and services to enhance student learning;
- honor the history of established and unique learning centers; and
- celebrate the outstanding achievements of centers that meet and exceed these standards.

This post-conference institute will walk participants through the rationale for the creation of the designation program; review the criteria for evaluation and discuss the steps for completing an application. We will also share insights gathered during the first two rounds of applications reviews to assist participants in developing a clear plan for how they can best put together their own application.

LISA D'ADAMO-WEINSTEIN has been a professional in the field of academic support and learning assistance for over 20 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.

ELAINE RICHARDSON has worked in higher education for over 40 years at Clemson University, holding positions as a research and teaching lab coordinator, professor in teaching and research, and program administrator. She received her BS in Biology from the University of Memphis, Master of Science in Dairy Science, and PhD in Animal Physiology, both from Clemson University.

Elaine retired in June 2014 after 12 years as the Director of the Academic Success Center at Clemson University, currently holding the title of Professor Emerita of Animal and Veterinary Sciences and Director of the Academic Success Center. During her tenure as the ASC director, the center received numerous national and international awards. She continues to be active in the learning assistance field and is currently chairing the NCLCA committee to develop a Center of Excellence program.

LAURA SANDERS has been a learning center professional in STEM-related academic support for almost 20 years. She is currently the Assistant Dean for Student Success in the College of Engineering at Valparaiso University. Her responsibilities include directing the engineering learning center, managing all retention programs, and advising all first-year students for the College of Engineering. She has shared her work in numerous presentations and trainings at national and regional conferences on topics such as unique tutoring programs, learning styles, retention strategies, and best practices in assessment. Laura is currently serving as Immediate Past President of NCLCA.

CONCURRENT SESSIONS SCHEDULE

Tuesday, October 6 • 9:45 a.m. – 10:35 a.m.

Topic/ Presenter	Regency A	Executive A	Executive B	Executive C	Executive D	Gilpatrick	Lakeshore A	Lakeshore B	Lakeshore C	Milwaukee A	Milwaukee B	Crystal	Atrium
NCLCA 2014 Frank L. Christ Outstanding Learning Center Award Winner: University of Wisconsin-Milwaukee Panther Academic Support Services *J. Dvorak, M. Knasinski, N. Heinen & J. Filz*	●												
Campus to Career: A holistic approach to preparing your Tutors for the future *C. Basak & K. Johnson*		●											
Training Non-Technical Peer Writing Tutors Collaboratively to Assess Engineering Lab Reports *R. Pflueger & R. Weissbach*			●										
Achieving Greater Heights: Space and Design Modifications that Enhance the Learning Process *G. Bailey*				●									
Using Volunteer Tutoring to Deliver Tailored Departmental Academic Support *G. Rivkin*					●								
Crisis of Consciousness: The Myth of Multitasking and Overcoming Continuous Partial Attention *J. Valkenburg*						●							
Transforming Good Students into Great Learners *L. Geddes*							●						
Skills Gap Support in the Classroom *K. D'Aprix*								●					
Holistic Student Success: Addressing Academic, Mental, and Physical Wellbeing Throughout the Student Life Cycle *K. De Oliveira & E. Rosenthal*									●				
Flight Plans for your program: study and writing strategies *L. MacDonald*										●			

Tuesday, October 6 • 9:45 a.m. – 10:35 a.m.

Topic/ Presenter	Regency A	Executive A	Executive B	Executive C	Executive D	Gilpatrick	Lakeshore A	Lakeshore B	Lakeshore C	Milwaukee A	Milwaukee B	Crystal	Atrium
NCLCA Learning Center Leadership Certification (LCLC) *E. Humphrey*											●		
Academic Coaching: Helping Students Soar *M. Jones & M. McClure*												●	
Technical Support - Maximizing Center Resources with TutorTrac Software *J. Halter*													●

Topic/ Presenter	Regency A	Executive A	Executive B	Executive C	Executive D	Gilpatrick	Lakeshore A	Lakeshore B	Lakeshore C	Milwaukee A	Milwaukee B	Crystal	Atrium
Student Voices: A Model for Student Success *M. Casazza & S. L. Silverman*	●												
Enriching the On-campus Employment Experience: Understanding the Self-Directed Learning Characteristics of our Student Staff *Z. Betancourt*		●											
Person First Language & Disability Etiquette: A Tutor Training Model *D. Fincham*			●										
From Study Skills to Learning Strategies: Making Non-Content Specific Assistance Relevant at an Award-Winning Learning Center *G. Allison*				●									
Learning Centers: "We ARE Student Retention!" We Just Need to Show It *M. Brocato*					●								
Keeping up with the Times: The Evolution of an Academic Support Program Redesigned for Student Engagement and Success *N. Taylor*						●							
Time for a new paradigm: Developing a high impact intervention program for at-risk first year students *B. Grace-Odeleye*							●						
Building Foundational Skills through Facilitated Study Groups for Nontraditional Premed Students *M. Allen, S. Remedios & R. Jenkins*								●					
Tutor Day: An Innovative Approach to Promoting Your Tutors, Center, and University *S. Hopkins & D. Fort*									●				
Soaring into the Future with Online Academic Support *A. Mack*										●			

Topic/ Presenter	Regency A	Executive A	Executive B	Executive C	Executive D	Gilpatrick	Lakeshore A	Lakeshore B	Lakeshore C	Milwaukee A	Milwaukee B	Crystal	Atrium
Soar into the Future with ITTPC and IMTPC Certification for Peer-Assisted Programs *D. Briggs*											●		
Implementing an Academic Coaching Program as an Avenue for Student Success *S. Walker*												●	
Tutor Matching Service as a Resource *E. Fieldman & E. Wheeler*													●

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Topic/ Presenter	Regency A	Executive A	Executive B	Executive C	Executive D	Gilpatrick	Lakeshore A	Lakeshore B	Lakeshore C	Milwaukee A	Milwaukee B	Crystal	Atrium
Continuing the Conversation *K. Bain*	●												
How do I put this on my resume?: Developing Professional Skills for Tutors *J. Flores*		●											
Cultural competence as your learning center Soars Into the Future! *D. Garland*			●										
Marketing Your Learning Center to Make Attendance Soar *G. Carmichael*				●									
Maneuvering the Masses: How Managing Your Student Employees Can Make Your Resource Center Soar *J. Kourtidis*					●								
Soaring into the Future: A Four-Year University and a Two-Year College Work Together to Provide Academic Assistance to Students *P. Seawright & G. Waugaman*						●							
Supporting Students with Autism Spectrum Disorder *L. Grigg Mason & P. Bastedo*							●						
Taking Peer Leadership in STEM to New Heights *S. Blackwell*								●					
Student Success: Making Cents of the Investment *J. Tysse & D. Krieb*									●				
Soaring Into the Future: Rethinking Online Tutoring *M. Maez*										●			
Writing about Your Center for The Learning Assistance Review *M. Frizell*											●		
Moving from Tutoring to Academic Coaching *G. Burkart*												●	
Make Math Remediation "Add Up" in Your Learning Center *B. Khouri*													●

Topic/ Presenter	Regency A	Executive A	Executive B	Executive C	Executive D	Gilpatrick	Lakeshore A	Lakeshore B	Lakeshore C	Milwaukee A	Milwaukee B	Crystal	Atrium
Frank L. Christ: The Wind Beneath Our Wings as NCLCA Soars Into the Future *D. Briggs, J. Dvorak, V. Kiesel, L. MacDonald, S. McGuire, B. Hughes, & R. Sheets*	●												
Tutors Who Soar Into Their Future: Managing Tutors Towards Outcomes *J. Mladic*		●											
Peer Tutoring in Context: Considering the Student Cultures that Develop in Academic Support Programming *J. Breslin*			●										
What's in a Name? That Which We Call a Learning Center by Any Other Name is Stil Misunderstood *CJ Farnsworth, S. Smith & C. Moore*				●									
Activities for Increasing Problem Solving, Authentic Learning, and Collaborative Learning Activities in Coursework and Learnng Centers *H. Anderson*					●								
Operating and Expanding a Residential Tutoring Center: How a Robust Academic Support Network in Campus Residence Halls Promotes Student Success *R. Specht*						●							
Real Talk: Radical Transparency as a Tool for Facilitating New Student Transition *R. Jenkins, S. Remedios & M. Allen*							●						
#studybreakfast: It's what's before finals! *G. Cirrincione, G. Garcia, S. Villanueva, & J. Salas*								●					
Reach for the Sky - Using the impACT model for Faculty *M. Soliz*									●				
Are learning services evolving in lock step with higher education pedagogy? *P. Czapla*										●			
Help Your State/Region Soar Into the Future! *P. Maher*											●		

Wednesday, October 7 • 9:15 a.m. – 10:05 a.m.

Topic/ Presenter	Regency A	Executive A	Executive B	Executive C	Executive D	Gilpatrick	Lakeshore A	Lakeshore B	Lakeshore C	Milwaukee A	Milwaukee B	Crystal	Atrium
Innovative Ways to Provide Tutoring for ALL Courses *E. Wheeler & E. Fieldman*												●	
WCONLINE - Online Scheduling, Recordkeeping and Reporting for Academic Support Centers *C. Hay & R. Hay*													●

Wednesday, October 7 • 10:20 a.m. – 11:10 a.m.

Topic/ Presenter	Regency A	Executive A	Executive B	Executive C	Executive D	Gilpatrick	Lakeshore A	Lakeshore B	Lakeshore C	Milwaukee A	Milwaukee B	Crystal	Atrium
Past NCLCA Presidents Address Current Issues *A panel of past presidents*	●												
Bridge to Academic Success: Aiding the Student Transition to College for Academically At-Risk Students *S. Sawalich & E. Bullerdieck*		●											
Effective Management Strategies for New Managers of Learning Centers *A. Compton*			●										
Meeting Wildly Important Goals through Academic Support *D. Ferreira, M. Blake & E. Sweeney*				●									
Soaring into the World of Marketing: Strategic Moves for Making Your Learning Center Visible and Attractive *D. Malewicki*					●								
The Brain and Technology: A love / hate relationship and its impact on learning *C. Dzubak*						●							
An Integrative Approach to Supporting Underrepresented Minority, First-generation College and Economically Disadvantaged Students: Best Practices and Assessment *T. Mar*							●						

Topic/ Presenter	Regency A	Executive A	Executive B	Executive C	Executive D	Gilpatrick	Lakeshore A	Lakeshore B	Lakeshore C	Milwaukee A	Milwaukee B	Crystal	Atrium
Retention in action beyond USA: Sharing results and experience of an innovative approach for tutoring services in Latin America *M. del Pilar Zuñiga*								●					
Leaders Leading Leaders: Improving Program Quality with a Team Mentor Model *A. Raines*									●				
A Step into the Future for Writing Centers: Embedding Writing Support into Online Course Platforms *L. Detmering & S. Meyer*										●			
Soaring into the Future of Learning Assistance for Mathematics: The Mathematics Assistance Center (MAC) @ IUPUI *K. Berkopes*											●		
Association for the Tutoring Profession - Certification Options for Tutor and Tutor Trainers through ATP *M. Doney*												●	
Support Services for Online Students in Higher Education *S. Conceicao*													●

Thoughts on Education

"He who opens a school door, closes a prison."

- Victor Hugo

Topic/ Presenter	Regency A	Executive A	Executive B	Executive C	Executive D	Gilpatrick	Lakeshore A	Lakeshore B	Lakeshore C	Milwaukee A	Milwaukee B	Crystal	Atrium
Research in Learning Assistance: The Year in Review *H. Boylan*	●												
Professional Training Strategies: Make Your Workshops More Effective and Engaging *M. May*		●											
Today's Employees, Tomorrow's Leaders: Successfully Supervising Learning Center Employees *T. Miller-Bowden & C. Lock*			●										
Leveraging Success by Facilitating Others on Campus *J. McGee*				●									
Using Tutoring Data to Inform Learning Center Practices *S. Villanueva & J. Silas*					●								
Probation to Proud: Peer Leaders Soar to Success in the Academic Recovery Classroom *L. Coleman*						●							
Cerullo Learning Assistance Center (CLAC): Model of Excellence *K. Fazal, M. Roidi, & J. Findura*									●				
Using and Creating Digital Content to Provide 24/7 Academic Support *H. Hassemer*										●			
Helping freshmen soar into the future: an early intervention program with freshmen in the Natural Science and Mathematics College: Program description, results, and lessons learned *L. Heidel*											●		
Powering Peer Learning *Greg Greer*												●	
Integrating Support Services with Early Alerts to Impact Student Success *A. Pritchett & A. Ruma*													●

Wednesday, October 7 • 3:20 p.m. – 4:10 p.m.

Topic/ Presenter	Regency A	Executive A	Executive B	Executive C	Executive D	Gilpatrick	Lakeshore A	Lakeshore B	Lakeshore C	Milwaukee A	Milwaukee B	Crystal	Atrium
Retention Agenda: Standing at the Intersection of Accountability and Student Success *E. Moschella & K. Norris*	●												
By Tutors, For Tutors: How Peer Tutors Revised a Learning Center's Training Manual *J. Mohan*		●											
Funding a Learning Center as we Soar into the Future *J. Bebergal*			●										
In Flight Movie: A Decent Proposal *J. Mitchell*				●									
Real Talk: Theory to Practice in Learning Center Leadership *J. Breslin, A. Sharpe & C. Maier*					●								
Effectiveness of a Study Skills Course to Increase Retention of At-Risk Students *B. Downing*						●							
GS Reading Coaching: Supporting Nontraditional Undergraduates Across the Curriculum *S. Remedios, R. Jenkins & M. Allen*							●						
Sprinting to the Future: Individualized Academic Success Coaching for Student Athletes *S. Burgin, C. Caputo, M. Logsdon & C. Smith*								●					
Taking the Fear Out of Studying for STEM *V. Sheperd & C. Taylor*									●				
The Magic of Multi-modal Student Support: Constructivist Theory & Constructing Great Learning Centers *D. Kephart, J. Dvorak & J. Filz*										●			
Neaux Calculus, Neaux Problem: How to Create a Calculus Study Skills Workshop *E. Wheeler*											●		
Innovative Educators - Flipped Student Services: Restructuring How We Support Today's Students *E. Kennon, V. Kisiel, & S. McGuire*													●

CONCURRENT SESSION DESCRIPTIONS BY TIME

Tuesday, October 6 • 9:45 a.m.-10:35 a.m.

Regency A **NCLCA 2014 Frank L. Christ Outstanding Learning Center Award Winner: University of Wisconsin-Milwaukee Panther Academic Support Services •** *Johanna Dvorak, Mary Knasinski, Nicole Heinen, & Jen Filz*

Is your center exemplary? This session will highlight the University of Wisconsin-Milwaukee's Panther Academic Support Services as the 2014 Frank L. Christ/NCLCA Outstanding Learning Center. We will describe our services and outline our application process as a guide for other centers who wish to apply for the award.

Executive A **CAMPUS TO CAREER: A holistic approach to preparing your Tutors for the future •** *Carole Basak & Kelly Johnson*

How can Career Services and Learning Assistance collaborate to help tutors identify, develop, and highlight the soft skills that employers seek? Through training and collaboration we:
1. Help tutors understand professional expectations and accountability
2. Identify personal strengths and areas in need of development
3. Give opportunities to develop skills and understanding
4. Help tutors identify and highlight the transferrable skills they have honed as tutors
5. Reward tutors' efforts and growth

Executive B **Training Non-Technical Peer Writing Tutors Collaboratively to Assess Engineering Lab Reports •** *Ruth Pflueger & Robert Weissbach*

Peer tutoring programs are well-established at many universities. However, peer writing tutors are often enrolled in non-technical disciplines and are intimidated by the prospect of providing feedback on technical subject matter. This session describes an interdisciplinary method of training peer writing tutors without technical backgrounds to provide effective feedback on technical documents.

Executive C **Achieving Greater Heights: Space and Design Modifications that Enhance the Learning Process •** *Geoff Bailey*

Space and design play an integral role in shaping the learning process. Yet, many of us are challenged by finite spaces and budgets, limited furniture options, or even knowing what changes are beneficial versus having limited ROI (return on investment). This presentation/group discussion will delve into key research, the concept of future-proofing, strategies to pay for upgrades, and how to be intentional about design enhancements that will positively impact learning and foster a welcoming environment.

Executive D **Using Volunteer Tutoring to Deliver Tailored Departmental Academic Support •** *Garri Rivkin*

The session will examine the educational and institutional causes for, and the operational challenges and successes of running The City Tutors (CT) which works directly with college programs and departments at City College of New York to create tailored systematic academic support for at-risk students using volunteer tutoring and modified SI as the primary vehicle.

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Gilpatrick   **Crisis of Consciousness: The Myth of Multitasking and Overcoming Continuous Partial Attention** • *Jim Valkenburg*

By first establishing exactly what we mean by the term "consciousness" (especially as it applies to learning within the current educational environment), this presentation will tackle the perplexing concept of multi-tasking (can we or can't we). From the attention that must be paid in order to process information into long-term memory, to the distractions wrought by current technological presentation formats, we are in what has been call a state of "continuous partial attention." The presentation addresses the implications of this symptomology and how it can be overcome.

Lakeshore A   **Transforming Good Students into Great Learners** • *Leonard Geddes*

Why do so many "good" students struggle in college? One primary reason is that they confuse the actions of being a student with the outcome of learning. But what if there was a way to help students convert their study efforts into actual meaningful and measurable learning? Using a variety of multi-media platforms, participants will embark on an experience that will prepare them to transform the good students at their institution into great learners. Participants will leave with a refreshed approach that helps students reimagine how to navigate collegiate learning environments.

Lakeshore B   **Skills Gap Support in the Classroom** • *Kathleen D'Aprix*

What happens when a course depends upon students having skills that they simply have not learned yet? This session will focus on how embedded tutors in two such courses in a technical A.A.S. program help students master the math skills gap which historically has prevented promising students from moving beyond these gateway courses. Our hybrid model, a mix of traditional and intrusive tutoring paired with in-class workshops, will be discussed as well as ways to modify this program for other content/course pairings.

Lakeshore C   **Holistic Student Success: Collaborative Programming to Address Academic, Mental, and Physical Wellbeing Throughout the Student Life Cycle** • *Katie De Oliveira & Emily Rosenthal*

For students to be academically successful, they need to not only be prepared to learn, but also holistically sound. Holistic student success means students are in a state of well-being physically, psychologically, emotionally, intellectually, socially, and spiritually. How prepared students are for learning determines how well they learn, influencing persistence, retention, and graduation. This session will discuss a multi-disciplinary holistic student success collaborative approach to providing academic support to students through integrated student support programming.

Milwaukee A   **Flight Plans for your program: Study and writing strategies** • *Lucy MacDonald*

The Flight Plan for Soaring to the Future includes building resources for Learning Centers, Tutoring Centers and First Year Experience programs in Study and Writing Strategies. This session presents a variety of resources available in one location online (www.howtostudy.org) and ways that they have been used successfully both individually by students, in classes, and in tutor training. A new feature allows tutor trainers and faculty to build their own private group of students. Discussion will include an exploration of how participants might use this feature.

Milwaukee B   **NCLCA Learning Center Leadership Certification (LCLC)** • *Elaine Humphrey*

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 four levels of certification, provides detailed criteria for each level, and reviews the application submission process.

Crystal   **Academic Coaching: Helping Students Soar** • *Morgan W. Jones & Megan McClure*

Academic coaching has become an important asset on our campus since its introduction nearly three years ago. Working with a wide variety of students, from 4.0 GPA achievers to those barely making the minimum academic standards, has its triumphs and challenges. This session will focus on what we have learned as academic coaches through our successes and failures, as well as ways to balance working with a large population of mandatory student referrals and those seeking assistance on their own.

Atrium   **Maximizing Center Resources with TutorTrac Software** • *Jon Halter*

Accurate maintenance of learning center data is critical in today's "technologically aware" campus. Successful service to students is required as more campuses compete for students. Students want access to their information and the ability to make appointments easily.

Software is a powerful tool in optimizing learning center personnel and resources. Paper systems are no longer feasible in a high-volume center. Proper use of software can increase student satisfaction that in turn increases center usage allowing directors and administrators to not only justify their program's existence, but obtain much-needed funds.

Our presentation will also include an interactive demonstration of TutorTrac software. Participants will be able to see the latest version of the software, ask questions and discuss the relevance of this software in their centers. Specific case studies will be examined and discussed.

Tuesday, October 6 • 10:50 a.m.-11:30 a.m.

Regency A   **Student Voices: A Model for Student Success** • *Martha Casazza & Sharon L. Silverman*

"Student Voices" is a research project including interviews with students who experienced significant barriers while completing their education. A qualitative analysis of the interviews through a grounded theory research design is a key component of the project. This analysis leads toward a model that will inform practice. The emerging model, "Believe In You," has three significant components that include emotional development, persistence and self-efficacy. Participants will listen to and discuss themes from several student interviews. The facilitators will describe the theoretical foundations of the model and offer recommendations for practice.

Executive A   **Enriching the On-campus Employment Experience: Understanding the Self-Directed Learning Characteristics of our Student Staff** • *Zoraya Betancourt*

Most college learning centers rely heavily on our student employees to be highly self-directed and take responsibility. Yet, how much are we doing to support the development of such aspects? This session will offer information on how to gain a better understanding of the self-directed learning characteristics of our student employees which can help administrators improve training and expand the professional development for this group of vital student staff.

Executive B   **Person First Language & Disability Etiquette: A Tutor Training Model** • *Derek Fincham*

The number of students with disabilities enrolling in higher education is increasing each year. Learning Center Administrators and Tutoring professionals must be equipped with effective skills to effectively interact with this unique student population. This workshop provides tutor trainers and program administrators with a tutor training model for teaching disability etiquette and interaction strategies.

Executive C   **From Study Skills to Learning Strategies: Making Non-Content Specific Assistance Relevant at an Award-Winning Learning Center** • *Gary Allison*

In this session conference attendees will learn about the tremendous impact that a thriving Learning Strategies program can have at an institution. They will learn what distinguishes a Learning Strategies program from a Study Skills program, and the steps that the Center for Academic Program Support (CAPS) took to increase student utilization of the program's services and gain faculty/staff buy-in.

Executive D   **Learning Centers: "We ARE Student Retention!" We Just Need to Show It** • *Melissa Brocato*

Many learning centers struggle with proving their value to their campus stakeholders, and many also struggle to obtain sustainable funding for their programs. With the current emphasis on student retention across the country, learning centers have a unique opportunity to demonstrate their value to a range of stakeholders. The Center for Academic Success at LSU has been on a 10-year journey to find campus data and other research that links its services to student retention. As a result, the CAS has increased funding and has been named a top fundraising priority by the LSU President.

Gilpatrick   **Keeping up with the Times: The Evolution of an Academic Support Program Redesigned for Student Engagement and Success** • *Natasha Taylor*

Florida Gulf Coast University's (FGCU) Eagle Success Program is designed to academically engage students and promote overall college success. This session will provide an overview of how the collaboration team of academic advisors and Center for Academic Achievement staff has led to the restructure and implementation of this program, which targets students with GPAs under 2.0 and newly admitted students. Information about the program's components and implementation strategies will be presented. Data will be provided from the intentional use of this program as an academic probation recovery initiative beginning in the fall 2014 term.

Lakeshore A   **Time for a new paradigm: Developing a high impact intervention program for at-risk first year students** • *Beverlyn Grace-Odeleye*

About half of all students who drop out of college do so in the freshman year or immediately after. Supporting and helping at-risk first year students navigate their transition from high school to college has been well documented as vital to strong persistence and retention in higher education graduation rates (Tinto 2004). This presentation will share information on incorporating a high impact intervention non-developmental summer bridge program for at-risk first year students. Utilizing an integrated program design including advisors, success coaches, peer mentors and tutors. Program materials will be shared as well as other ideas for a bridge program.

Lakeshore B   **Building Foundational Skills through Facilitated Study Groups for Nontraditional Premed Students** • *Mike Allen, Sara Remedios & Robert Jenkins*

This past year, the ARC at GS offered facilitated study groups for premed science courses. Rather than reinforcing course content, these groups focused on problem solving and study skills along with identifying and synthesizing core concepts from the course. We hope to share our research, assessment results, and takeaways from the program.

Lakeshore C   **Tutor Day: An Innovative Approach to Promoting Your Tutors, Center, and University •**
Stephanie Hopkins & Debbie Fort

Tutor Day provides an opportunity to promote your tutors, center, and university. This session will discuss how Missouri Southern State University developed this interactive opportunity to collaborate with local high schools, various university departments, and current CRLA certified tutors. We will discuss how to plan, organize, reach out to area high schools, and deliver an enriching training session that is a benefit to all who participate. Those who attend this session will leave with a plan and ideas for developing their own "Tutor Day".

Milwaukee A   **Soaring into the Future with Online Academic Support •** *Ana Mack*

How can you expand your academic support services to meet the needs of both online and on-campus students? How can we provide additional services beyond regular hours? We will introduce the implementation an online academic support initiative that includes online peer-assisted sessions and the creation of an online academic resource website. Find out what we have learned in this process as well as the best practices, challenges, successes, and implications for future growth and improvement.

Milwaukee B   **Soar into the Future with ITTPC and IMTPC Certification for Peer-Assisted Programs •**
Dorothy Briggs

Utilizing research-based and strategically implemented peer-assisted programs can elevate the effectiveness of learning programs. Explore the Tutor Training Program Certification (ITTPC) and Mentor Training Program Certification (IMTPC) programs of CRLA. Learn what is involved in developing these programs and the benefits and outcomes of peer education.

Crystal   **Implementing an Academic Coaching Program as an Avenue for Student Success •**
Stephanie Walker

The Academic Success Center at Kent State University launched its Academic Coaching program in Fall 2014. This presentation will describe what the Academic Coaching program is, what student population(s) it serves, and how it has developed throughout its inaugural year. Participants will hear how this program can provide consistent, intentional support to encourage students to "soar into the future" toward their own success. Additionally, participants will learn how to create such a program on a minimal budget if it does not presently exist on their campus.

Atrium   **Tutor Matching Service as a Resource •** *Ethan Fieldman & Erin Wheeler*

The purpose of the session is to discuss problems faced by academic support centers- the inability to provide academic support for every class offered by the university, the need to manage tutor lists efficiently for those in the community that would like to have access to university tutors, and the need for increased access to online tutoring. One innovative technology-based solution that many institutions around the country have adopted will be introduced and analyzed.

Tuesday, October 6 • 3:30 p.m.-4:20 p.m.

Regency A   **Continuing the Conversation •** *Ken Bain*

Dr. Ken Bain addresses the need for college instructors, tutors and other academic support staff to be able to nurture essential characteristics in their students: a quest for deep learning and the mastery and growth mindset, the ability to solve complex problems, and a nurturing of curiosity and passion for the subject area—all while attending to the students' immediate needs.

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Executive A   **How do I put this on my resume?: Developing Professional Skills for Tutors** • *Jennifer Flores*

We know that our students are great tutors, but how do we help them talk about what tutoring really is and how tutoring skills can transfer to other professional jobs? We'll share training tips and resources that will help tutors understand how their work fits into larger career goals.

Executive B   **Cultural competence as your learning center SOARS INTO THE FUTURE!** • *Diana Garland*

In our global society cultural competency is vital for student to be successful on campus and in their future employment. This session will focus on cultural competency its meaning and how we can improve cultural competency in our learning centers. You will learn methods to enhance cultural competency in your learning center, on your campus, and in the classroom. Attendees will have an opportunity to share ideas and discuss cultural awareness on their campus.

Executive C   **Marketing Your Learning Center to Make Attendance Soar** • *Greg Carmichael*

The best way for a learning center to grow is to attract more students to it. This presentation will highlight marketing strategies used by the award-winning Resources for Academic Achievement (REACH) at the University of Louisville. Strategies covered will include promotional giveaways, but also low- or no-cost ways to promote your center and increase attendance numbers including the Annual Cycle of Marketing, partnering with faculty and staff, and taking advantage of events around campus to get the word out about your learning center's services.

Executive D   **Maneuvering the Masses: How Managing Your Student Employees Can Make Your Resource Center Soar** • *Joanna Kourtidis*

Learn how to utilize your existing employees and technology to more effectively manage your time and duties as manager. Discover how to balance the necessity of a center ethos and collaborative management style with the administration's push for data, all while improving your center's image and function.

Gilpatrick   **Soaring into the Future: a Four-Year University and a Two-Year College Work Together to Provide Academic Assistance to Students** • *Patricia Seawright & Gretchen Waugaman*

Tri-County Technical College (TCTC), a two-year community college, and Clemson University (CU) are working together to provide supplemental instruction (SI) to TCTC's students in Biology 101, MAT 102, CHM 110, and Accounting 101 by sharing expenses, training, and facilities. This win-win effort by the two institutions allows TCTC to offer supplemental instruction on the TCTC campus to its students in difficult gateway courses, provides important leadership opportunities for Clemson and Tri-County Technical College students, and positively impacts the success and retention of many TCTC students who choose to transfer to Clemson University to continue their studies.

Lakeshore A   **Supporting Students with Autism Spectrum Disorder** • *Laurel Grigg Mason & Paul Bastedo*

Students with Autism Spectrum Disorder (ASD) will be entering postsecondary education at much higher rates in the next 10 years. In this session, you will learn about ASD, the type of support students with ASD may need from your learning center, and a useful strategy for handling challenging behaviors or personal habits.

Lakeshore B   **Taking Peer Leadership in STEM to New Heights** • *Stacey Blackwell*

As learning center professionals, we believe in the value of peer leadership positions, but what evidence do we have that these positions benefit students once they graduate? This session will introduce participants to our new Preparation in STEM Leadership (PSL) Program, which is designed to equip peer leaders in STEM fields to become industry leaders. The PSL Program is an intensive training program for peer leaders – such as tutors, study group leaders, learning assistants, and SI leaders – that includes scholarships, research opportunities, and professional development. The program utilizes a mixed methods approach to assess learning outcomes, leadership and communication skills, and the development of 21st Century Skills.

Lakeshore C   **Student Success: Making Cents of the Investment** • *Jon Tysse & Dennis Krieb*

Historically, community colleges are open enrollment institutions, allowing students with diverse academic abilities to enroll. Issues connected to open enrollment include: large developmental student populations, low completion, and retention statistics. Individually, these are difficult for institutions to address. Lewis and Clark have invested in student success and it is paying off in student retention. This presentation, by staff from Institutional Research and Director of the tutoring center, explore the development, and subsequent expansion of our tutoring center. We explore methodologies used to demonstrate its positive impact on student success as well as quantifying the fiscal impact of our tutoring centers.

Milwaukee A   **Soaring Into the Future: Rethinking Online Tutoring** • *Matthew Maez*

The Online Tutoring Program at the UNM Center for Academic Program Support has spent the past five semesters developing a suite of innovative online tutoring and learning assistance services. Today, it boasts a full service Online Learning Center that provides pedagogically-sound online support to students through a powerful shared digital whiteboard and the ability to communicate with a tutor through video, audio, and text-based chat. This service has revolutionized online learning at the University of New Mexico and serves as a model for how other learning centers can adopt technology to best meet the needs of diverse online learners.

Milwaukee B   **Writing about Your Center for The Learning Assistance Review** • *Michael Frizell*

The presentation will have two parts: The first part demonstrates a writing model by demonstrating the use of descriptive, analytical, persuasive, and narrative writing for essay. The second part will outline the preparation of manuscripts for submission to TLAR.

Crystal   **Moving from Tutoring to Academic Coaching** • *Gina Burkart*

Recent discussion on the Learning Center Assistance Professionals ListServ has shown an interest in Academic Coaching. This presentation will define Academic Coaching and discuss how it facilitates independent learning for college students. The presentation will also suggest strategies for developing it, implementing it, and sustaining it. Additionally, it will show how Academic Coaching can be more effective for students in a Learning Center than tutoring. Examples will also show how Academic Coaching can be integrated through collaborative work with faculty across curriculum and within other existing academic support programs and resources—such as supplemental instruction and classroom presentations/workshops.

Tuesday, October 6 • 3:30 p.m.-4:20 p.m.

Atrium   **Make Math Remediation "Add Up" in Your Learning Center •** *Bob Khouri*

We know the reasons many adults say they're "not good at math". They include the abstract way math is taught, learning styles not suited to group instruction, and high math anxiety/low math motivation. But since remedial math classes often ignore these factors, about half the students quit or fail. Learning centers are asked to provide supplemental support to help students succeed or offer a more effective alternative. Wisconsin's technical colleges developed ModuMath Basic Math and Algebra video courses to place the needs and abilities of the individual at the heart of remediation. The 83 lessons integrate audio/video tutorials with the patient responsiveness of computers. Lessons can be accessed for topic-specific use or sequenced with companion computer tests to create a competency based curriculum. Students learn naturally by seeing, hearing and doing. Freed from lecturing and grading tests, instructors can provide individual assistance needed by the adult remedial learner.

Wednesday, October 7 • 9:15 a.m.-10:05 a.m.

Regency A   **Frank L. Christ: The Wind Beneath Our Wings as NCLCA Soars Into the Future •** *Dorothy Briggs, Johanna Dvorak, Valerie Kiesel, Lucy MacDonald, Saundra McGuire, Bradley Hughes, & Rick Sheets*

Dr. Frank L. Christ was a leader in learning assistance leadership for almost 50 years. His ideas and philosophy permeate the academic support community because he worked diligently to spread information about best practices, leadership development, learning assistance for on-line students, assessment of learning centers, and many other topics. This panel discussion will focus on specific strategies and practices, inspired by Frank, that are evident in the 21st century learning center community. The primary goals of the session are to highlight Frank's contributions to learning assistance and to inspire learning center professionals to implement more of his innovative ideas.

Executive A   **Tutors Who Soar Into Their Future: Managing Tutors Towards Outcomes •** *Jon Mladic*

This session focuses on the transformative experience of serving as a tutor. Since all of our tutors are current students, we felt it was important to more purposefully design and manage towards specific outcomes we wanted our tutors to have by the time they graduated (for example, "by serving as a tutor, students will improve their ability to communicate in a professional environment"). We then paired with our Career Services department to provide additional training and take-away resources for our tutors so they can best leverage their tutoring experience in the job-seeking process after graduation.

Executive B   **Peer Tutoring in Context: Considering the Student Cultures that Develop in Academic Support Programming •** *James Breslin*

In a time of upheaval in American higher education, student retention continues to be a chief concern on most campuses. Peer tutoring, like other peer-based programming, is asked to serve multiple functions as a low-cost, high-impact model. This session explores the cultures of these semi-structured, co-curricular, academic-social spaces that lead to positive outcomes. This session details the findings of a two-campus qualitative research study and the implications for learning center professionals who structure co-curricular experiences for and with students.

Executive C   **What's In a Name? That Which We Call a Learning Center by Any Other Name Is Still Misunderstood •** *CJ Farnsworth, Stephanie Smith & Cathy Moore*

It isn't surprising that the most recent NCLCA Resource Directory identifies hundreds of "Learning Centers;" the surprise is that no two have the same mission, goals, services or name. It is true that every school has distinct needs and resources that influence the composition of its learning center; however, as research closes in on specific best practices, the identity of learning centers is becoming clearer. Is there a future where everybody knows our name?

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Executive D   **Activities for Increasing Problem Solving, Authentic Learning, and Collaborative Learning Activities in Coursework and Learning Centers •** *Heather Anderson*

I plan to share the benefits of including problem solving, authentic learning, and collaborative learning activities in student learning opportunities. Benefits include increased motivation & engagement, comprehension & transfer of knowledge, critical thinking skills, and academic achievement. This follow up presentation will be heavy on examples of these activities, as requested from last year. I will share many activities that can be used directly with students in support programs, as well as activities for coaching instructors to infuse into their class plans.

Gilpatrick   **Operating and Expanding a Residential Tutoring Center: How a Robust Academic Support Network in Campus Residence Halls Promotes Student Success •** *Ryan Specht*

Participants will learn about a residence hall based learning center and how an in-hall academic support network is an outstanding chance to promote student success to first year students. Participants will then explore ways they can create, sustain, and expand academic support offerings in a residential setting.

Lakeshore A   **Real Talk: Radical Transparency as a Tool for Facilitating New Student Transition •** *Robert Jenkins, Sara Remedios & Mike Allen*

First-year experience programs are a common means of supporting new students academically and socially, but the engagement model in these programs can impact learning outcomes substantially. This session will explore how "radical transparency"—a concept associated primarily with business and politics—can be used as a methodology for facilitating new student transition.

Lakeshore B   **#studybreakfast: It's what's before finals! •** *Giacomo Cirrincione, GNA Garcia, Sandra Villanueva, & Jill Salas*

Learn about a holistic college-wide program conceived by the staff of the Oakton Community College Learning Center (@OaktonCCLearns) in 2013. Our #studybreakfast fosters collaboration between student leaders, staff, and faculty, anticipates students' needs around finals, and establishes traditions that cultivate an enlivened academic culture. Join several members of the @OaktonCCLearns team as they facilitate a lively roundtable session focusing on: program development, collaboration, and assessment.

Lakeshore C   **Reach for the Sky - Using the impACT model for Faculty •** *Michele Soliz*

The impACT model utilizes Active, Collaborative Tutoring approaches that build relationships between faculty content coordinators and lead tutors. The University of Toledo has improved student success rates in math and chemistry with this new, innovative tutoring model. Learn how to use this model at your institution to improve student success!

Milwaukee A   **Are learning services evolving in lock step with higher education pedagogy? •** *Pamela Czapla*

New strategies for delivering higher education pedagogy are being developed and piloted at a rapid pace. Against the backdrop of developments such as MOOCS, just-in-time learning and flipped classrooms, it is not too soon to scrutinize current methods of delivering learning services and discuss their continuing relevance. This session provides an opportunity to juxtapose current strategies for delivering learning services with evolving strategies for delivering higher education pedagogy.

Milwaukee B **Help Your State/Region Soar Into the Future!** • *Pat Maher*

Establishing a state affiliate of NCLCA provides opportunity for collaboration and professional development for all involved. In this session FCLCA inaugural board members will share information on the benefits and challenges along the way as well as discuss ideas for future plans. Perspectives will include a range of experiences, from a new professional in the field to seasoned professionals with years of experience. If you are interested in soaring into the future with fellow colleagues around your state or region this session can help!

Crystal **Innovative Ways to Provide Tutoring for ALL Courses** • *Erin Wheeler & Ethan Fieldman*

Join us as we discuss innovative solutions that colleges and universities in 20+ states have implemented to increase access to in-person and online tutoring. New technology alleviates the need for paper tutor lists and provides improved access to tutors. You will also learn about the latest innovations in online tutoring.

Atrium **WCONLINE - Online Scheduling, Recordkeeping and Reporting for Academic Support Centers** • *Carla Hay & Richard Hay*

For over fifteen years, thousands of academic support centers have chosen WCONLINE as the online scheduling, recordkeeping and reporting solution. With all upgrades, support, and features included in the $715 annual cost, a subscription to WCONLINE provides everything needed to run a center--from online consultation capabilities, to instant graphical reports.

Wednesday, October 7 • 10:20 a.m.-11:10 a.m.

Regency A **Past NCLCA Presidents Address Current Issues** • *A Panel of Past Presidents*

Attend this panel presentation to get your questions addressed by several past NCLCA presidents. Get insights into the challenges you face from people who have been involved in learning center administration (and other related areas) for many years. This informal session will not involve any presentations; rather, its aim will be to work with the participants to address their concerns. Join us in a productive discussion!

Executive A **Bridge to Academic Success: Aiding the Student Transition to College for Academically At-Risk Students** • *Shelley Sawalich & Erin Bullerdieck*

Webster University has found success developing effective strategies that support student success with our Transitions and Transitions Academic Prep (TAP) programs working with students that are considered academically at-risk. Data shows that the effectiveness of the Transitions program cut the retention gap between regularly admitted students and students admitted with academic conditions from 6% to 1%. Session participants will learn about this effective model and ways to integrate in-class and out-of-class experiences, discuss considerations in implementing similar programs, and review program assessment.

Executive B **Effective Management Strategies for New Managers of Learning Centers** • *Anne Compton*

New managers of learning centers face numerous personnel and practical challenges. Professional staff and student employees can change frequently, which makes it difficult to build lasting teams and trust. Changes in university needs and student populations similarly create the need for learning center innovation as we provide quality academic program support. In this session, we will discuss strategies and solutions for managers in how to build trust, improve morale, communicate better, give productive feedback, and establish realistic measurable performance goals as they plan for the future.

Executive C **Meeting Wildly Important Goals through Academic Support** • *Dave Ferreira, Monique Blake & Esmeralda Sweeney*

Broward College adopted The 4 Disciplines of Execution (4DX) as a methodology for implementing strategies and achieving goals. This interactive session will provide a conceptual framework whereby Academic Support Administrators can approach significant challenges -- using Florida's recently passed developmental education redesign legislation (SB1720) as an example. Additionally, this session will guide those in academic support leadership roles on how to effectively utilize the 4DX process to attain transformational change in accordance with their college's strategic plan.

Executive D **Soaring into the World of Marketing: Strategic Moves for Making Your Learning Center Visible and Attractive** • *Debbie Malewicki*

In this session, we'll explore how we made the Center for Learning Resources visible and attractive to students and opened communication channels with faculty and staff to increase referrals. Mediums we've used include: creation of a logo and slogan, flyers, social media, website design, classroom visits, student activities, celebratory events, and parent presentations. In six years, our annual utilization levels increased from ~4,000 to 20,000+, we now support 25 to 33% of our total enrolled population, and we're one of the most well-known departments on campus. We will end with an activity outlining ways that you can grow your visibility and send the message that tutoring is for everyone.

Gilpatrick **The Brain and Technology: A love/hate relationship and its impact on learning** • *Cora Dzubak*

We are all familiar with instant gratification and the addiction like appeal of technology. But, brain based research clearly shows what is needed, neurologically speaking, for us to focus, think, and create memories; that is, to learn. This session will review some of the most recent research on what is happening in the brain when students are distracted by the appeal of technology and multimedia, resulting in a "short circuiting" that interferes with learning.

Lakeshore A **An Integrative Approach to Supporting Underrepresented Minority, First-generation College and Economically Disadvantaged Students: Best Practices and Assessment** • *Therese Mar*

A model of inclusive excellence, the Instructional Center at the University of Washington promotes the learning and academic success of underrepresented minority, first-generation college and economically disadvantaged students. This presentation will share the best practices developed by our learning center as well as the results of a comprehensive, longitudinal program assessment that demonstrates the effectiveness of the center in promoting retention and graduation rates.

Lakeshore B **Retention in action beyond USA: Sharing results and experience of an innovative approach for tutoring services in Latin America** • *Maria del Pilar Zuñiga*

The implementation of a success oriented learning assistance program has become crucial to help students learn from their courses and enjoy the results of their efforts, especially in countries where few people have the opportunity to enter a college and persist in the endeavor of earning a degree. This session will discuss how we began the process of starting an academic student success resource center from scratch, to the point where became the best practice in university strategic management as rated by TELESCOPI International Observatory. Theoretical foundations, program structure and resources, performance measurements as well as clues to build a strong program will be provided.

Lakeshore C   **Leaders Leading Leaders: Improving Program Quality with a Team Mentor Model •** *Anne Raines*

Enrollment is at an all-time high at the University of Arkansas, and retention is in the spotlight. Keeping pace with the 125+ students providing academic support in the SI/PAL programs has become challenging. Our answer to the challenge is a new Team Mentor Program focused on improving program quality through professional development of leaders, additional training, increased observation, and targeted mentor projects. This presentation will provide an overview of the implementation of the Team Mentor Program, the mentor-led, In-Service Training Program, and the Course Concepts-Strategy Alignment Project.

Milwaukee A   **A Step into the Future for Writing Centers: Embedding Writing Support into Online Course Platforms •** *Laura Detmering & Sam Meyer*

Technology's role in education is evolving, hybrid courses are becoming more popular, and students' interactions with writing is changing. This creates new challenges for university personnel regarding engaging students, helping them develop effective writing processes, and connecting at-risk students with support. Accordingly, we piloted an embedded Writing Consultant model that made writing center personnel active participants in a first-year writing class with the goal of meeting the aforementioned challenges. We will present a model for embedding writing center support into online course platforms, share assessment results, and facilitate discussion focused on the evolution/application of similar models in other institutions.

Milwaukee B   **Soaring into the Future of Learning Assistance for Mathematics: The Mathematics Assistance Center (MAC) @ IUPUI •** *Kevin Berkopes*

Learning Assistance could be the answer to how institutions of higher education must adapt to the changing landscape of education. The emerging paradigm for learning assistance centers as the substructure to all academic content learning on diverse types of higher learning campuses will be described, discussed, and interrogated. The presentation will focus on promoting attendee interactions to discuss the culture of mathematical learning, creating and establishing fee based co-requisite support, and the importance of technology for holistically supporting students engaged with all levels of tertiary mathematical study.

Crystal   **Certification Options for Tutor and Tutor Trainers through ATP •** *Michele Doney*

Among the various certification options available through CLADEA member organizations are ATP's certification programs for tutors and tutor trainers. ATP certifies individuals rather than entire programs, providing individuals with the opportunity to pursue certification on their own instead of, or in addition to, programmatic certification. Tutor certification is available at the Associate, Advanced, and Master Tutor levels. ATP is currently the only CLADEA member organization offering certification specifically for tutor trainers, and this certification is available at both the Tutor Trainer and Master Tutor Trainer levels. This presentation will cover the entire certification process including certification requirements and ways to meet them, paperwork, fees, and timelines for initial certification and renewal.

Atrium   **Support Services for Online Students in Higher Education •** *Simone Conceicao*

As online programs continue to grow, online students require different academic support services. The University of Wisconsin-Milwaukee offers a new online Graduate Certificate Program in Support Services for Online Students in Higher Education. This certificate prepares professionals for rewarding careers in online advising, online tutoring coordination, and other online student services. This presentation will provide details about this new certificate program.

Regency A   **Research in Learning Assistance: The Year in Review** • *Hunter Boylan*

Ideally, the practice of learning assistance is based on research. However, because research relating to learning assistance appears in a wide variety of scholarly journals, it is difficult for practitioners to keep abreast of recent research findings. This presentation summarizes findings on various topics in learning assistance, ranging from tutoring to mentoring to academic advising. It will feature research published in refereed professional journals between January of 2014 and September of 2015. The research featured will have some direct connection to the practice of various forms of learning assistance.

Executive A   **Professional Training Strategies: Make Your Workshops More Effective and Engaging** • *Mark May*

Effective training sessions address specific skills employees need to accomplish their jobs. Trainers must understand employees' needs, develop precise goals, design practical programs, deliver useful instruction, and assess the outcomes of their workshops. This session will highlight the main stages in the training process and will provide supplementary materials on how to be more effective, engaging trainers. In addition, this session will help both novice or experienced trainers learn how to energize their audience and make their sessions more engaging and entertaining. Come learn more about training, add new tools to your training toolbox, and have a little fun.

Executive B   **Today's Employees, Tomorrow's Leaders: Successfully Supervising Learning Center Employees** • *Tamara Miller-Bowden & Christy Lock*

One of the major challenges facing today's learning center professional is how to adequately supervise graduate students and full-time employees, especially new professionals. Join this discussion based session designed to introduce participants to tried-and-true supervisor tips, and provide honest discourse regarding the struggles often experienced in striving to develop solid and competent staff ready to handle any situation. Session participants will share their own success stories and failures as they have attempted to provide leadership and nurturing to their employees, as well as learn from others effective supervisor procedures that ultimately assist in the positive development of their subordinates.

Executive C   **Leveraging Success by Facilitating Others on Campus** • *Joel McGee*

Most learning centers do not have adequate staff or resources to impact all of the students who need assistance. This session will discuss ways our center is able to leverage our "reach" by helping facilitate campus partners (advisors, faculty, learning communities, and student affairs offices) to provide academic support services.

Executive D   **Using Tutoring Data to Inform Learning Center Practices** • *Sandra Villanueva & J. Salas*

The Oakton Community College Learning Center has provided tutoring to nearly 20,000 unique clients over the past five years. We have employed quantitative and qualitative methods to collect usage, satisfaction, and preliminary impact data. We have used these data to engage in a cyclical model of praxis that entails theory, action, and reflection. Specifically, this model of praxis allows us to make informed decisions around tutoring offerings, modalities, hours, and space to promote student success. During this session, we will share how our assessment philosophy and praxis guide our decisions with respect to tutoring.

Gilpatrick   **Probation to Proud: Peer Leaders Soar to Success in the Academic Recovery Classroom •** *Lindy Coleman*

The Peer Leader (PL) program at the College of Charleston offers an additional level of support and accountability for students enrolled in the College's academic recovery course, EDLS 100 Learning Strategies. EDLS 100 students who participate actively in the class, embrace the methods and strategies employed, and return to good academic standing, are eligible to be considered for the position of Peer Leader. This session will examine the rationale behind such a program, methods of training, and a variety of ways to assess the program's effectiveness.

Lakeshore B   **Activities for Increasing Problem Solving, Authentic Learning, and Collaborative Learning Activities in Coursework and Learning Centers •** *Heather Anderson*

I plan to share the benefits of including problem solving, authentic learning, and collaborative learning activities in student learning opportunities. Benefits include increased motivation & engagement, comprehension & transfer of knowledge, critical thinking skills, and academic achievement. Based on the feedback from my presentation last year at NCLCA, this content was essential to many attendees' work. This follow up presentation will be heavy on examples of these activities, as requested from last year. I will share many activities that can be used directly with students in support programs, and activities for coaching instructors to infuse into their class plans.

Lakeshore C   **Cerullo Learning Assistance Center (CLAC): Model of Excellence •** *Khairia Faza, Margaret M. Roidi & John Findura*

Recipient of the 2014 Frank L. Christ Most Outstanding Learning Center Award for Two Year Colleges, the Cerullo Learning Assistance Center employs over 170 tutors offering assistance in 260 classes across multiple campuses. This presentation shows how a tutoring center can effectively operate and serve as a model of excellence for its educational community. From hiring tutors to building relationships with faculty, we will show how we provide support to students as well as increase retention and student success rates. Whether starting from scratch or looking to improve an existing center, our model offers something for everyone.

Milwaukee A   **Using and Creating Digital Content to Provide 24/7 Academic Support •** *Holly Hassemer*

Face-to-face interactions between students seeking academic support and professionals and/or peer educators can be incredibly valuable, but time and budget constraints sometimes prohibit such interactions. Additionally, both millennial students and time-strapped non-traditional students often prefer on-demand access to academic support. This presentation will showcase a number of ways our campus is using and creating digital content to provide any time academic support. Content creation tools such as Screencast-o-matic, Thinglink, and video editing on YouTube will be discussed.

Milwaukee B   **Helping freshmen soar into the future: an early intervention program with freshmen in the Natural Science and Mathematics College: program description, results, and lessons learned •** *Laura S. Heidel*

We know nationally that many freshmen are at risk for dropping out of the university during their first year. At Learning Support Services at the University of Houston, we have partnered 3 times with the Natural Science College to provide services for their freshmen who have finished their first semester with a GPA of less than 2.00. An LSS academic counselor meets with the student early in the spring semester and together they create an "academic success plan" which includes counseling, tutoring, and academic success workshops. These services last the length of the spring semester. The program has proven to be successful and lessons can be learned that will benefit other learning centers, particularly administrators who are considering beginning such a program.

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Crystal   **Powering Peer Learning** • *Greg Greer*

This session will examine the opportunity for students to connect with free peer tutors, when they need them.

Atrium   **Integrating Support Services with Early Alerts to Impact Student Success** • *Alex Pritchett & Adam Ruma*

College learning centers are moving to a data-driven environment where predictive information like early alerts are being utilized to assess student performance and retention likelihood. Alongside the wealth of data are the support services proven to make an impact on student success - services such as tutoring, mentoring, and advising. By taking predictive data and strategically aligning it with support services, learning centers are able to see impact and retention measures never before possible.

Regency A   **Retention Agenda: Standing at the Intersection of Accountability and Student Success**
Eric Moschella & Kristen Norris

Learning centers, directors of retention, and retention committees are often the focus of institutional initiatives to improve student success and retention, yet as we all know, the mere existence of these efforts does not equal results. The presenters will examine the many complexities of the current retention agenda in higher education and assist participants in developing a foundation for building retention efforts at their institution.

Executive A   **By Tutors, For Tutors: How Peer Tutors Revised a Learning Center's Training Manual** • *Jake Mohan*

The training manual that Macalester's Academic Excellence (MAX) Center uses for tutor education was overdue for a revision, so the center's 2014-15 peer writing tutors took on the task. Small groups of 2-3 tutors each tackled a different chapter, revising the language to be more inclusive, adding sections on positionality, and thoughtfully reconsidering how best to reflect our learning center's philosophy and priorities.

Executive B   **Funding a Learning Center as we Soar into the Future** • *Jennifer Bebergal*

Gone are the days where institutions can easily fund extensive academic support to serve the varied needs of today's college student. Learn about the collaborative efforts undertaken – from institutional and departmental funding, Student Government funding, grants, special fees, and even low cost volunteer tutoring and Academic-Service Learning initiatives – to run the academic support programs through Florida Atlantic University's Center for Teaching and Learning, recipient of the 2013 Frank L. Christ NCLCA Outstanding Learning Center Award.

Executive C   **In Flight Movie: A Decent Proposal** • *Jada Mitchell*

Imagine an institution's financial aid office is in dire straits because there are a significant number of students in jeopardy of losing their funding. These students could lose the opportunity to persist to degree completion because they are not meeting Satisfactory Academic Progress (SAP) according to the new rules for Title IV funding. Now imagine, the institution's learning center has a way to save the day and get students back on track. This session will discuss how a learning center can partner with a financial aid office to provide students with academic coaching. There will also be a brief brainstorming session to get a learning center on track to developing a proposal for such a program.

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Executive D   **Real Talk: Theory to Practice in Learning Center Leadership** • *James Breslin, Anna Sharpe & Christie Maier*

Theory to practice. We all love it, or love to hate it. While this buzz phrase has become ubiquitous in the field, learning center professionals are continually challenged to demonstrate that our work is grounded in relevant conceptual frameworks. Let's get real about this conversation. This session will begin with three learning center professionals, each at different stages of their careers, presenting a theory they find compelling and relevant, and discussing how it informs their work (e.g., social theory/structuralism, neoliberalism, or student development). The rest of the session will be dedicated to attendees' contributions and discussions of different theoretical perspectives.

Gilpatrick   **Effectiveness of a Study Skills Course to Increase Retention of At-Risk Students** • *Brenda Downing*

Knowing that some students may arrive on campus more academically at-risk than others creates a certain responsibility for learning center professionals and campus administrators. The session will introduce a pilot study being conducted at Purdue University to determine the effectiveness of enrollment in a study skills course to increase retention for at-risk students.   The course will be thoroughly introduced along with the pilot study initial results, challenges and future directions. Attendees will also participate in an activity from the course, which is a three-credit elective open to all student and utilizes elements of team-based learning.

Lakeshore A   **GS Reading Coaching: Supporting Nontraditional Undergraduates Across the Curriculum** • *Sara Remedios, Robert Jenkins & Mike Allen*

How do we tailor academic support to foster meaningful interventions across a wide-ranging curriculum? How do we make services responsive to diverse, nontraditional needs? This session will engage participants in a discussion of academic support in social sciences and humanities, sharing lessons and questions from Columbia's GS-ARC Reading Coaching Program.

Lakeshore B   **Sprinting to the Future: Individualized Academic Success Coaching for Student Athletes** • *Spencer Burgin, Cristina Caputo, Marissa Logsdon & Chelsea Smith*

A common challenge for student athletes is balancing their academics and athletics requirements. Athletes face the pressure of being not only an excellent athlete, but excellent students as well. Because of this, it is essential to provide academic and personal support to create a symbiotic relationship between the student athlete and the university. This session will discuss the specific partnership the Bepko Learning Center (BLC) at IUPUI (Indiana University-Purdue University Indianapolis) has with Athletics to provide one-on-one support to freshman student athletes by paring them with their own academic success coach.

Lakeshore C   **Taking the Fear Out of Studying for STEM** • *Vicenta Sheperd & Christina Taylor*

Florida International University's Center for Academic Success (CfAS) shares data collected during the 2013-2014 academic year demonstrating a positive correlation between the passing rates of general biology students and students successfully completing a "Reading Enhancement Program." The program incorporates disciplinary reading practices with the general biology curriculum, a "gateway course" with high volumes of students and historically low passing rates. Presenters will discuss the constructs of the Reading Enhancement Program, along with the collaborations integral to its success. Expansion of the Reading Enhancement Programs now includes the laboratory sections of biology, chemistry, and other STEM fields.

Milwaukee A   **The Magic of Multi-modal Student Support: Constructivist Theory & Constructing   Great Learning Centers** • *David Kephart, Johanna Dvorak & Jennifer Filz*

A real-life example of how and why a multi-modal approach to learning assistance contributes to student success. We show that, in this case especially, doing learning support in different ways at the same time makes it simpler, not harder, to document program effectiveness. Additionally, including an online component that aligns to the in-person offerings of the learning center amplifies the outreach of campuses large or small to a wider section of an increasingly diverse student population. We present videos and guidelines for success with multi-modal learning assistance – and look forward to hearing about your challenges and experiences.

Milwaukee B   **Neaux Calculus, Neaux Problem: How to Create a Calculus Study Skills Workshop** • *Erin Wheeler*

Calculus is a traditionally difficult course. As learning center professionals, we often encounter overly stressed students who not only worry about their success in this critical course, but also worry about their future as a STEM major. Just as students are intimidated by calculus course material, so are the learning center staffs who try to help them. The presenter will discuss several calculus learning strategies, as well as provide insight into workshop logistics.

Atrium   **Innovative Educators - Flipped Student Services: Restructuring How We Support Today's Students** • *Erica Kennon, Valerie Kisiel, & Saundra McGuire*

With increasingly limited resources, institutions are finding it difficult to provide services to all students.   This session will explore online tools first-year students can use to learn about career options, study skills, money/time management, test-taking strategies, and more. We'll focus on videos, podcasts, and web conferencing, all of which are critical to creating a dynamic learning environment. We will explore a case study from Foothill College, who is currently using StudentLingo to provide 24/7 support.

We will begin the session discussing statistics related to our current student population and use an interactive game to communicate this information. We will then ask participants to explain and share what they are currently doing on their campuses to solve issues related to providing 24/7 student support services. Next we will discuss the use of podcasts, web conferencing and videos. We will define each of these tools and explain educational applications. We will demo examples. Finally, we will explain StudentLingo a series of on-demand student success workshops and demo the videos.

The bottom line is more and more students are taking courses online. In addition, the flipped classroom model is becoming increasingly popular. Furthermore, more and more face-to-face students are demanding online access to services. Yet the problem remains, how do we meet these demands given budget cuts and staffing reductions? Institutions need to think outside the box and restructure the way they deliver services such as: advising, supplemental instruction, tutoring, first-year experience courses/resources, workshops, career services, etc.

POSTER SESSION DESCRIPTIONS

Our Student Success Journey: Virtual Beginning to Replicable Model • *Marcy Bosoluke & Jill Lorsbach*

This session will discuss the process Lewis and Clark Community College used to systematically identify the need, evaluate resources, and implement ideas into actions. This is one of a two-part series illustrating how the Student Success Center can be replicated and modified to work in any higher learning environment.

Rethinking Online Tutoring: Introducing Compass Tutoring as Open-Access Synchronous Online Tutoring for a Learning Center • *Kevin Berkopes*

Compass Online Tutoring is a new technology that rethinks the existing paradigm for what is possible for online learning assistance. Compass Tutoring is a low- cost option to provide synchronous, open-access online mathematics learning assistance for students that replicates the innovative models employed at IUPUI in the MAC and MAC Stat.

Soar into the Future with ITTPC and IMTPC Certification for Peer-Assisted Programs • *Dorothy Briggs*

Research-based and strategically implemented peer-assisted programs can elevate the effectiveness of learning programs. Explore the Tutor Training Program Certification (ITTPC) and Mentor Training Program Certification (IMTPC) programs of CRLA. Discuss developing these programs and the benefits and outcomes of peer education.

Who uses the testing service? A deeper analysis • *Dave Ehren*

Two good reasons to know who is using the testing services: From a student service standpoint, how better can we focus our information to students about testing and other accommodations. From a logistic standpoint, a reasonable model of how many testers to expect on a given day would be ideal.

The CARE Model a Course Early Alert System • *Erika Huber & Mark Minglin*

The CARE Model was designed by Erika Huber to support IUPUI faculty in better preparing students enrolled in their courses to achieve successful completion. The benefits of this cost-efficient, peer-driven initiative include decreased DFW rates for courses, better communication to faculty and student support staff regarding student performance level, and a referral system to student support programs.

iStudy: Educational Apps for Academic Success • *Monique Negron*

The iStudy program was developed to educate students at the University of Connecticut about mobile and computer applications, which they can utilize to integrate technology and maximize their learning system. This poster will include a summary of the apps, a description of the program and suggestions for implementation.

Assessment of learning outcomes in academic success courses at higher learning institutions • *Monica Ochola*

This research project focuses on assessing the learning outcomes of academic success courses through an analysis of course design and delivery, highlighting academic performances and self-efficacy as the learning outcomes. It is an evaluation of current literature from cases studies on academic success courses and its potential effectiveness for increased student academic success.

Tutor Reflections: Linking Self-Assessment to Learning Outcomes • Lisa Sharfstein

End-of-semester tutor self-evaluations were once seen as time-consuming efforts that didn't yield much in terms of results. This poster will display how transitioning to an online, form-based reflection helps both our tutors think about their work in a metacognitive way, while also giving our Learning Center both qualitative and quantitative feedback that helps achieve learning outcomes.

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Assessment, Diagnosis, Planning, Implementation, and Evaluation: The Nursing Process Applied to an Academic Support Program for Beginning Nursing Students • *Jennifer Sousa & Jayne Nightingale*

With a first time NCLEX-RN pass rate that exceeds the national and state averages, the nursing program at Rhode Island College is known for its academic rigor. This poster will use the model of the nursing process to discuss the evolution of an academic support program created to meet the needs of a diverse group of beginning nursing students and the collaborative process between the learning center and nursing faculty.

Using Data to Make Informed Decisions about Tutoring 17, 403 Students • *Sandra Villanueva*
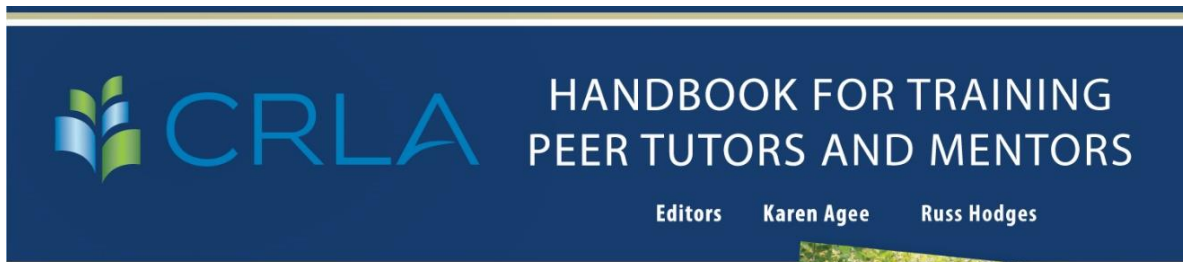
The Oakton Community College Learning Center has tutored to nearly 20,000 unique clients over the past five years. We have employed quantitative and qualitative methods to collect usage, satisfaction, and preliminary impact data. We have used these data to engage in a cyclical model of praxis that entails theory, action, and reflection. During this session, we will share how our assessment philosophy and praxis guide our decisions with respect to tutoring.

The Virtual Learning Center: Digital Tools for Supporting Students Where They Are • *Aimee Woznick*

SUNY Empire State College was founded in 1971 with a mission to serve adult students. The College offers flexible learning modalities that enable busy adults to study unencumbered by restrictions of time and location. Yet, providing academic support at a distance (and on a nontraditional student's schedule) can be tricky. This poster session will exhibit innovative digital tools and strategies that Directors of Academic support have used to meet the challenge.

Program Review: How to Document the Success of Your Tutorial Program • *John Findura & Margaret M. Roidi*

Recipient of the 2014 Frank L. Christ Most Outstanding Learning Center Award for Two Year Colleges, the Cerullo Learning Assistance Center employs over 170 tutors offering assistance in 260 classes across multiple campuses. During this session, we will discuss what is involved in a Program Review, the importance of the various roles of committee members, and finally take the participants through the steps of completing a successful Program Review.

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Awards Banquet

Frank Christ/NCLCA
Outstanding Learning Center Awards

Learning Commons
Davidson County Community College
Elizabeth Kremer
Director

UK Academic Enhancement
University of Kentucky
James D. Breslin
Dean of Student Success

Hunter Boylan Research Scholarship

Kevin Berkopes, Indianapolis University Purdue University Indianapolis (IUPUI)

Exploratory Research into Freshman Student Usage of the Mathematics Assistance Center (MAC) as a Learning Assistance Resource

Karen Quinn Scholarship

Joshua Mitchell, Iowa State University

NCLCA/LSCHE Website Awards Presentation

First Place: **Dunwoody College of Technology** – Elftmann Student Success Center
Second Place: **Missouri Southern State University** – Student Success Center
Third Place: **University of Tennessee, Knoxville** – Student Success Center

Innovative Technology Award

Carlow University, Center for Academic Achievement

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CLADEA ORGANIZATION AND FELLOWS

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

CLADEA Member Organizations

Association of Colleges for Tutoring and Learning Assistance

Association for the Tutoring Profession

College Reading & Learning Association

National Association for Developmental Education

National Center for Developmental Education

National College Learning Center Association

NCLCA AFFILIATES

State & Regional Affiliate Board Meetings

Wednesday, October 7, 12:45 – 1:30 p.m.

Current members of these affiliates are invited to attend:

- FCLCA: Lakeshore A
- LCLCA: Lakeshore B
- SECLCA: Lakeshore C

Space will be reserved for each affiliate during the NCLCA Member's Meeting and Luncheon prior to the meeting: Members are invited to eat lunch together and exchange ideas.

New Affiliates

NCLCA is accepting proposals for state and regional affiliate status.

Learn more at: http://nclca.org/affiliates.htm

Don't Just 'Save the Date'….
The First Annual SECLCA Conference
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What: SECLCA (Southeastern College Learning Center Association; formerly SCCLCA)
Annual Conference
When: Friday, June 17, 2016
Where: College of Charleston, Located in Beautiful, Historic Charleston, South Carolina

Hosted by: The College of Charleston, The Citadel, and Trident Technical College

Learn with and from your colleagues in the field while enjoying the beauty of historic Charleston and the College of Charleston campus.

More Details to Come; Make Plans to Join Us!

LCLCA
LOUISIANA COLLEGE LEARNING CENTER ASSOCIATION

To learn more about this fast-growing affiliate, visit our website at www.nclca.org/louisiana.htm.

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If you have any questions please contact the FCLCA Vice-President directly
ESMERALDA SWEENEY | ESWEENEY@BROWARD.EDU

FCLCA, an affiliate of NCLCA, is a 501(c)(3) nonprofit organization. Donations are tax-deductible to the extent allowed by law.

Conference Exhibitors

ASSOCIATION FOR THE TUTORING PROFESSION (ATP) | mdoney@jjay.cuny.edu

BRAINFUSE | twinters@brainfuse.com

COLLEGE READING AND LEARNING ASSOCIATION (CRLA) | www.crla.net

INNOVATIVE EDUCATORS | www.innovativeeducators.org

MODUMATH | www.modumath.org

NATIONAL ASSOCIATION FOR DEVELOPMENTAL EDUCATION (NADE) | office@nade.net

REDROCK (TUTORTRAC) | www.go-redrock.com

SPARROW COLLECTIVE | sparrowcollective@yahoo.com

TOWNSEND PRESS | George.henry@townsend press.com

TUTORING MATCHING SERVICE | www.tutormatchingservice.com

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Thanks to all of the professionals who so generously support NCLCA.

Did You Know?

NCLCA is a proud member of the Council for the Advancement of Standards in Higher Education (CAS).

Monday, October 5th

University of Wisconsin – Milwaukee Campus Tour   Cost $15

Visit an award-winning learning center, directed by NCLCA Past-President, Johanna Dvorak. The walking tour will focus on Panther Academic Support Services (PASS).

Reservation required. Participants will meet in the Hyatt Lobby at 3:40 pm; bus leaves at 3:45 sharp.

Potawatomi Hotel and Casino   No Charge for Transportation

The Potawatomi Casino boats a cabaret-style theater, five restaurants, and 100 table games, plus a bingo hall. Shuttle service is provided o n a first-come, first-served basis. Alternate transportation plans may be necessary (such as a cab).

No Reservations required. Shuttle service leaves the Hyatt at 28 minutes after each hour. Meet at 8:15 in the lobby. Shuttle seats 14-18 passengers.

Tuesday, October 6th

Dreamgirls   Cost $40

Winner of six Tony Awards, "Dreamgirls" is loosely based on the career of The Supremes. The show includes hits such as "Steppin' to the Bad Side," "One Night Only," and "And I'm Telling You I'm Not Going." This night on the town begins with dinner at the Water Street Brewery before strolling across the river walkway to the Milwaukee Repertory Theatre to catch the show. The $40 price does not include the cost of dinner.

Reservations required. Participants will meet in the Hyatt Lobby at 4:40 pm; bus leaves at 4:45 sharp.
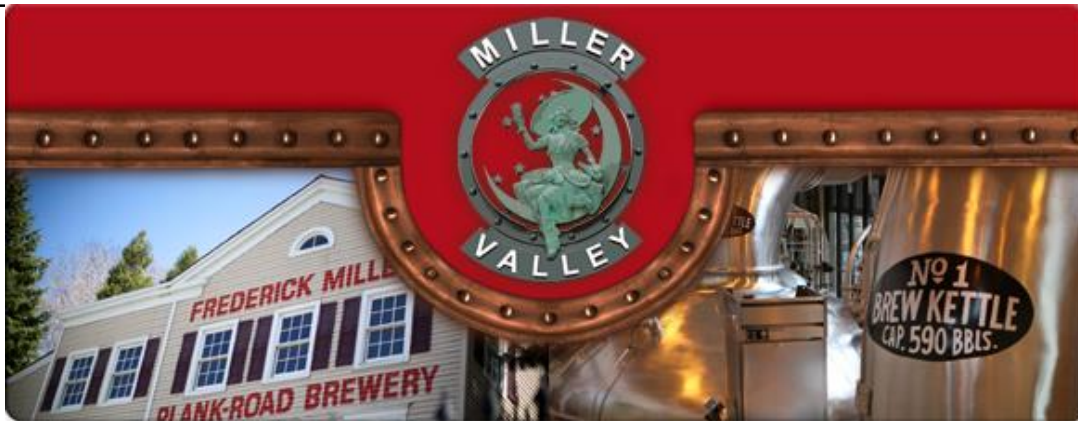
Miller Brewery Tour & Tasting, plus Dinner at Saz's   Cost $45

Get an up-close view of the brewhouse, packaging center and modern distribution center, plus see the one-of-a-kind historic Miller Caves where you will have the opportunity to meet Fredrick Miller. Aferwards, dine at Saz's, the #1-ranked restaurant in Milwaukee on a pre-ordered BBQ buffet. Dinner is included in the cost of the tour, but alcohol at Saz's is extra.

Reservations required. Participants will meet in the Hyatt Lobby at 4:40 pm; bus leaves at 4:45 sharp.

Wednesday, October 7th

Harley Davidson Museum Tour, Dinner at the Lakefront Brewery   Cost $55

See more than 450 motorcycles and artifacts, ranging from Serial Number One to some of the newest prototypes. This guided tour leads you through the products and culture that are Harley Davidson, including the never-before-seen archives. Dinner, which is included, features a traditional German Beer Hall buffet at the Lakefront Brewery. Alcohol is extra.

Reservations required. Participants will meet in the Hyatt Lobby at 4:40 pm; bus leaves at 4:45 sharp.
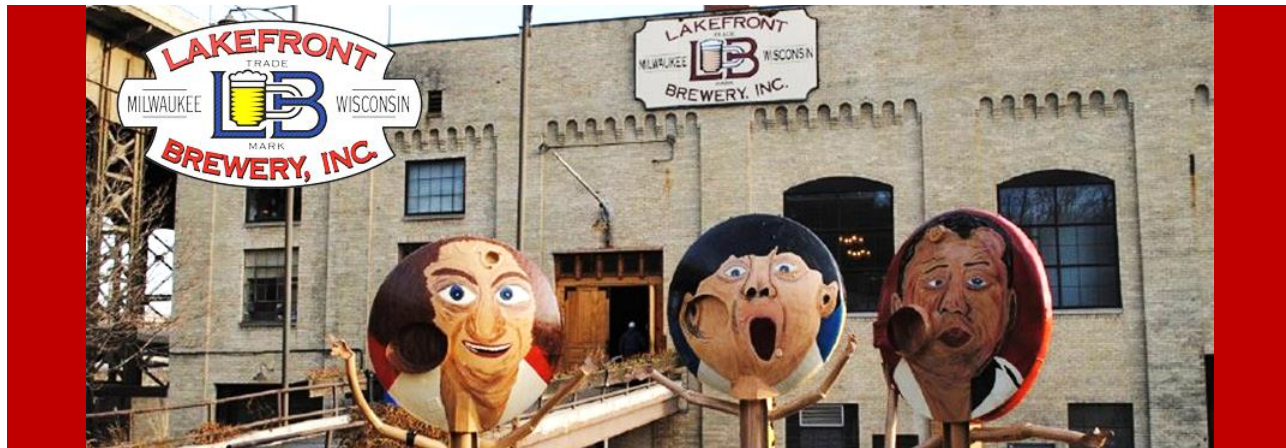
Lakefront Brewery Tour and Dinner   Cost $45

Visit this inventive microbrewery which has become a Milwaukee landmark. The award-winning tours combine humorous tour guides with a little bit of Laverne and Shirley to provide a memorable event. Dinner, which is included, features a traditional German Beer Hall buffet. Alcohol is extra.

Reservations required. Participants will meet in the Hyatt Lobby at 4:40 pm; bus leaves at 4:45 sharp.

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** (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.
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.
Concurrent Sessions	Rooms are set aside for conference presenters where these presentations take place simultaneously in different time segments as designated in this program.
Continuing the Conversation Breakfast	Provides an opportunity for attendees to socialize and network in small groups.
CRLA	**College Reading and Learning Association** (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.
IWCA	**International Writing Centers Association**: 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.
Keynote Speakers	Outstanding professionals in the education field are invited to speak at the Plenary Session and the Awards Banquet.

Term	Definition
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	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.
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**: 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!
NCLCA Members' Meeting and Luncheon	Free to you! Paid for in the conference registration, this luncheon 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** (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** (CLADEA organization): Their mission is to improve the quality of practice in the field of developmental education.
NCLCA	**National College Learning Center Association** (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.

PAST CONFERENCES

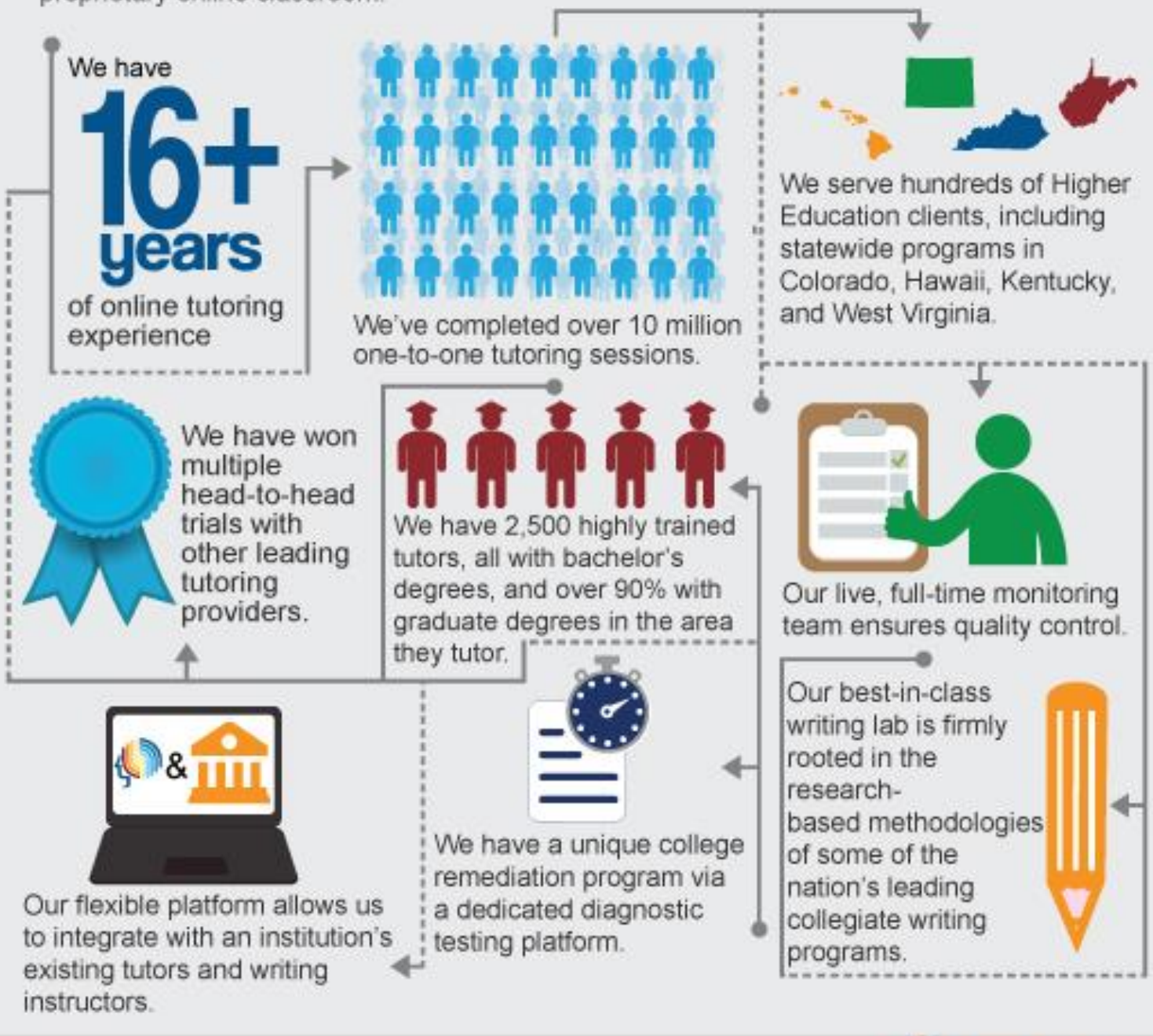| Year	Theme	Location
2014	Reaching New Academic Heights	Albuquerque, NM
2013	Weaving a Legacy of Student Success	Charleston, SC
2012	It Takes a Village for Student Success	Reno, NV
2011	Learning Centers: At the Crossroads of Student Success	Indianapolis, IN
2010	Racing to Student Excellence	Charlotte, NC
2009	Mountaintop Experiences in Learning Assistance	Denver, CO
2008	The Rhythm and Blues of Research and Practice	Memphis, TN
2007	Learning Centers by Design	Atlanta, GA
2006	Learning Centers: The Keystone of Higher Education	Harrisburg, PA
2005	Honoring Our Past, Guiding Our Future	Milwaukee, WI
2004	Sailing to Student Success	Towson, MD
2003	Creating Building Blocks for Student Success	Rolling Meadows, IL
2002	Learning Center: Gateways to the Future	St. Louis, MO
2001	Get to the Core of Learning Center Strategies	Evanston, IL
2000	Guiding Success: Learning Center Strategies for a New Age	Minneapolis, MN
1999	Learning Centers: Creating Opportunities for Success	Evanston, IL
1998	Foundations of Learning	Milwaukee, WI
1997	Centering on Success	Chicago, IL
1996	Circles of Learning	Indianapolis, IN
1995	Joining the Conversation	Evanston, IL
1994	Ways of Knowing	Minneapolis, MN
1993	Motivating and Enhancing College Learning	Chicago, IL
1992	Discovering New Directions: Connecting Theory and Practice	Bettendorf, IA
1991	Embracing Diversity	Madison, WI
1990	Breaking the Barriers to Learning	Milwaukee, WI
1989	Pathways to Excellence in Teaching and Learning	Evanston, IL
1988	Issues in Facilitating Learning: New Directions for Changing Times	Chicago, IL
1987	Learning Center Professionals: Challenging Students to Achieve	Milwaukee, WI
1986	First Annual Conference	Kenosha, WI
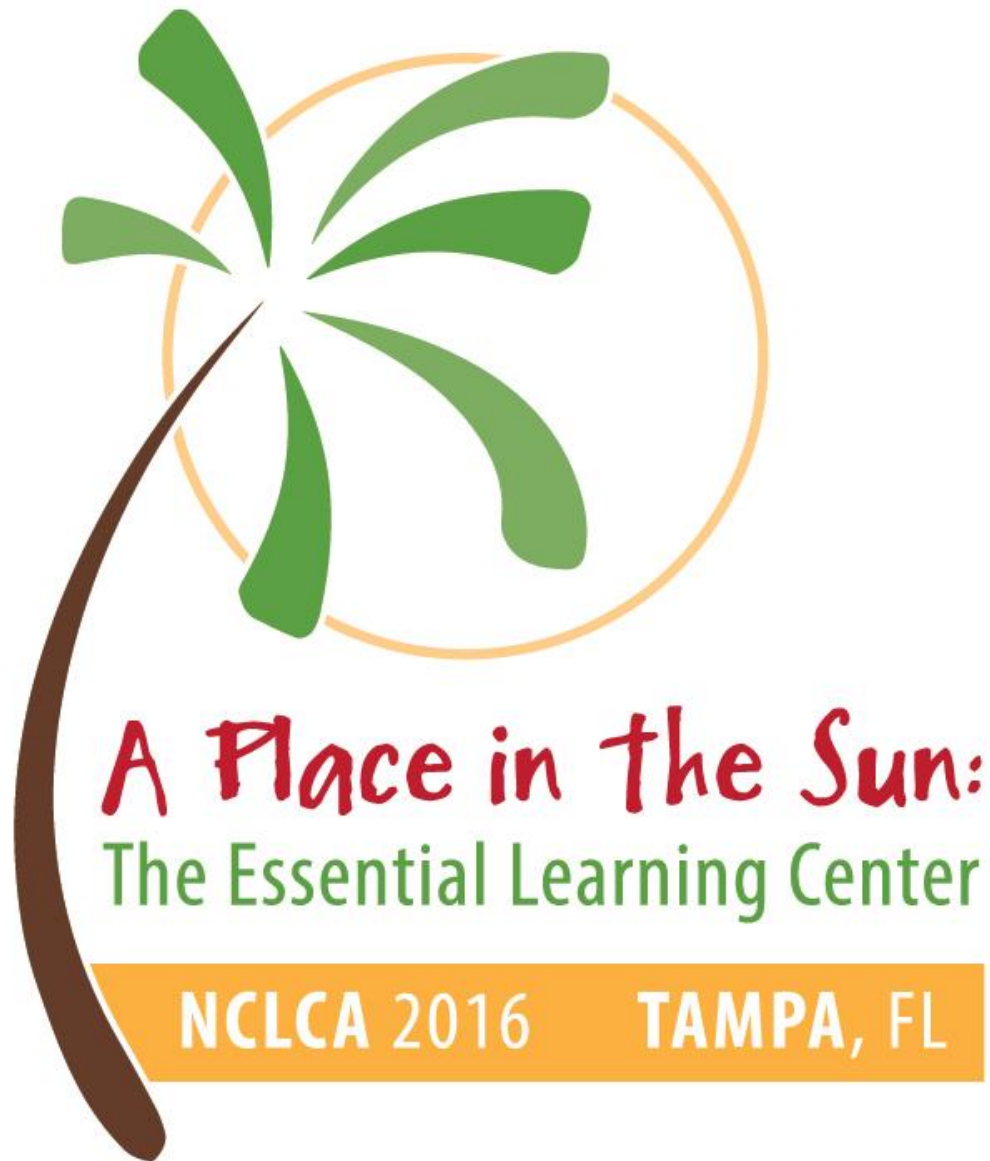
Mark your calendars now! Join us in sunny Florida next year!
September 28 – October 1, 2016

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NCLCA PRESIDENTIAL YEARBOOK

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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

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

Peggy Mitchell
2014-2015

Jenny Haley
2015-2016