

NCLCA

31ST ANNUAL CONFERENCE

September 28 - October 1
Tampa, FL



FLOOR PLAN

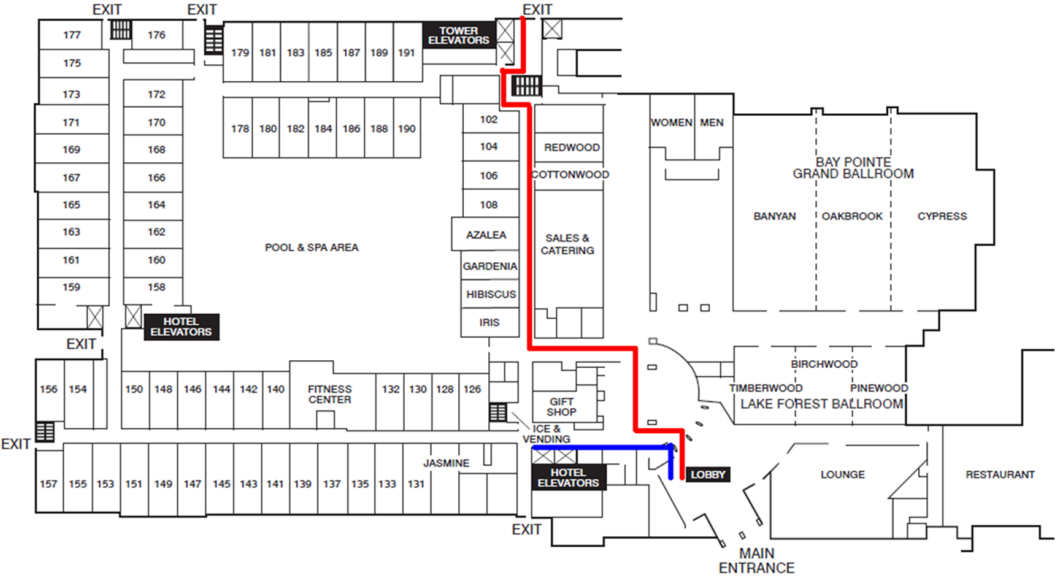
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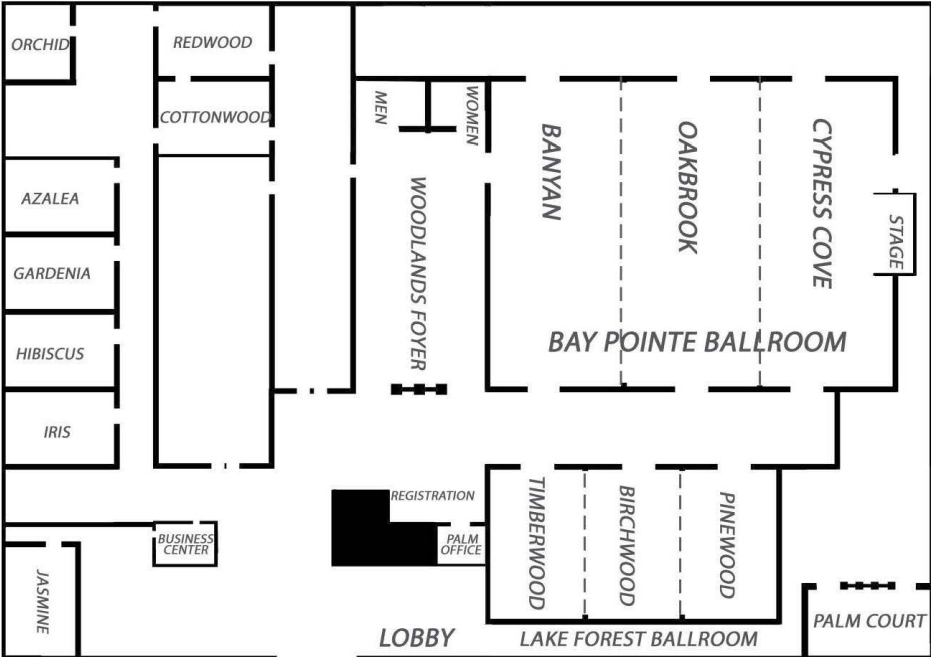
First Floor

Areas of interest:

- ◆ Fitness Center
- ◆ Gift Shop
- ◆ Lounge
- ◆ Pool & Spa
- ◆ Restaurant



Close-up of Conference Area



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CONFERENCE COMMITTEE MEMBERS

Conference Committee

- ◆ Pay Maher—Chair
- ◆ Julie Clevenger
- ◆ Stephanie Kimbrough

Marketing Committee

- ◆ Melissa Brocato—Chair
- ◆ Tamara Miller Bowden
- ◆ Bill Neater
- ◆ Monique S. Negron
- ◆ Alsace Toure

Treasury Committee

- ◆ David Reedy—Chair
- ◆ Dorothy Greenwood
- ◆ Juan Jiminez
- ◆ Kate Michel

Publications Committees

- ◆ Martin Golson—Chair

Conference Program Committee

- ◆ Juanita Golson
- ◆ Bill Neater
- ◆ Bonnie Ostrand
- ◆ Najat Yennes

Newsletter Committee

- ◆ Karen Agee
- ◆ Stacey Blackwell
- ◆ Kolene Mills
- ◆ Jon Mladic
- ◆ Barton Price
- ◆ Margaret Roidi
- ◆ Jainesh Singh
- ◆ Wendy Simmerman
- ◆ Kathleen Volk

Professional Dev. Committee

- ◆ Sam Meyer—Chair
- ◆ Stacey Blackwell
- ◆ Julie Clevenger
- ◆ Rachel Cordy
- ◆ Brian Cuzzolina
- ◆ Kellie Durham
- ◆ Sara Hamon
- ◆ Stephanie Hopkins
- ◆ Stephanie Kimbrough
- ◆ Bill Neater
- ◆ Susan Rinaldi
- ◆ Wendy Simmerman
- ◆ Kathleen Volk
- ◆ Heather Woydylo

The Learning Assistance Review

- ◆ Michael Frizell—Chair
- ◆ David Reedy

EXECUTIVE BOARD



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Jenny Haley



Immediate Past President

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Vice President

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Melissa Brocato



Certification

Elaine Humphrey



TLAR Editor

Michael Frizell



Publication Officer

Martin Golson

PRESIDENT'S WELCOME



JENNIFER HALEY

NCLCA President

Welcome to Tampa, NCLCA Members!

We are so happy to be here in sunny Florida with you! I am honored to welcome you to Tampa and to the National College Learning Center Association's 31st Annual Conference.

If you are a first-time attendee, you are in for a treat. NCLCA is known for family-style, friendly conferences: We share ideas and resources, inspire each other to improve our learning center services, and have a whole lot of fun in the process! If you are an NCLCA veteran, welcome back, and please reach out to new members to make them feel welcome.

This year we are focused on "A Place in the Sun: The Essential Learning Center." *A place in the sun* refers to a position of favor or advantage, and this week in Tampa we will learn how to establish a strong position on our campuses and use that position to better serve our students.

The Conference Committee, headed by Vice President and Conference Chairperson Pat Maher, has crafted a glorious four days packed with something for every learning center professional. We'll kick off on Wednesday with six pre-conference institute offerings and a visit to the University of South Florida Learning

Commons. On Thursday, keynote speaker Mark A. McDaniel, co-author of *Make It Stick: The Science of Successful Learning*, will discuss recent discoveries in cognitive psychology and other disciplines to offer concrete techniques for becoming more productive learners. Over one hundred concurrent and poster sessions follow over the next two days, as well as no fewer than five banquet events, all included in the price of your conference registration. Join us for Night on the Town activities as we explore Tampa, and finish up on Saturday with three post-conference institute options.

Thank you so much to the Executive Board and Conference Committee members who have put in countless hours over the past twelve months to create an exciting, informative, inspiring conference for you. My wish is that you will experience a renewal this week: that you will leave here with a creative, fresh perspective, ready to develop the services in your learning center with the help of your new friends from NCLCA.

This is our time, our place in the sun! Enjoy your week, and thank you so much for being a part of NCLCA.

Jenny Haley

NCLCA President

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THE 31ST ANNUAL NCLCA CONFERENCE

CONFERENCE SCHEDULE

Tuesday, 27 Sep			
7:00-9:00 pm	Registration -----Registration Desk		
Wednesday, 28 Sep			
7:30-8:00 am	Registration -----Registration Desk	3:30-5:45 pm	USF Learning Commons Visit -----Transportation from hotel lobby
8:00-11:00 am	Pre-Conference Institutes A-C -----IAW Program	6:00-6:30 pm	Vendor Grand Opening -----Woodland Foyer and Hallway
11:00-12:00 pm	Lunch -----Woodland Foyer	6:30-8:00 pm	Welcome Reception -----Banyan
12:00-3:00 pm	Pre-Conference Institutes D-F -----IAW Program	8:00-10:00 pm	Hospitality Suite -----Redwood/ Cottonwood
Thursday, 29 Sep			
7:30-8:30 am	Registration -----Registration Desk	2:00-5:00 pm	CLADEA Meeting -----Palm Court
7:30-8:30 am	Breakfast -----Baypoint Grand Ballroom	2:45-3:45 pm	Concurrent Sessions -----IAW Program
9:00-10:00 am	Keynote -----Baypoint Grand Ballroom	4:00-5:00 pm	Concurrent Sessions -----IAW Program
10:15-11:15 am	Concurrent Sessions -----IAW Program	5:30-6:00 pm	Night on the Town Events -----Transportation from hotel lobby
11:30-12:30 pm	Concurrent and Poster Sessions -----IAW Program	7:00-9:00 pm	Dinner Groups -----Registration Desk
12:30-2:30 pm	Awards Luncheon -----Baypoint Grand Ballroom	8:00-10:00 pm	Hospitality Suite -----Redwood/ Cottonwood
Friday, 30 Sep			
7:30-9:00 am	Continuing the Conversation Breakfast -----Baypoint Grand Ballroom	3:15-4:15 pm	Concurrent Sessions -----IAW Program
9:15-10:15 am	Concurrent Sessions -----IAW Program	4:30-5:30 pm	Concurrent Sessions -----IAW Program
10:30-11:30 am	Concurrent Sessions -----IAW Program	4:30-4:45 pm	Night on the Town Events -----Transportation from hotel lobby
11:45-1:45 pm	Members Luncheon -----Baypoint Grand Ballroom	7:00-9:00 pm	Dinner Groups -----Registration Desk
2:00-3:00 pm	Concurrent Sessions -----IAW Program	8:00-10:00 pm	Hospitality Suite -----Redwood/ Cottonwood
Saturday, 1 Oct			
7:30-8:30 am	Breakfast -----Lobby Area	12:30-2:00 pm	NCLCA Board Meeting -----Birchwood
8:30-11:30 am	Post-Conference Sessions G-I -----IAW Program		

NCLCA MISSION & GOALS

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, Supplemental Instruction (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 (Bettendorf), 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!

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-one 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 future will take us!



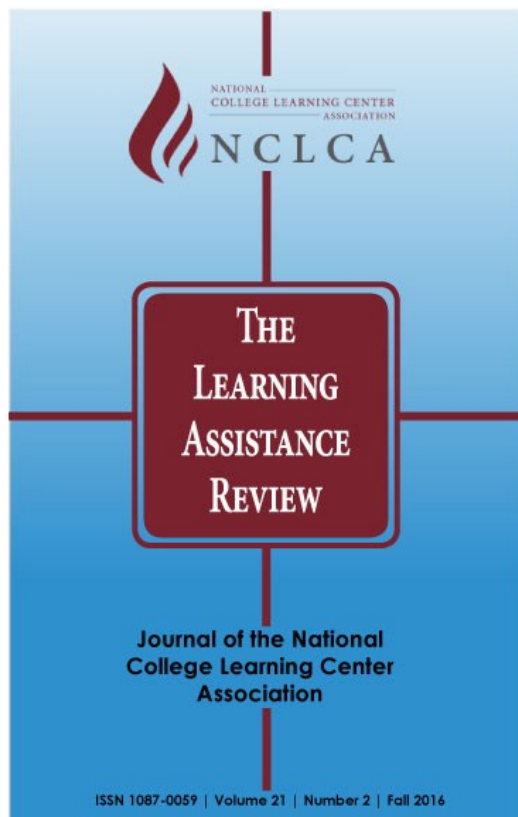
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NCLCA PUBLICATIONS



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 Pre-Conference session:

- ◆ Battling the Blank Page; September 28, 8:00—11:00 am, Birchwood

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.



KEYNOTE ADDRESS



Mark A. McDaniel

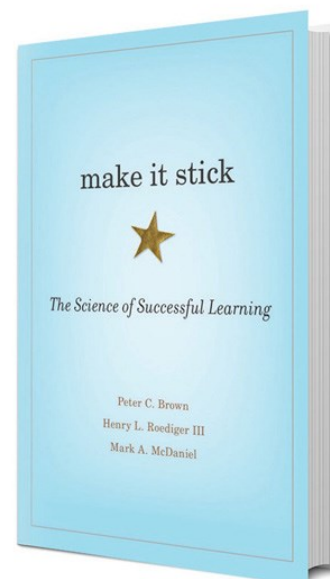
Co-Author of Make It Stick: The Science of Successful Learning

What do you think you know about how learning occurs? To many people learning something "the hard way" implies wasted time and effort. Good teaching, we believed, should be creatively tailored to the different learning styles of students and should use strategies that make learning easier. The book *Make It Stick* turns fashionable ideas like these on their head. Drawing on recent discoveries in cognitive psychology and other disciplines, the authors offer concrete techniques for becoming more productive learners.

We welcome one of the co-authors of this important book as our keynote speaker. Dr. McDaniel's research interests and work are in the general area of human learning and memory. Along with his colleagues Peter Brown and Roddy Roediger, he strives to continue to facilitate dissemination of research literatures pertinent to learning and education, as evidenced by his recent book published by Harvard University Press entitled *Make it Stick: The Science of Successful Learning* (2014).

Dr. McDaniel is Professor of Psychological and Brain Sciences (1980 Ph.D., University of Colorado), and founding Co-Director of the Center for Integrative Research on Cognition, Learning, and Education (CIRCLE) at Washington University in St. Louis. He was Associate Editor of the *Journal of Experimental Psychology: Learning, Memory, and Cognition* from

1995-2000 and has served on editorial boards of seven different journals, including his current role on the boards of *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *Journal of Educational Psychology*, and *Journal of Applied Research in Memory and Cognition*. His publications include over 270 articles, chapters, and books. His research has been sponsored by the National Institutes of Health, NASA, the Institute of Educational Sciences (IES), the National Science Foundation, and the James S. McDonnell Foundation



Make It Stick: Available for purchase at conference.

PRE-CONFERENCE SCHEDULE

Wednesday, 28 September—7:30-8:00 am					
	Registration	Pinewood	Birchwood	Timberwood	Woodland
Registration	🔥				
Breakfast on you own					
Wednesday, 28 September—8:00-11:00 am					
Pre-Conference A		🔥			
Pre-Conference B			🔥		
Pre-Conference C				🔥	
Wednesday, 28 September—11:00-12:00 pm					
Lunch (meal is provided only for people attending two pre-conference sessions)					🔥
Wednesday, 28 September—12:00-3:00 pm					
Pre-Conference D		🔥			
Pre-Conference E			🔥		
Pre-Conference F					🔥

**Join us for our 32nd Annual Conference
in San Antonio!**



PRE-CONFERENCE INSTITUTES

Pre-Conference Institute A: Elevate the Role of Your Learning Center: Implementing 4DX and WIGS

Wednesday, September 28, 8:00—11:00 am, Pinewood

Esmeralda Sweeney, Associate Dean, Academic Success Center, Broward College North Campus

Monique Blake, Associate Dean, Academic Success Center, Broward College Central Campus

Broward College adopted The 4 Disciplines of Execution (4DX) and its Wildly Important Goal (WIGS) framework as a method for implementing strategies and achieving goals. This interactive institute will provide a conceptual framework whereby Academic Support Administrators can approach significant challenges using the laser focus-4DX approach to instill changes not only in their areas but in their institutions as a whole. Additionally, participants will have the opportunity to work on one or two challenges they may be facing, and the strategies and goals that they can implement to attain transformational change in accordance with their institution's strategic plan.



Esmeralda Sweeney is the Associate Dean of the Academic Success Center at Broward College North Campus. She has a Master's Degree in Human Relations and Business, and over 20 years of learning center experience in higher education. During those years, she has led many academic support initiatives that have impacted student success at the institutional level.



Monique Blake lives in South Florida with her husband and three children. Recently, Monique completed a Doctorate in Higher Education leadership degree at Nova Southeastern University. Monique has a Bachelor's of Arts in English and a Master of Education with a specialization in Curriculum and Instruction. Currently, Monique is the Associate Dean of the Academic Success Center on the Broward College Central Campus. She has been employed at the college since 2004. As the Associate Dean, she directly supervises 11 full-time employees and oversees 100+ part-time tutors. Monique has knowledge and expertise in areas such as student success, developmental English and education. Monique also has extensive experience in the area of curriculum lab management having also worked with Student Affairs to provide Early Alert services to students who are in need of academic support. Monique believes Academic Success Centers are one of the most vital additional resources to the core curriculum because it reinforces what is being imparted within the classroom.

Thoughts of Education

“Live as if you were to die tomorrow. Learn as if you were to live forever.”

- Mahatma Gandhi

Pre-Conference Institute B: Battling the Blank Page

Wednesday, September 28, 8:00—11:00 am, Birchwood

Michael Frizell, Director of Student Learning Services, Missouri State University

The cursor blinks against the plain white background, mocking you. The seed of an idea is there, but your ability to put the correct words on the screen in an order that makes that seed bloom eludes you. Join us for a pre-con session designed to shine light on your work and give it its “place in the sun.”



Michael Frizell is the Director of Student Learning Services at Missouri State University and holds a MFA in Creative Nonfiction from the University of Arkansas at Monticello. He is the Editor of The Learning Assistance Review, and his creative nonfiction has been published on the National Gallery of Writing, in Red Ink Journal, The Moon City Review, and others. As a writer for Storm Media, he writes comic books based on the lives of the famous and infamous. Recent publications include tributes to David Bowie, Christopher Reeve, Russell Wilson, Lewis Carroll, Russell Wilson, Pope Benedict, Prince, and Miley Cyrus, and profiles of Chris Christie, Hillary Clinton, Rand Paul, Elizabeth Warren, Marco Rubio, and many others. His

poetry has appeared in The Good Men Project, and he’s had articles appear on CNSNews.com and in the National Gallery of Writing, and his work has been featured in several news media outlets, including Politico, NBC, CBS, Time, Newsweek, on MTV, and many other places.

Pre-Conference Institute C: Using Learning Outcomes to Light Up Your Programs

Wednesday, September 28, 8:00—11:00 am, Timberwood

Laura Sanders, Assistant Dean for Student Success, Valparaiso University

How can you be certain that your learning center has the impact on students that your programs are focused on providing? You need more than usage data and individual success stories to show what students can do as a result of what they have learned in your center. In this session, you will learn how to write student learning outcomes, to select appropriate assessment methods, and to define your criteria for success. Examples will be shared and collaboration time will be utilized to help individuals develop their own plan for assessing student learning.



Laura Sanders is currently the College of Engineering Assistant Dean of Student Success and the Hesse Learning Resource Center Director at Valparaiso University. She earned a BS in Physics and Physics Education, a BA in Math and Math Education, and an MS in Applied Optics. Laura has been a learning center professional in STEM-related support for 20 years and coordinates all recruitment, retention, academic advising, and assessment programs in the College of Engineering. After serving on the NCLCA Executive Board for 7 years, she is now a past president serving the organization on the Council for Advancement of Academic

Standards in Higher Education (CAS) Boards of Directors and as a reviewer for the Learning Centers of Excellence program.

Pre-Conference Institute D: Re-Imagine Your Student Success Course

Wednesday, September 28, 12:00—3:00 pm, Pinewood

Jeff Hall, Director of Student Learning Services, Missouri State University

Are you looking for some fresh ideas for your student success course? This session will introduce participants to three important conceptual frameworks underpinning an empowering student success course. The course design integrates these frameworks to increase confidence, promote self-awareness, and inspire a growth mindset in each student: Mindset (Carol Dweck), the Let Me Learn Process (Christine Johnston) and Validation Theory (Rendon). The session will include a brief overview of each model and discussion of how the three theories can be practically integrated into a rewarding student success course. Participants will engage in practical activities and reflective exercises in order to leave with new ideas on how to put these theories into practice at their institutions.



Dr. Jeff Hall is an Associate Dean in the Division of General Education at Ashford University, a large online college based in San Diego, CA. He has oversight over new student orientation, a mandatory college success course, and other high-enrollment General Education courses. Jeff has 16 years of experience in Higher Education and has taught in both campus and online environments. Prior to earning his Doctorate in Higher Education Leadership from the University of South Florida (USF) in 2011, he held positions in academic advising, instructional design and worked extensively with first-generation student populations. Research interests include first-generation student issues, metacognition, persistence/retention, student success programs, and utilization of the Let Me Learn Process with new student populations. In 2013, Dr. Hall contributed to *Intentional Learning for College Success*, an online textbook used by over 40,000 new Ashford students per year. Jeff holds a Master's degree in Instructional Design and a Bachelor's degree in Business Education from USF.

A promotional banner for the 49th Annual CRLA Conference. The background features a stylized city skyline of Louisville, Kentucky, with various skyscrapers and buildings. The text is overlaid on this background. At the top left, "49TH ANNUAL CRLA CONFERENCE" is written in large, bold, white letters. Below this, in a dark grey box, is the subtitle "Tracking Student Transitions" in white, italicized font. To the right of the subtitle, the dates "November 3-6, 2016" are displayed in white. Below the skyline, the word "Louisville" is written in a white, italicized font. At the bottom center, the CRLA logo is shown, consisting of a stylized leaf-like symbol to the left of the letters "CRLA" in a bold, sans-serif font. A dark grey banner at the very bottom of the image contains the text "REGISTRATION OPENS JULY 1, 2016" in white, bold, uppercase letters.

Pre-Conference Institute E: “Speed Date” Your Way Through a Sea of Learning Technologies

Wednesday, September 28, 12:00—3:00 pm, Birchwood

Mark Newton, Academic Services Administrator, Academic Success Center, University of South Florida

Casey Williams, Academic Services Administrator, Academic Success Center, University of South Florida

Danielle Farrar, Coordinator, Writing Studio, University of South Florida

Technological educational resources can be effective and engaging, but sorting through all of the options can be daunting. In this institute participants will speed date their way through a variety of resources applicable in multiple disciplines including math, science and writing. The session will culminate with opportunities for participants to brainstorm how different technologies might be applied in a variety of learning settings.



Mark Newton is a Ph.D. candidate in Science Education at the University of South Florida preparing to defend his dissertation in Fall 2016. Prior to his doctoral studies, Mark earned an M.Ed. in Earth Sciences from Pennsylvania State University and a B.S. in Elementary Education from SUNY Fredonia. He has 17 years of teaching experience in both K-12 and higher education. Mark’s research interests include experiential environmental education and effective tutor-student interactions in learning centers. He has co-authored two book chapters and presented at multiple state and international conferences. Currently, Mark is an Academic

Services Administrator at USF where he designs and implements professional development for undergraduate and graduate student employees along with teaching strategic learning courses and serving as an academic coach.







Casey Williams holds a B.S. in Mathematics Education, an M.S. in Mathematical Sciences, and is pursuing a Ph.D. in Curriculum and Instruction with a concentration in Mathematics Education. She has over eight years of mathematics teaching and tutoring experience and is returning to the classroom as an instructor in the fall at Hillsborough Community College.

Casey joined the USF Academic Success Center in 2014 and has assisted in the management and daily operations of the SMART Lab. She is responsible for tutor preparation, training, staff supervision, data analysis and has participated in several research projects.



Danielle Farrar is currently a Ph.D. Candidate in English Literature who will complete her degree in 2017. She earned an M.A., English Literature from the University of South Florida in 2012 and an M.Litt. from Mary Baldwin College in 2008. Danielle is currently serving as the USF Writing Studio Coordinator where she has lead the development of a unique writing consultation model known as iSessions. She has presented at several regional, national, and international conferences and has led many workshops related to integrating writing support across the disciplines. Her doctoral research incorporates digital humanities techniques to trace the use of anatomical language in early modern revenge tragedy.

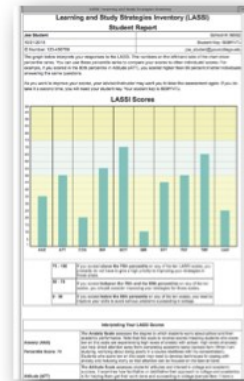
POST-CONFERENCE SCHEDULE

Saturday, 1 October—7:30-8:30 am				
	Pinewood	Birchwood	Timberwood	Woodland Foyer
Breakfast				
Saturday, 1 October—8:00-11:00 am				
Post-Conference G				
Post-Conference H				
Post-Conference I				

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POST-CONFERENCE INSTITUTES

Post-Conference Institute G: New Director's Toolkit

Saturday, October 1, 8:30—11:30 am, Pinewood

Alan Craig, Retired Director of the Learning & Tutoring Centers, 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. In this session attendees will determine the exact topics to explore depending on interest and experiences in the group. Topics may include: conducting an internal review, developing vision & mission, managing and improving daily operations, dealing with bureaucracy, and more!



Alan Craig is the recently retired Director of the Learning & Tutoring Centers for all five campuses of Georgia Perimeter College (now Georgia State University's Perimeter College). Prior to returning to academia, Alan worked in corporate information technology for twenty-three years. Alan has an AA in Liberal Arts from Hillsborough Community College, a BA and MA in Mathematics from the University of South Florida, and an Ed.D. in developmental education from Grambling State University. Alan is a past President of NCLCA and has served for seven years as NCLCA's CLADEA representative. He is currently CLADEA Vice Chair. Alan also served as the webmaster of NCLCA for seven years. Alan is a past

Secretary and Treasurer of the Georgia Tutoring Association and has served as a Content Editor of the web portal Learning Support Centers in Higher Education since 2006.



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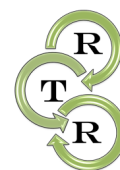
NetTutor

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Quickly and efficiently refer at-risk students to the help they need



ComFit Online Learning Center

Assessment and Skill-building for Writing and English



MyAcademicWorkshop

Assessment, Placement, Remediation and Course Management for Mathematics

Post-Conference Institute I: We Are Retention

Saturday, October 1, 8:30—11:30 am, Birchwood

Eric Moschella, Director of the Student Success Center, University of South Carolina

Melissa Brocato, Director of the Center for Academic Success, Louisiana State University

With the current emphasis on student retention across the country, learning centers have a unique opportunity to showcase their contributions in the areas of student learning, persistence and retention to a range of stakeholders. The Center for Academic Success at LSU and the Student Success Center at University of South Carolina have been on a ten year journey to find campus data and other research that link their services to institutional outcomes and student retention. This workshop will serve as a primer for those wanting to learn more about the relevance of linking their learning center to retention and will come away with a game plan of how to create and assess programs, and demonstrate their learning centers' impact on the university at a variety of levels.



Eric Moschella is the Director of the Student Success Center at the University of South Carolina, Columbia. Eric has over 10 years experience working with comprehensive learning centers and programs. In addition to serving on the CASHE Directorate, Dr. Moschella is a founding member and Past President of South Carolina College Learning Association and the current Membership Secretary for the National College Learning Center Association. Dr. Moschella earned a Masters Degree in Postsecondary Student Development from the University of Iowa, and a PhD in Higher Education Leadership from Clemson University. His research interests include innovation in first and second year student success and persistence

programs, success of underrepresented populations, early alert and intervention, online learning delivery models and comprehensive learning center design.



Melissa Brocato is director of the Center for Academic Success (CAS), an NCLCA certified national center of excellence, at Louisiana State University. She has dedicated her more than 20-year career in education, 17 within the Center for Academic Success, to helping students learn more effectively and think critically. Through her work with the Center for Academic Success at LSU, Brocato has been able to demonstrate the effectiveness of academic support programs and the teaching of metacognition's effect on student academic performance, retention, and self-efficacy for all students including those in STEM. She has been an integral part of developing and directing programs in collaboration with academic colleges and faculty

for tutoring, Supplemental Instruction, metacognitive training programs for at-risk students, and intervention programs for pre-calculus students. She has developed and delivered metacognitive learning principles to students in transition programs from high school to college, and has assisted in creating an academic coaching program at LSU, as well as, the Baton Rouge Community College to LSU Tiger Bridge program. Other projects include early warning and intervention systems such as the Early Academic Referral System, and the LSU Academic Intervention Team. She has co-developed content and specific tools to support the teaching of metacognitive learning principles to students and faculty such as the CAS Study Cycle, the Study Group Starter Kit, and the Critical Thinking Guide. Assessment results from select CAS programs such as academic support show up to a 24% higher retention rate for first year science students, metacognition programs show up to a 21% increase in retention for first-year at-risk students, and CAS program utilization overall shows an increase in student academic performance and GPA.

Post-Conference Institute I: The Road to Becoming a Center of Excellence

Saturday, October 1, 8:30—11:30 am, Timberwood

Elaine Richardson, Professor and Director Emerita, Clemson University

Laura Sanders, Assistant Dean for Student Success, Valparaiso University

Lisa D'Adamo-Weinstein, Director of Academic Support/ Assistant Professor, SUNY: Empire State College

This post-conference institute will walk participants through the rationale for the creation of the certification program; review the criteria for evaluation and discuss the steps for completing an application. We will also share insights gathered during the first three rounds of application reviews to assist participants in developing a clear plan for how they can best put together their own application. The presenters will share tips for strengthening your application and representatives from centers at LSU and TAMU which have received LCE Certification will discuss the processes they used for preparing their applications. (Note: The next deadline for application is January 15, 2017. Effective January, 2017, LCE applications will only accepted annually in January.)



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 has led the development of the NCLCA 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 a past President of NCLCA.



Lisa D'Adamo-Weinstein has been a professional in the field of academic support and learning assistance for over twenty years. She has worn many hats teaching and directing academic assistance/learning support programs at Indiana University, American University, and the United States Military Academy -West Point. She currently is the Director of Academic Support at the Northeast Center of SUNY Empire State College. She has given numerous presentations, workshops, trainings, and institutes at national and regional conferences. Lisa earned a B.A. in English & General Literature at Binghamton University (SUNY). She completed her M.S., TESOL certification, and Ph.D. at Indiana University. She is co-author of the book

Piecing It Together: A Guide to Academic Success. She has conducted external reviews of learning centers at various institutions. Additionally, she served on the NCLCA Executive Board from 2003-2006 as Vice President, President, and Past President. She has co-chaired NCLCA's Webinar and Online Workshop Series (W.O.W.S.) with Dr. Elaine Richardson. Lisa co-owns an educational consulting business with her husband, Dr. Gideon Weinstein.










CONCURRENT SESSIONS—SCHEDULE

Thursday, 29 September: 10:15-11:15 am

	Azalea	Banyan	Birchwood	Cottonwood	Cypress Cove	Gardenia	Hibiscus	Jasmine	Oakbrook	Palm Court	Pinewood	Redwood	Timberwood
Tutoring Session Observations - Maureen McCoy													
Developing an Online Tutor-Training Program - Brianne Parker and Scott Pleasant													
The Versatile Learning Center: Promoting Student Success in Times of Change - Ana Mack													
Creating an NCLCA Affiliate - Ashley Babcock and Cassie Bichy													
You Got Fins to the Left, Fins to the Right...and Tutoring is the Best Strategy in Town - Michelle Wolf and Jonathan Marx													
Professional Development and Sam Houston State University's Online Doctoral Program - Patrick Saxon													
Maximizing Center Resources with TutorTrac Software - Jon Halter													
Mitigating Implicit Bias - Minna Mahlab													
Building Stronger Students, One Student at a Time: A Unique Approach to Academic Recovery Programs - Monique Negrón													
Increased Self-Efficacy Using White Boards - Mark Newton, Kati Räsänen and Sergio Luya													
Thinking Fast and Slow: Cognitive-based Best Practices For Your Learning Center - Joe Salvatore													
Sol Searching: Leading Virtual Teams - Emily O'Connor													
Complexities of Mandatory Tutoring - Ana Torres-Ayala and Casey Williams													











CONCURRENT SESSIONS—SCHEDULE

Thursday, 29 September: 11:30 am-12:30 pm

	Azalea	Banyan	Birchwood	Cottonwood	Cypress Cove	Gardenia	Hibiscus	Jasmine	Oakbrook	Palm Court	Pinewood	Redwood	Timberwood
Peer Mentor Education Courses - Mark Minglin and Andrea Engler													
Pooling Resources to Meet Learning Challenges: The Essential Learning Center Online - David Kephart and Johanna Dvorak													
Using a Conference Style Model for Improving Training Efficiency - Anne Raines													
How to Strategically Budget a Tutoring Program - Ann Bauer													
The Association for the Tutoring Profession: Coaching and Tutor Certification Workshop - Pinder Naidu and Julie Loppacher													
Ensuring Quality Private Tutoring - Martin Golson and Elizabeth DiMartino													
Poster Sessions													
Come into the Light: Reducing the Dark Side of Assessment Planning - Gary Ritz, Ana Baratta and Heather Morrow													
The Influence of a Simulated Environment on Tutor/SI Training Programs - Talitha Hudgins and Kolene Mills													











CONCURRENT SESSIONS—SCHEDULE

Thursday, 29 September: 2:45-3:45 pm

	Azalea	Banyan	Birchwood	Cottonwood	Cypress Cove	Gardenia	Hibiscus	Jasmine	Oakbrook	Palm Court	Pinewood	Redwood	Timberwood
Establishing the Learning Center as the Nucleus - Sandra McGuire													
Cultivating Peer Educator Leaders on Your Staff - Kathleen Volk													
The Psychology of Success - Lynell Williams and Matt Hanson													
Evaluating Academic Coaching: Assess Your Workshops - Lu Lucille													
Innovative Ways to Provide Tutoring for ALL Courses - Nicole Wampole and Ethan Fieldman													
Striving for Excellence - Elizabeth Kremer													
Enriching the On-Campus Employment Experience - Zoraya Betancourt													
From “Learning Styles” to “Learning Patterns” - Jeffrey Hall													
Co-located Tutors and Librarians for Success - Suzanne Robertshaw and Susan Montgomery													
Bringing Reading Out of the Shade and Into the Sun in Higher Education - Vicenta Shepard													











CONCURRENT SESSIONS—SCHEDULE

Thursday, 29 September: 4:00-5:00 pm

	Azalea	Banyan	Birchwood	Cottonwood	Cypress Cove	Gardenia	Hibiscus	Jasmine	Oakbrook	Palm Court	Pinewood	Redwood	Timberwood
Trivia Night: Learning's Place in the Fun - Katherine Dufault													
Best Practices for Online Tutoring Services and Resources - Johanna Dvorak													
Go for Gold: Assembling Your Frank L. Christ Outstanding Learning Center Award Packet - James Breslin and Dana Malone													
Essential Campus Partnerships and Tutor Training - Lisa Sharfstein													
Utilizing Systematic Assessment and Evaluation - Gregory Farrell, Christopher Shults & Janice Zummo													
Improve Student Success and Retention with Smarthinking Online Tutoring - Danny Clark													
Applications of Coaching Theory in Learning Centers - Nora Devlin													
Managers, step aside, Leaders, step forward: Developing a Leading Learning Center - Leonard Geddes													
Multitasking In the Learning Center: Integrating Academic Coaching during a Tutoring Session - Rebecca Lemmel and Megan King													
Developing Shining Mentoring and Tutoring Programs - Dorothy Briggs													










CONCURRENT SESSIONS—SCHEDULE

Friday, 30 September: 9:15-10:15 am

	Azalea	Banyan	Birchwood	Cottonwood	Cypress Cove	Gardenia	Hibiscus	Jasmine	Oakbrook	Palm Court	Pinewood	Redwood	Timberwood
Retaining the Academically Distressed Student - Laura Pate													
Online Tutoring -- An Essential Part of Your Learning Center - Lori Reagan and Jan Meigs													
Mentor Teams: A New Way to Mentor SI Leaders - Rachel Cordy													
From Google to Tutoring: Factors that Influence the Types of Help Students Seek - Joan Giblin													
A Place in the Sun - Natasha Taylor with Lindsay Singh and Renee Jeffreys Heil													
Connecting Students to Resources - Kristen Norris with Rachel Brunson													
Revitalizing and Reimagining Academic Recovery Programs - Hilary Chubb													
Leaving the Learning Center: How to Proactively Reach At-Risk Students - Erin Schlauch and Desiree Ciaramitaro													
Technology & Retention: Expanding Early Alert - Christine McDermott, Danielle Archambault, Charlene Stephens and Chelsey Vest													
Learning Commons with a 4 Cylinder Data Driven Engine! - Vera Mayes and Margelet Hamilton													












CONCURRENT SESSIONS—SCHEDULE

Friday, 30 September: 10:30-11:30 am

	Azalea	Banyan	Birchwood	Cottonwood	Cypress Cove	Gardenia	Hibiscus	Jasmine	Oakbrook	Palm Court	Pinewood	Redwood	Timberwood
Blackhawk Down - Cari Allyn Brooks, Emma Reabold, Ashley Crisp, Matthew Kirk and Beth McWilliams													
Exploring Different Methods of Online Tutoring to Meet Student Needs - Shelly Hintz													
How to Integrate Student Support In a Decentralized System - Sue Norris													
Surviving Your First Year as the Director - Clay Armstrong													
Why "Intent to Learn" is the Key - Cora Dzubak													
Grit, Growth Mindset, and Engagement: A Discussion of Trends in Retention Research - Jane Jensen													
Synergy: Leveraging Collaboration Between Staff - Susan Rinaldi													
Appreciative Inquiry: A Tool for Strategic Planning and Student Success - Nicholas Vick													
STEM Supplemental Instruction: Impact on Student Success - Therese Mar													











CONCURRENT SESSIONS—SCHEDULE

Friday, 30 September: 2:00-3:00 pm

	Azalea	Banyan	Birchwood	Cottonwood	Cypress Cove	Gardenia	Hibiscus	Jasmine	Oakbrook	Palm Court	Pinewood	Redwood	Timberwood
Quantitative Assessment and Analytics: Telling the Story of Your Essential Learning Center - Kevin Berkopes													
Keeping Students Engaged - Arianna Thobaben													
What's Your Image? Elevator Speeches, Logos, and Other Marketing Messages - Debbie Malewicki													
Making Your Learning Center the Center of Online Success - Jennifer Gregor and Matthew Bodie													
Shining the Light on Motivational Interviewing - Heather Morrow													
Supporting Health Science Students - Kathleen Volk													
Balancing Responsibilities: Key HABITS of Learning Center Directors - Leigh Ann Copas													
A Pathway Towards Persistence - Courtney Barry													
Writing Center 2.0: Updating Writing Sessions to iSessions with Digital Technologies Danielle Farrar and Sandy Branham													
Sunny disposition? Using Success Coaching to Enhance Student Achievement - Jack Truschel													
Personal Academic Consultations - Todd Rakes, Patricia Golay and Holly Hunt													











CONCURRENT SESSIONS—SCHEDULE

Friday, 30 September: 3:15-4:15 pm

	Azalea	Banyan	Birchwood	Cottonwood	Cypress Cove	Gardenia	Hibiscus	Jasmine	Oakbrook	Palm Court	Pinewood	Redwood	Timberwood
Shedding Light on the Influence of Tutoring on Engineering Identity: A Work in Progress - Justine Chasmar and Katherine Hafner													
Walking on Sunshine: The Bright Side of Collaboration - Patricia Hartley and Rebecca Piety													
Math, Manipulatives and Students with Learning Disabilities - Stephen Ferris and Geoff Thames													
The Evolving World of Student Support - Connie Hayek and Ebony Thomas-Butler													
The Assessors are Coming: How to Make Learning Center Assessment a Little Less Scary - Stephanie Hopkins and Josie Welsh													
NCLCA Learning Center Leadership Certification (LCLC) - Jackie Harris													
Helping Students Shine: Partnership with AVID to Promote High Engagement Strategies - Michael Greer and Kelly Anderson													
Leading Learning Center Change: Creating Meaningful Opportunities - James Breslin and Kristen Wallitsch													
Place Matters: Course Integrated Mentors Jon Mladic and Emily O'Connor													
Summer Opportunity for Academically Dismissed Students - Doug Renalds													

CONCURRENT SESSIONS—SCHEDULE

Friday, 30 September: 4:30-5:30 pm

	Azalea	Banyan	Birchwood	Cottonwood	Cypress Cove	Gardenia	Hibiscus	Jasmine	Oakbrook	Palm Court	Pinewood	Redwood	Timberwood
Let Your Essential Academic Support Program Shine Bright through Training and Evaluation - Ronald Johnson and Sujinun 'Ning' Ovathanasin													
Enhancing Graduate Student Success - Erica Ellard													
The MathWorld Concept Can Help Anyone Pass Math - Robert Walling													
Closing the Assessment Cycle - Christie Maier, Chanson Davenport and Rachael Deel													
Re-Organizing the Chaos: Changing "How It's Always Been Done" - Abby Essinger and Jennie Wellman													
Games/Group Activities in Tutoring or SI - Kristen Horton and Jessica Dorfman													
Challenging SI Leaders' Beliefs to Promote Learning with Understanding - Ana Baratta and Gary Ritz													
Implementing a Metacognitive Approach with Students who are Struggling Academically - Kathryn Bye													
Utilizing StudentLingo to Enhance Student Success - Christine Murphy													
Creating Safe Learning Center Spaces: Addressing Discomfort in Tutoring Sessions - Aimee Woznick and Sophia Mavrogiannis													

CONCURRENT SESSIONS—DESCRIPTIONS

Thursday, 29 September: 10:15-11:15 am

<p>Azalea</p>	<p>Tutoring Session Observations: Promoting Student and Tutor Development - Maureen McCoy This presentation is geared toward new tutor trainers or coordinators, established professionals wishing to implement observation practice into programs, or for those looking to re-structure observation practice. Audience members can collaborate and brainstorm ways to revamp or expand their current process. Participants will understand best practices for observations and have a chance to think about developing their own new initiatives or re-structuring current practice.</p>
<p>Banyan</p>	<p>Developing an Online Tutor-Training Program - Brianne Parker and Scott Pleasant As a substitute for a mandatory credit-bearing course, we are developing a series of online training modules for tutors in multiple disciplines for initial implementation in the 2016-2017 academic year. In this presentation, we will discuss the theoretical and practical considerations involved in the development of the training program and give quantitative and qualitative data on tutors' perceptions of the first iteration of the program. We anticipate learning a great deal about what works well and what does not as we develop this program, and others can learn from our experiences.</p>
<p>Birchwood</p>	<p>The Versatile Learning Center: Promoting Student Success in Times of Change - Ana Mack In times of increasing demand for academic support services with fewer resources, learning centers must find creative ways to do more with less. This session will focus on different initiatives implemented in our learning center to successfully support more students and increase the impact of our programs on student success and retention. Attendees will learn how securing strategic partnerships and assessing our programs and services have helped us work more effectively and share resources.</p>
<p>Cottonwood</p>	<p>Creating an NCLCA Affiliate: Regional or Statewide? - Ashley Babcock and Cassie Bichy During our presentation, we will describe the journey of the Maryland Learning Center Network (MDLCN) the past three years. First, we will demonstrate how the MDLCN was created and how it expanded through annual conferences. Then, we will provide an overview of the steps taken between the 3rd annual conference on March 15, 2016 and the NCLCA conference to create a statewide affiliate. Finally, we discuss the possibility of expanding MDLCN to become a regional affiliate. Join us for an interactive presentation about the affiliate process and possible affiliate expansion.</p>
<p>Cypress Cove</p>	<p>You Got Fins to the Left, Fins to the Right...and Tutoring is the Best Strategy in Town - Michelle Wolf and Jonathan Marx Navigating the sea of student success can be challenging. How does a learning center help calm the sea and provide a safe and smooth sailing experience for the students, tutors, and faculty? Our session explores how tutor-tutee relationships influence student self-reliance and ultimately course performance. We will dispel some common myths about tutoring, as well as provide an overview of a study conducted with tutor-tutee pairs in a learning center at a medium-sized public university. Participants will receive copies of the assessment, along with some tutor training "life savers" for captains who oversee peer tutoring programs.</p>
<p>Gardenia</p>	<p>Professional Development and Sam Houston State University's Online Doctoral Program - Patrick Saxon The field of developmental education has recently advanced in terms of research, scholarship, and professional development opportunities. This session will contain information about the advances and a discussion of doctoral study opportunities. In particular, information on the Sam Houston State University fully online Doctor of Education in Developmental Education Administration program will be offered. This program is accessible to any and all interested professionals in the field of higher education. Participants will be offered time for discussion and questions.</p>

CONCURRENT SESSIONS—DESCRIPTIONS

Thursday, 29 September: 10:15-11:15 am

Hibiscus	<p>Maximizing Center Resources with TutorTrac Software - Jon Halter</p> <p>Will provide an overview of items to consider when designing a tracking system. An interactive demo of TutorTrac software and our new Q2 Study Table module will be provided.</p>
Jasmine	<p>Mitigating Implicit Bias - Minna Mahlab</p> <p>Mitigating implicit bias is a necessary condition for improving participation of underrepresented students in high impact voluntary opportunities, such as peer education. This session will replicate a series of interactive reflective exercises for peer educators to understand, recognize, and mitigate these biases in and out of the learning center environment. Peer educator feedback will also be presented.</p>
Oakbrook	<p>Building Stronger Students, One Student at a Time: A Unique Approach to Academic Recovery Programs - Monique Negron</p> <p>This session will cover a unique academic recovery program offered at the University of Connecticut called UConn Connects. For twenty-five years, UConn Connects has assisted an unprecedented number of at-risk students by offering them the opportunity to meet with a faculty, staff, or peer mentor. Data shows that students who actively participate are likely to increase their GPA by almost one point contributing to UConn's 92% first to second year retention rate in 2015. This session will provide an overview of the program including design, implementation and success rates.</p>
Palm Court	<p>Increased Self-Efficacy Using White Boards - Mark Newton, Kati Räsänen and Sergio Luya</p> <p>This presentation will report the results from a qualitative case study investigating the association between tabletop dry erase boards and student/tutor perspectives related to self-directed learning. Attendees will interact with dry erase boards and engage in discussion on the scalability of this technique in various learning centers.</p>
Pinewood	<p>Thinking Fast and Slow: Cognitive-based Best Practices For Your Learning Center - Joe Salvatore</p> <p>Nobel Prize winner Daniel Kahneman's book Thinking Fast and Slow offers critical insights into how we think and learn, but these ideas remain untapped in university learning centers. This session will discuss priming (how exposure to specific words and images affects thinking and behavior) as it relates both to the physical spaces of learning centers and the tutoring that occurs within. Participants will also learn about cognitive illusions and bias, and how they can affect learning center staff and the students they seek to help.</p>
Redwood	<p>Sol Searching: Leading Virtual Teams - Emily O'Connor</p> <p>Resulting from the wide range of operational models for tutoring, learning center administrators must adapt to effectively lead semi-virtual and virtual learning assistance employees to develop team camaraderie and ensure consistent practices in remote and virtual settings. Attendees will discover best practices for virtual learning assistance employee management with emphasis on team building across full-time and student employees.</p>
Timberwood	<p>Complexities of Mandatory Tutoring - Ana Torres-Ayala and Casey Williams</p> <p>What happens to the dynamic among students, tutors, administrators, and instructors when introductory-level math students are required to attend a tutoring laboratory as part of their course grade? It changes from that of self-selected tutoring. In this session, we will discuss the challenges and opportunities afforded by this support model. Lessons learned from four years of experience in an emporium-style lab housed within a learning center will be shared.</p>

CONCURRENT SESSIONS—DESCRIPTIONS

Thursday, 29 September: 11:30 am-12:30 pm

<p>Azalea</p>	<p>Peer Mentor Education Courses: A Multi-dimensional Approach to Support Peer Mentor Development - Mark Minglin and Andrea Engler</p> <p>Years of intentional work and study have created a series of four peer mentor education courses. Drawing upon appreciative and strength-based learning theory as well as mentoring and coaching literature, these courses are an essential part of the peer mentors’ preparation for serving others as well as their own holistic development. This presentation will offer participants the opportunity to see examples and learn about how these courses have been used as part of a multidimensional model for peer mentor development. Also, participants will gain the tools and information about how to implement a content course into their mentor education process.</p>
<p>Birchwood</p>	<p>Pooling Resources to Meet Learning Challenges: The Essential Learning Center Online - David Kephart and Johanna Dvorak</p> <p>Ongoing innovations in technology invite Learning Center leaders to consider the use of one or a mix of online tools. Online tutoring can be conducted on various platforms and by campus or third party tutors. The web can extend Learning Center outreach, but does it support the vision of the institution? We report results from 2- and 4-year schools: New York’s STAR-NY consortium, the Online Education Initiative in California, UWM’s PASS Program, and Mississippi’s Virtual Community College System.</p>
<p>Cottonwood</p>	<p>Using a Conference Style Model for Improving Training Efficiency - Anne Raines</p> <p>Training the 300+ students serving as tutors, leaders, and ambassadors has become a massive undertaking for our center. Transitioning to a training session styled after the academic conference model has enabled our center to effectively meet initial training needs with one intensive session that includes all student workers. This model has increased student understanding of all programming, allowed academic coaches to facilitate training sessions, and provided greater flexibility in training topics while reducing hours spent training staff at the beginning of the semester.</p>
<p>Gardenia</p>	<p>How to Strategically Budget a Tutoring Program - Ann Bauer</p> <p>This presentation will highlight data developed to track tutoring hours, number of student contacts, and minutes per tutoring session to determine precisely how and where tutoring dollars are spent each semester. The overall message will point out to participants how data collection in an academic learning center allows for better planning that aligns with department funding and ultimately supports students’ academic needs best.</p>
<p>Jasmine</p>	<p>Ensuring Quality Private Tutoring - Martin Golson and Elizabeth DiMartino</p> <p>Students frequently work as tutors for local students, and institutions are judged by the services these tutors provide. Austin Peay State University decided to accept this dilemma and ensure that the judgement was favorable. Our program generates income for the Academic Support Center by providing skilled tutors at a reasonable price. Potential students and their parents are invited onto our campus and leave impressed.</p>
<p>Hibiscus</p>	<p>The Association for the Tutoring Profession Coaching and Tutor Certification Workshop - Pinder Naidu and Julie Loppacher</p> <p>ATP President , Dr. Pinder Naidu and Membership Chair, Julie Loppacher will provide an overview of the Association for the Tutoring Profession including member benefits, Training Webinars, professional development opportunities, networking, as well as Tutor and Tutor Trainer Certification opportunities, as well as our new and upcoming Peer Coaching Certification, and of course an overview of our Annual conference to be held in Kansas City Missouri in March of 2017!</p>

CONCURRENT SESSIONS—DESCRIPTIONS

Thursday, 29 September: 11:30 am-12:30 pm

Pinewood

Come into the Light: Reducing the Dark Side of Assessment Planning

- Gary Ritz, Ana Baratta and Heather Morrow

Assessment is one of the big trends in higher education, so learning centers are coming under pressure to do more and more. The task of assessment seems daunting, but the planning process of developing an assessment plan does not have to be. This session will focus on the process of creating an assessment plan from scratch and how the plan can satisfy the pressures an institution can place on a center related to assessment.

Timberwood

The Influence of a Simulated Environment on Tutor/SI Training Programs

- Talitha Hudgins and Kolene Mills

Tutors/SI leaders assist in student learning and retention through facilitation of sessions that help students better understand concepts and applications of course content. In order for tutors/SI leaders to prepare and teach students their own skills need to be developed. Training that is provided should be efficient and immediate with strong transference of knowledge. This session will demonstrate how a mixed-reality computer simulated environment (TeachLive) will strengthen tutor/SI leaders' preparation and the use of effective strategies by allowing them to practice their skills with a virtual student (avatar).



Join us for our 32nd Annual Conference
in San Antonio!

POSTER SESSION—DESCRIPTIONS

Thursday, 29 September: 11:30 am-12:30 pm

Palm Court

ASC Hub: An Essential Piece for Assessment

- Veronica Giguere and Rodd Newcombe

As a learning center grows to serve more students, collecting and analyzing data related to student appointments and tutoring trends becomes integral to effective use of resources. This display will show how the ASC Hub, a student-programmed custom learning center data management system, tracks students' use and provides data to assist in assessment and department initiatives.

Twenty Cognitive Biases, Heuristics, Illusions and Effects

- Brad Byers and Roberta Allen

Our poster will illustrate each of the twenty cognitive biases in such a way that they are easy to understand and employ. Anyone training tutors or supplemental instructors will discover the ease with which this helpful tool can be incorporated into training sessions, or as a stand-alone presentation.

A Student's Place in the Learning Center: Fostering Professionalism through Student Aide Leadership Teams

- Ashley Babcock and Vanessa Nakoski

Our poster will lead attendees through the evolution of our student aide leadership program at Montgomery College. When we first developed the leadership program, the purpose was to make the student aide position more robust through leadership teams that aligned students' duties in the center with their academic and professional interests. As center needs changed, the program is evolving into a training program offering LEAD certification in the following areas: Linguistic Diversity, e-Portfolio Design, Advertising & Outreach, and Data Management. Join us to discuss the many options for a student aide leadership program and how you can get started!

The Sequence of Successful Learning Assistance

- Leonard Geddes

This poster provides some evidence-based and field tested rationales as to why our best attempts at improving student performance falls short. Perhaps we're doing the right things, but in the wrong sequence. Participants will learn the research logic behind this approach to sequencing strategies and will learn new key metrics that every learning center should consider measuring.

Thoughts of Education

"Intelligence plus character—that is the goal of true education."

- Martin Luther King Jr.

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Teach Students How to Learn

Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation

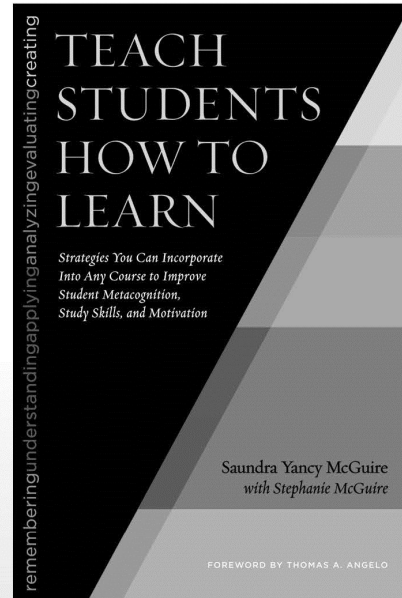
**Sandra Yancy McGuire
With Stephanie McGuire**

Foreword by Thomas Angelo

What is preventing your students from performing according to expectations? Sandra McGuire offers a simple but profound answer: If you teach students how to learn and give them simple, straightforward strategies to use, they can significantly increase their learning and performance.

For over a decade Sandra McGuire has been acclaimed for her presentations and workshops on metacognition and student learning because the tools and strategies she shares have enabled faculty to facilitate dramatic improvements in student learning and success. This book encapsulates the model and ideas she has developed in the past fifteen years, ideas that are being adopted by an increasing number of faculty with considerable effect.

The methods she proposes do not require restructuring courses or an inordinate amount of time to teach. They can often be accomplished in a single session, transforming students from memorizers and regurgitators to students who begin to think critically and take responsibility for their own learning.



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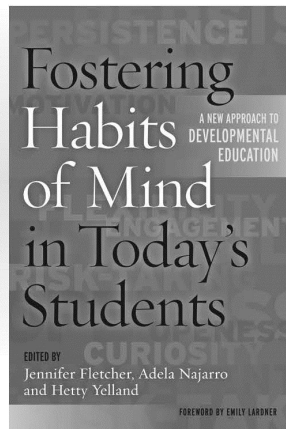


Fostering Habits of Mind in Today's Students

A New Approach to Developmental Education

**Edited by
Jennifer Fletcher,
Adela Najarro,
and Hetty Yelland**

Foreword by
Emily Lardner



Co-published in association with NISOD

Paper, \$28.95 | eBook, \$23.99



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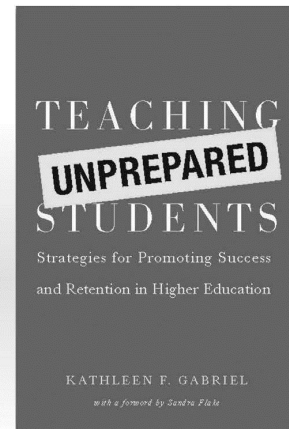
Teaching Unprepared Students

Strategies for Promoting Success and Retention in Higher Education

Kathleen F. Gabriel

Foreword by
Sandra M. Flake

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CONCURRENT SESSIONS—DESCRIPTIONS

Thursday, 29 September: 2:45-3:45 pm

Banyan	<p>Establishing the Learning Center as the Nucleus - Sandra McGuire</p> <p>Learning centers have the potential to become the nucleus for initiatives that focus the entire institution on improving learning. However, to realize this potential, learning center leaders must identify stakeholders and partners, establish a campus wide presence for the learning center, and implement effective strategies for expanding the learning center's sphere of influence. This interactive workshop will provide strategies to enable the learning center to achieve significant campus-wide impact.</p>
Birchwood	<p>Cultivating Peer Educator Leaders on Your Staff - Kathleen Volk</p> <p>Harnessing the talent on your staff benefits not only the peer educators who serve in leadership positions but you as the supervisor. This session will provide models for using program assistants (lead tutors), forming a student-centered tutor training committee, and incorporating peers into academic skill workshop delivery. Expect to learn strategies for creating leadership opportunities for your peer educators ranging from job descriptions, evaluation rubrics, and outcomes from the supervisor's perspective.</p>
Cottonwood	<p>The Psychology of Success - Lynell Williams and Matt Hanson</p> <p>We've all learned that students need guidance and training at the place of intersection between academic health and mental health at times when both kinds of offices are closed. See how a new collaboration underway at the University of Minnesota seeks to make relevant and engaging interactive tools available to students at any hour on the Internet. Gain ideas on how to tailor a similar collaboration for your own institution.</p>
Cypress Cove	<p>Evaluating Academic Coaching: Assess Your Workshops - Lu Lucille</p> <p>Learn how an academic coaching program at Rutgers University Learning Centers assesses and evaluates the effectiveness of their workshops. This session will demonstrate models of assessment beyond the self-reported student surveys and into measuring student outcomes after attending a workshop, and even after a month has passed. Brainstorm interactively to develop your own plan for an assessments measuring behavior change.</p>
Gardenia	<p>Innovative Ways to Provide Tutoring for ALL Courses - Nicole Wampole and Ethan Fieldman</p> <p>One hundred percent free for schools, Tutor Matching Service is the official "private tutor list" of universities across the country (Purdue University, LSU, IU, Drexel University, Caltech, College of Charleston, and many more). Tutors set their own prices, and TMS withholds a 10% service fee for in-person (libraries) and online (free proprietary platform) tutoring. Schools have access to all of the data, and some subsidize the cost for students. TMS is completely customizable to each individual school's specific needs. TMS also offers a free video whiteboard tool for online tutoring sessions for distance learning students.</p>
Jasmine	<p>Striving for Excellence: Davidson County Community College's Learning Commons, 2015 Recipient of the NCLCA Frank L. Christ Outstanding Learning Center Award - Elizabeth Kremer</p> <p>Davidson County Community College centralized academic supports and opened the Learning Commons in August 2011. Today the Learning Commons serves around 16,500 students (duplicated headcount) yearly through academic support services. The Learning Commons offers in-person tutoring in over 10 subject areas, online tutoring in a variety of subjects and academic support workshops. Participants will learn the essentials of our center, how we market our center; get faculty and student buy-in and develop partnerships on campus.</p>

CONCURRENT SESSIONS—DESCRIPTIONS

Thursday, 29 September: 2:45-3:45 pm

Oakbrook	Enriching the On-Campus Employment Experience: Understanding the Self-Directed Learning Characteristics of our Student Staff - Zoraya Betancourt As administrators we strive to enhance our training, professional development opportunities and evaluation procedures of our employees. This presentation examines the learning characteristics of tutors with the intent to better understand who they are as students to achieve that goal. Participants will learn about research assessing the self-directed learning characteristics of tutors. The facilitator will first introduce the study, its findings, and its impact on training and professional development. This will be followed by group discussion targeting the learning and motivation characteristics of tutors. Finally, a wrap up discussion will take place to include addressing attendee questions.
Pinewood	From “Learning Styles” to “Learning Patterns” - Jeffrey Hall This session will discuss utilization of the Let Me Learn Process, an advanced learning system, at Ashford University. In 2013, we re-invented the college success course for the 21st century online, adult learner. The goal of the course is to develop intentional learners and is based on the belief that learning is a personal, individual, and interactive process. Through the process of self-assessment and reflective practice, students have the opportunity to develop a deep understanding of how they learn, and use that understanding to develop effective strategies for success in the workplace, classroom, and everyday life.
Redwood	Co-located Tutors and Librarians for Success - Suzanne Robertshaw and Susan Montgomery Soon after tutoring moved to the library, joint research examined our value to second-year student success. Our data was plentiful while library use data was non-existent. Ethnographic interviews with students about their research and writing processes revealed students’ assistance preferences, from tutors but not from librarians. This joint research gave impetus to changes in reference librarians’ service model, including appointments and copious data collection. A tutors’ assignment ensures accurate referrals to librarians and their resources.
Timberwood	Bringing Reading Out of the Shade and Into the Sun in Higher Education - Vicenta Shepard Reading education is commonly perceived as a charge of the K-12 system—not in university. Recent public policy has influenced the access to developmental reading courses in post-secondary education. However, it is common for students entering university to experience hardship due to the rigor and volume of disciplinary reading. FIU’s Center for Academic Success will share the need, construction, and reward of implementing a Reading and Learning Program in higher education.

Thoughts of Education

“It is important that students bring a certain ragamuffin, barefoot irreverence to their studies; they are not here to worship what is known, but to question it.”

- Jacob Bronowski, *The Ascent of Man*

CONCURRENT SESSIONS—DESCRIPTIONS

Thursday, 29 September: 4:00-5:00 pm

<p>Azalea</p>	<p>Trivia Night: Learning's Place in the Fun - Katherine Dufault While gamification is a relatively new and growing trend, some of the trend's foundational aspects and theories, like motivational design, have been used in education for years. By incorporating some of these game and motivation concepts into workshops, you can turn a captive audience into a curious one using both high-tech and no-tech resources. This session will provide a brief overview into game and motivational design then show various ways to apply the concepts in workshops and training. An example workshop, Study Skills Trivia, will also be discussed including the workshop plan, resources, and results.</p>
<p>Banyan</p>	<p>Best Practices for Online Tutoring Services and Resources - Johanna Dvorak This session will share how to develop a quality online tutoring program. It will address how learning center directors can expand our services to both online and on-campus students who want to access online academic support. The presenter will demonstrate in a PowerPoint presentation how her campus organizes their own online tutoring services, expands tutoring access through a service, and provides online resources through a virtual learning center. Various current online formats and technologies will be discussed as well as cost, structure, staffing, training and evaluation.</p>
<p>Birchwood</p>	<p>Queued In: Implementing an Automated Queuing System in a Drop-In Tutoring Lab - Kolene Mills and Rachel Moyes Drop-in tutoring is a great, cost-effective method to offer tutoring, but it comes with several challenges: serving clients in a timely manner, identifying the order in which requests were received, and keeping track of "real" tutoring hours for CRLA certification. In partnership with UVU's Automation and Integration Services (AIS), Academic Tutoring recently implemented a technologically-driven queuing system that allows tutors to respond to students in the order in which they had a question. Come learn how our queue is keeping students happier, helping tutors prioritize requests, and aiding center administrators in managing the center more strategically.</p>
<p>Cottonwood</p>	<p>Go for Gold: Assembling Your Frank L. Christ Outstanding Learning Center Award Packet - James Breslin and Dana Malone This session, presented by the winners of the 2015 Frank L. Christ Outstanding Learning Center Award, is designed for those who are interested in submitting an application. We will share how we strategically planned and coordinated when to apply, the timeline we used, and a detailed overview of the application packet we submitted. The session will also include ideas for working with colleagues and administrators on your campus and suggestions for what to do when you win!</p>
<p>Cypress Cove</p>	<p>Utilizing Systematic Assessment and Evaluation to Improve Support for the Student Learning Environment - Gregory Farrell, Christopher Shults and Janice Zummo This presentation will summarize the Learning Resource Center (LRC) assessment process from mission revision to developing an assessment plan and using data to impact change. We will discuss how the unit has recently revised its mission; developed student learning outcomes, support outcomes, and goals; and begun a one year self-study based on the CAS Learning Assistance Program (LAP) Standards that will culminate with an external review.</p>
<p>Gardenia</p>	<p>Improve Student Success and Retention with Smarthinking Online Tutoring - Danny Clark Smarthinking's unmatched quality and level of service has shown improved student success and retention in over 20 independent institutional research studies. Since 1999, Smarthinking has provided people, technology, and training to help schools, colleges, universities, libraries, government agencies, textbook publishers and other education providers enhance learning through 24/7 online tutoring support.</p>

CONCURRENT SESSIONS—DESCRIPTIONS

Thursday, 29 September: 4:00-5:00 pm

Oakbrook	Applications of Coaching Theory in Learning Centers - Nora Devlin Coaching theory’s holistic and future-centered approach provides a solid model for many relationships within learning centers. In this session, we will discuss Jenny Rogers’s 6 Principles of Coaching with a brief outline of the development and influences of coaching theory. We will work together to envision the various applications of coaching theory in your learning centers and develop plans for adopting coaching principles in ongoing programs, trainings and relationships.
Pinewood	Managers, step aside, Leaders, step forward: Developing a Leading Learning Center - Leonard Geddes Managers, step aside. Leaders, step forward! During tumultuous times, leadership is required. Change, by definition, requires creating a new system, which in turn demands leadership. This workshop provides a turn-by-turn navigational map for how learning center leaders can build the systems, coalitions and capital to leverage individual and programmatic successes into transformational institutional initiatives.
Redwood	Multitasking In the Learning Center: Integrating Academic Coaching during a Tutoring Session - Rebecca Lemmel and Megan King Recently, we experimented with equipping tutors to address academic skill deficits in the context of tutoring appointments. We worked with tutors to overlap the tutoring cycle and a model for academic coaching to see at what points in the tutoring cycle a tutor might observe a student’s academic skills and provide advice and direction. Encouraging tutors to provide holistic support - clarify content and coach academic skills - can help students acquire transferable skills necessary for academic success.
Timberwood	Developing Shining Mentoring and Tutoring Programs - Dorothy Briggs Implementing mentoring and tutoring programs that are research-based and strategically implemented can have a powerful impact on your learning program. 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 tutoring and mentoring programs.

Thoughts of Education

“The mind is not a vessel to be filled, but a fire to be kindled.”

- Plutarch

CONCURRENT SESSIONS—DESCRIPTIONS

Friday, 30 September: 9:15-10:15 am

<p>Azalea</p>	<p>Retaining the Academically Distressed Student - Laura Pate This session will provide examples of the strategies used within the LSSP to retain Academically Suspended students at Mississippi State University and create opportunities for student academic success through the application of the LASSI evaluation, the instructional methods used within the program, and the required meetings with both the student’s Academic Advisor and the LSSP Instructor/Coordinator. Through these methods, we have seen a higher retention rate and graduation rate for those students who petitioned for early readmission after suspension and participated in the LSSP as opposed to those who were either denied early readmission or sat out and did not participate.</p>
<p>Banyan</p>	<p>Online Tutoring -- An Essential Part of Your Learning Center - Lori Reagan and Jan Meigs Despite The Salt Lake Community College delivering 42,000 visits to 4,000 Math and Science students in six locations in 2014-15, a gap has occurred in reaching all students, especially online students and students with disabilities. In this presentation, we will share the reasons we took up the challenge to design and provide our own online tutoring services, the benefits and drawbacks we have experienced in implementation, and information on how other Learning Centers can inexpensively and efficiently provide their own robust online tutoring rather than utilizing a third party.</p>
<p>Birchwood</p>	<p>Mentor Teams: A New Way to Mentor SI Leaders - Rachel Cordy The presenter will share an institutional intuitive, Mentor Teams, an idea that came from SI leaders in the hope of improving the mentoring process for new leaders. Results from the spring 2016 implementation will be shared and participants will be encouraged to discuss the mentoring process for their respective programs.</p>
<p>Cottonwood</p>	<p>From Google to Tutoring: Factors that Influence the Types of Help Students Seek - Joan Giblin Despite decades of research, a comprehensive understanding how and why undergraduates select a source of help remains elusive. Why do some students seek tutoring and others rely on google? This grounded theory research presentation explores the factors which influence the decision-making process that second and third year STEM students use to select their source of help. By exploring this issue from the learners’ perspective, administrators will gain a better sense of how to best support help-seeking behavior.</p>
<p>Cypress Cove</p>	<p>A Place in the Sun; Bringing Student Physical Health and Academic Success Research Together - Natasha Taylor with Lindsay Singh and Renee Jeffreys Heil Nationally, there has been an increase in attention focused on student’s mental and physical health needs. Florida Gulf Coast University’s (FGCU) Center for Academic Achievement and Exercise is Medicine® Program (EIM@FGCU) have partnered in an effort to reach students outside of the office space and improve their physical health. The goal is to provide students with additional opportunities to highlight the link between personal health and academic success. Presenters will share a new EIM@FGCU referral and outreach program implemented fall 2016. This program is voluntary for any student, however CAA will target academic probation students.</p>
<p>Jasmine</p>	<p>Connecting Students to Resources: An Intentional Approach to Course Assistance Requests - Kristen Norris with Rachel Brunson By leveraging existing resources, the Student Success Center’s peer learning and early intervention teams are able to satisfy the need for a formalized tutor request process for non-supported courses. Designed to intentionally assess students’ needs, the Course Assistance Request Process leverages the ‘Success Consultation’ curriculum to enhance the experience of students seeking assistance. This session will describe the planning and implementation processes of our new approach for requesting a tutor.</p>

CONCURRENT SESSIONS—DESCRIPTIONS

Friday, 30 September: 9:15-10:15 am

Oakbrook	Revitalizing and Reimagining Academic Recovery Programs - Hilary Chubb This presentation will help learning assistance professionals reflect on steps for creating or updating academic recovery programs. These steps will include evaluating the overarching goals of the program and program specifics, as well as developing learning outcomes for the program. Each institution supports students not meeting academic standards in a different way, as they should, based on the needs of the student population. It is important for institutions to consider if they are truly providing a program built for the student population it is meant to support.
Pinewood	Leaving the Learning Center: How to Proactively Reach At-Risk Students - Erin Schlauch and Desiree Ciaramitaro Participants will be given information that will assist them in proactively integrating learning assistance into classes in a way that targets the specific needs of at-risk developmental student populations who normally do not visit the learning center of their own accord, including: <ul style="list-style-type: none">• How to implement an embedded tutoring program in developmental classrooms• How to accelerate students through developmental classes, saving seat time and money• How to effectively collaborate with faculty to incorporate learning assistance/tutoring into the course content• How to use tutors and facilitators to start an intervention program targeting at-risk students during critical points in the semester
Redwood	Technology & Retention: Expanding Early Alert - Christine McDermott, Danielle Archambault, Charlene Stephens and Chelsey Vest Wesley College fully implemented Lantern, an early alert program, in an effort to connect students with appropriate campus resources at the ideal time. Lantern allows the campus community to submit electronic referrals for students facing academic, behavioral, social, familial, or other life concerns. This presentation showcases the various uses of early alert programming to increase persistence and retention while holistically supporting the academic, personal, and professional successes of students. The presenters will discuss and analyze student case examples and answer questions about implementing, operating, and expanding early alert programming.
Timberwood	Learning Commons with a 4 Cylinder Data Driven Engine! - Vera Mayes and Margelet Hamilton Learning Centers have to be accountable to students, faculty and the administration. Using data to help drive decisions and services can help bring all the perspectives to the table at the same time. The TCC team will talk about how using the Top 25 by enrollment and pass rates has driven new initiatives, growth and development of services and resources. The goal of the session is to help participants feel that they are being strategic when they set their goals and know what kind of data to collect to tell the story.

CONCURRENT SESSIONS—DESCRIPTIONS

Friday, 30 September: 10:30-11:30 am

<p>Azalea</p>	<p>Blackhawk Down: Helping Students Break Free of Helicopter Parents through Coaching - Cari Allyn Brooks, Emma Reabold, Ashley Crisp, Matthew Kirk and Beth McWilliams</p> <p>We've all heard of helicopter parents, well-intentioned people who support and protect their children so much that some of their offspring arrive at college unable to adequately navigate their academic and personal lives. This presentation explores use of the academic coaching relationship to foster independence in students needing to establish adult autonomy. The presenters discuss the use of strengths-based advising techniques and provide strategies for helping students learn to become their own life managers.</p>
<p>Birchwood</p>	<p>Exploring Different Methods of Online Tutoring to Meet Student Needs - Shelly Hintz</p> <p>Online academic support services can be an effective alternative for busy students who have priorities that compete with their education. This session introduces different formats of online tutoring that attempt to meet the needs of adult students. Attendees will learn about different methods of in-house online tutoring, the benefits and drawbacks of each method, and student characteristics to consider when building an online academic support program.</p>
<p>Gardenia</p>	<p>How to Integrate Student Support In a Decentralized System - Sue Norris</p> <p>How can a decentralized student support system provide a sticky consistent message to students? This session will describe how Grinnell's example and effects of using cross-campus common Make It Stick training help.</p>
<p>Hibiscus</p>	<p>Surviving Your First Year as the Director - Clay Armstrong</p> <p>This session will be beneficial to first time directors. Attendees will be able to learn from an experienced director, and will address successful and not so successful experiences. Topics will include budget, bosses, faculty, and student workers, based on my first year on the job. This will be a practical session that attendees can take back to their respective institutions.</p>
<p>Jasmine</p>	<p>Why "Intent to Learn" is the Key - Cora Dzubak</p> <p>The genuine desire to learn, as compared with just a desire to remember, or worse, "just wanting a good grade", significantly impacts focus, sustained attention, processing and comprehension. Teaching students the role of intent, and their control of it, can make a significant difference in how much learning actually occurs. We will discuss some of the neurological processes and the biochemicals that are set into motion when students understand what "intent to learn" involves and how they can effectively apply the necessary strategies to gain the greatest benefit.</p>
<p>Palm Court</p>	<p>Grit, Growth Mindset, and Engagement: A Discussion of Trends in Retention Research - Jane Jensen</p> <p>For more than twenty-five years, student engagement has been one of the leading theoretical frameworks for promoting student success and retention. More recently, popular press and higher education publications have highlighted theories of student capacity featuring "grit" and a "growth mindset". How have these theories been used in the learning center environment? What's really new and how can the new models be successfully applied? Following a review of the history of these influential concepts, participants will be encouraged to share interventions and discuss theory to practice implications for assessment.</p>

CONCURRENT SESSIONS—DESCRIPTIONS

Friday, 30 September: 10:30-11:30 am

Pinewood	Synergy: Leveraging Collaboration Between Staff - Susan Rinaldi Attendees will explore the challenges of engaging staff outside their unique programs to contribute to new programming. This knowledge can be applied directly to learning centers and in developing leadership to promote synergy with the various staff employed in their centers.
Redwood	Appreciative Inquiry: A Tool for Strategic Planning and Student Success - Nicholas Vick Appreciative Inquiry is a strategic planning process that focuses on the positive attributes of an organization, or in this case, a tutoring program. Participants will learn about the process via an interactive presentation that will break down each step. Participants will be able to implement the appreciative inquiry for planning purposes on their campuses.
Timberwood	STEM Supplemental Instruction: Impact on Student Success - Therese Mar The presenter will share the best practices of STEM supplemental instruction and its impact on the academic success of under-represented minority, first-generation college, low income and other high-risk student populations. We will also share methods and results of a longitudinal program assessment of an academic support center that aims to improve retention and graduation of this student population. Best practices and assessment methods will be shared with attendees using a PowerPoint presentation, discussion sessions and handouts.



CONCURRENT SESSIONS—DESCRIPTIONS

Friday, 30 September: 2:00-3:00 pm

<p>Azalea</p>	<p>Quantitative Assessment and Analytics: Telling the Story of Your Essential Learning Center - Kevin Berkopes</p> <p>During this presentation Dr. Kevin Berkopes will share his research agenda for how to collect, analyze, and distribute the measurable impact that your learning center is potentially making on your campus. This research agenda began with the Hunter Boylan Research Scholarship 2015 which provided Dr. Berkopes with the enhanced ability to obtain subsequent funding to create a new type of analytics web-based application created specifically for the learning center director. This research based application will be revealed and discussed during this concurrent session.</p>
<p>Banyan</p>	<p>Keeping Students Engaged: Implementing Active Learning and Collaborative Learning Techniques into Your Trainings - Arianna Thobaben</p> <p>This interactive workshop explores ways to design engaging training sessions for SI Leaders and peer tutors using Humboldt State University’s highly successful, outcomes-based SI program as a model. Participants will experience a range of active and collaborative learning techniques, learn about peer-to-peer “showcasing of best activities,” and develop a lesson plan for one of their own trainings following UMKC’s approach. Participants will leave the workshop with active learning-based materials that support the creation of training to engage, educate, and inspire their student leaders.</p>
<p>Birchwood</p>	<p>What’s Your Image? Elevator Speeches, Logos, and Other Marketing Messages - Debbie Malewicki</p> <p>How do students perceive your services? Do faculty feel supported or threatened by your department? What roles do administrators think you play at your institution? The answers determine everything from whether students will try your services to if faculty will recommend them and how much fiscal support you may acquire. We will perform a brief assessment of your department, help you create a baseline elevator speech for these audiences, and look at logos/slogans and other ways you may be consciously or inadvertently portraying your services.</p>
<p>Cottonwood</p>	<p>Making Your Learning Center the Center of Online Success - Jennifer Gregor and Matthew Bodie</p> <p>Participate in an interactive session to see how St. Petersburg College is building its Virtual Learning Commons (VLC). The VLC will house instructional support materials, open educational resources, access to synchronous and previously recorded workshops, connection to live tutors, and our chat reference service, as well as links to on-ground services and schedules. We will trace the project through the building and development stages into our pilot and launch phase.</p>
<p>Cypress Cove</p>	<p>Shining the Light on Motivational Interviewing: Adding a Motivational Interviewing Component to a Tutor Training Program - Heather Morrow</p> <p>Motivational Interviewing (MI) is a therapeutic technique that is primarily used in addiction and mental health related settings. However, the tenet of MI is engaging the client's intrinsic motivation to create a behavior change. Students often identify poor study strategies and procrastination as contributing factors to substandard academics. Tutors can play an important role in helping clients improve their academic related behaviors by utilizing various Motivational Interviewing Techniques. This session will explain the techniques of Motivational Interviewing and its application in a Tutoring Program.</p>
<p>Gardenia</p>	<p>Supporting Health Science Students - Kathleen Volk</p> <p>The future doctors, nurses, and other healthcare team members of the future face rigorous progression standards. While these standards are set to help ensure a well-prepared provider, they also create a challenge for learning assistance professionals. Whether you are working with undergraduate or graduate/professional students, this roundtable will provide opportunities for sharing experiences with this population and learning techniques for meeting their needs.</p>

CONCURRENT SESSIONS—DESCRIPTIONS

Friday, 30 September: 2:00-3:00 pm

<p>Oakbrook</p>	<p>Balancing Responsibilities: Key HABITS of Learning Center Directors - Leigh Ann Copas This presentation will discuss six key HABITS (Human resources, Advocacy, Investment, Budget, Training/Teaching, and Scholarship) to assist new and experienced directors as they balance job responsibilities and cope with, even extinguish, potential professional burnout.</p>
<p>Palm Court</p>	<p>A Pathway Towards Persistence: A Grounded Theory of High-Risk First-Year Students - Courtney Barry Previous statistics have shown that high proportions of students either withdraw or fail because of inadequate adjustment to environmental factors during their first year of college (Alarcon & Edwards, 2012; Fowler & Boylan, 2010; Tinto, 1993, 1985, 1975). This presentation will discuss results from a qualitative research study that focused on whether or not first-year students implemented strategies after experiencing academic probation while transitioning to their college environment. Results from a grounded theory study will highlight perceptions of mandated first-year students both during and after completion of a 10-week academic strategies course.</p>
<p>Pinewood</p>	<p>Writing Center 2.0: Updating Writing Sessions to iSessions with Digital Technologies Danielle Farrar and Sandy Branham This presentation reports on the implementation of iPad technology in a university writing center. “iSessions” more readily accommodate different ways of learning with the application Notability, which provides writers an audio recording and screen capture of their session. Attendees will learn various techniques of using iPads and digital technologies in a writing center. The presentation will include student feedback and experiential training with the technology.</p>
<p>Redwood</p>	<p>Sunny disposition? Using Success Coaching to Enhance Student Achievement - Jack Truschel The presenter will discuss what a success coach is, what they do, how can we standardize the skills a coach should have and why are success coaches important to the success of a learning center and the students served. Success Coaches meet many demands on campus, from one-on-one to small groups. They work on personal and academic issues to include: study strategies, methods for note-taking, how best to organize notes, academic planning and goal setting, and developing strategies to improve academic performance. This session will include audience participation.</p>
<p>Timberwood</p>	<p>Personal Academic Consultations: Targeting Academic Concerns with Personalized Attention - Todd Rakes, Patricia Golay and Holly Hunt Many students experience academic challenges during their college career. The Academic Center for Excellence (ACE) at Florida State University provides free Personal Academic Consultations (PAC) to discuss and identify academic concerns while introducing specific skills and strategies. Using group activity and discussion, participants will learn ways to apply this model on their campus.</p>

CONCURRENT SESSIONS—DESCRIPTIONS

Friday, 30 September: 3:15-4:15 pm

Azalea	Shedding Light on the Influence of Tutoring on Engineering Identity: A Work in Progress - Justine Chasmar and Katherine Hafner This session will discuss the process of conducting a case study looking at the engineering identity development of a new tutor, from the initial interview all the way through the end of the tutor's first year tutoring. The goals of this presentation are two-fold: overview the development of the case study (methods, data collection, data analysis, etc.) and discuss the conclusions drawn from the research project to help attendees put outcomes into practice.
Banyan	Walking on Sunshine: The Bright Side of Collaboration - Patricia Hartley and Rebecca Piety If the University of Central Florida's (UCF) Student Union is the heart of campus, the UCF Student Academic Resource Center (SARC) is the brain. Each semester the heart and the brain collaborate to create a 10 day event, during finals week, called Study Union. During this event, SARC expands tutorial services to the Student Union to offer 2-hour review sessions. In this presentation, the presenters will provide an overview of the University of Central Florida's Study Union event, focusing on the organization, collaboration, program management, and assessment of the now traditional event.
Birchwood	Math, Manipulatives and Students with Learning Disabilities - Stephen Ferris and Geoff Thames The session will begin with a theoretical explanation of the relationships between the development of math skills, Learning Disabilities and anxiety for students in developmental math courses at the college level. It will then look at the usefulness of physical models and manipulatives to address these learning issues. Finally, the session will demonstrate several new methods using manipulatives to tutor students with learning challenges in developmental math courses.
Cottonwood	The Evolving World of Student Support - Connie Hayek and Ebony Thomas-Butler This presentation will include a historical overview of the Student Retention efforts within the School of Health Professions at CCBC including a description of college-wide retention strategies and specialized approaches within the School of Health Professions (SHP). This will cover the evolution of retention efforts to its current status, the rationale for changes, project highlights, and retention data. Time will be allocated for participant discussion of emerging trends and how to 'stay ahead of the game' in responding to student needs and interests.
Cypress Cove	The Assessors are Coming: How to Make Learning Center Assessment a Little Less Scary - Stephanie Hopkins and Josie Welsh As we assess our programs, we often feel fear and trepidation in many ways. What will we find? Did we keep good data—or any data? What do we need to be looking for? Where do we start? This session will discuss basic strategies to make the assessment of our programs manageable, more relaxed, and less scary. We will look at examples of simple places to start, how to capitalize on existing data, and how to convey the findings to upper management.
Jasmine	NCLCA Learning Center Leadership Certification (LCLC) - Jackie Harris 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.

CONCURRENT SESSIONS—DESCRIPTIONS

Friday, 30 September: 3:15-4:15 pm

Oakbrook	Helping Students Shine: Partnership with AVID to Promote High Engagement Strategies - Michael Greer and Kelly Anderson Texas Wesleyan University joined the AVID College Completion Project in 2014 to improve college persistence and graduation rates for economically disadvantaged and first-generation students. The research conducted will evaluate evidence that AVID high engagement strategies are effective on college campuses. Various student support representatives have joined forces to implement such strategies in the First Year Experience program, Academic Success Center tutorials, Freshman Advising, and faculty and staff professional development.
Palm Court	Leading Learning Center Change: Creating Meaningful Opportunities - James Breslin and Kristen Wallitsch Times change. Practices evolve. New trends, theories, and cultural competencies influence what we do and how we do it. This session explores how two leaders have initiated transformational change in a center that has only known incremental change. While change processes are often associated with apprehension, fear, or even derision, we invite you to join a conversation about how meaningful change creates opportunities. Attendees will address the hard questions in this interactive session.
Pinewood	Place Matters: Course Integrated Mentors Jon Mladic and Emily O'Connor How can academic support resources become a more integrated part of a student's course? Would it pay off to spend as much effort integrating resources into students' typical path within a LMS as we do on marketing resources to students? We positioned students one click away from a new Peer Leader resource – and they responded! During this session, we will share usage patterns, comparative academic performance data, and show real examples of how this online (CRLA certified) resource functions.
Timberwood	Summer Opportunity for Academically Dismissed Students - Doug Renalds In this presentation, we will explore the University of Tennessee's SOAR program (Summer Opportunity for Academic Recovery), piloted in summer 2014 and continued thereafter. SOAR allows a portion of the students dismissed at the end of spring term an opportunity to compete again in summer term and possibly continue enrollment into fall and beyond. Traveling the stages of planning, implementation, assessment, and revision, we will cover SOAR's progress and invite audience discussion on possible replication at their own campuses.

CONCURRENT SESSIONS—DESCRIPTIONS

Friday, 30 September: 4:30-5:30 pm

Banyan	<p>Let Your Essential Academic Support Program Shine Bright through Training and Evaluation - Ronald Johnson and Sujinun 'Ning' Ovathanasin</p> <p>Much like sun tanning lotion during a beautiful day at the beach, training/evaluating academic support leaders are the most critical aspects of learning centers. This session will provide an overview of FAU's Center for Learning And Student Success (CLASS) comprehensive academic support training program designed for their Supplemental Instruction (SI) Leaders and tutors. Various components from both SI/Tutor training programs have been combined to provide the greatest learning experience and professional development. Participants will see the importance of training initiatives and collaborative efforts that enhance the performance of their leaders. Additionally, hear about successful evaluations through their three-tiered process.</p>
Birchwood	<p>Enhancing Graduate Student Success - Erica Ellard</p> <p>Standards for undergraduate student success have become common, but much less discussion exists on the topic of graduate student success. Currently, many institutions are making greater efforts to determine what success means for graduate students, track graduate student success and set standards that document graduate student success. Some institutions are using similar tracking for graduate programs as they are for undergraduate programs, but what else could be done? This session will begin with an overview of current ideas and practices and then encourage participants to share what they are doing and what questions or ideas they have.</p>
Cottonwood	<p>The MathWorld Concept Can Help Anyone Pass Math - Robert Walling</p> <p>The St. Philip's College philosophy is centered on the students' mathematical orientation. Workshop Participants will learn how to employ physiological techniques that will reduce math anxiety while strengthening fundamentals of mathematics in a multi-cultural institution. We acknowledge that no two students have the same learning styles. MathWorld has twelve totally different tutors, all called "Bob". Each Bob is a college professor with a STEM degree. If one "Bob" isn't your "Bob," try another "Bob". Workshop participants can learn how to deploy this concept to reduce barriers to learning.</p>
Cypress Cove	<p>Closing the Assessment Cycle: Best Practices in Applying Assessment Data to Make Informed Improvements to Learning Center Services - Christie Maier, Chanson Davenport and Rachael Deel</p> <p>Love it or hate it, assessment is an essential part of the work we do as learning center professionals. Many centers have established learning outcomes and are collecting data on their services, but the question then becomes, what to do with all that information? This session will begin with a brief review of the full assessment cycle, and then dive deeper into the analysis and application of findings. The presenters will also discuss best practices and examples from their work as learning center professionals. Attendees of this presentation will explore ways to improve their assessment practices.</p>
Jasmine	<p>Re-Organizing the Chaos: Changing "How It's Always Been Done" - Abby Essinger and Jennie Wellman</p> <p>A popular response to an operational/programmatic question in almost any office is, "That's how it's always been done." So what is it like when the office attitude changes - via new leadership, a new mission, etc. - and protocols are questioned? It can be challenging to be one of only a few in an office that believes in a new way of doing things. This session will spend time exploring the what, why and how of the changes we're making, and how you can get the ball rolling in your office, as well.</p>

CONCURRENT SESSIONS—DESCRIPTIONS

Friday, 30 September: 4:30-5:30 pm

Oakbrook	Games/Group Activities in Tutoring or SI - Kristen Horton and Jessica Dorfman This presentation will review game and group activity techniques used for group tutoring and/or Supplemental Instruction programs. The presentation will include 3 live demonstrations (with audience participation) of 3 games/techniques used in sessions, including "Problem Solving Relay", good for Math, Engineering or Computer Science classes, "Match Maker", good for any content-heavy class, and "Academic Jeopardy", a diverse game for any class, especially pre-test. Discussion will follow.
Palm Court	Challenging SI Leaders' Beliefs to Promote Learning with Understanding - Ana Baratta and Gary Ritz Using the research on How People Learn (National Research Council, 2000), this presentation will address key learning principles to guide supplemental instruction (SI) leaders' training. These principles include: challenging students' prior knowledge and misconceptions, promoting active learning and meta-cognition to enhance deep learning in SI sessions. This type of training focus on addressing, reflecting and challenging prior knowledge and beliefs about teaching and learning. This type of training have the potential to create a community of learners in which SI leaders share ideas and practice learning activities similar to the ones that we are hoping they develop during SI sessions.
Pinewood	Implementing a Metacognitive Approach with Students who are Struggling Academically - Kathryn Bye This session seeks to demystify the process of learning by making metacognition more transparent, this will help students adapt their thinking to the levels needed so that they can be successful in college. The ThinkWell-LearnWell Diagram is a tool to increase students' awareness of and control over their levels of thinking. We will explore this diagram, along with tools related to it, which will help learning assistance professionals communicate with their students about metacognition in a way they will be able to understand.
Redwood	Utilizing StudentLingo to Enhance Student Success - Christine Murphy Whether you are big or small, we all need to augment our services and reach students where they are and when they need help. To better meet the needs of a variety of students, our learning center began using the StudentLingo product. Details will be presented on how this product has been integrated into all the services of our learning center as an additional resource to allow us to better meet our learning center goals. Also presented will be details about how our collaborative efforts across campus have impacted the utilization of this product and our student success outcomes.
Timberwood	Creating Safe Learning Center Spaces: Addressing Discomfort in Tutoring Sessions - Aimee Woznick and Sophia Mavrogiannis The debate over trigger warnings has gained broad attention in recent years. Proponents contend that such warnings foster "safe spaces" in which students can confront sensitive material. Yet, the impact of trigger warnings and safe spaces in learning centers has received less attention. This session will focus on the affective dimension of tutoring, opening up a conversation on how we might develop tutor training to address this issue in our learning centers— an issue that is at the intersection of pedagogies on learning assistance, disability, trauma and discomfort.

AWARDS BANQUET

Friday, 30 September: 12:30-2:30 pm

Frank L. Christ NCLCA Outstanding Learning Center Award

Academic Success Center
Kent State University

Stephanie Walker
Director



Innovative Use of Technology Award

“Instructional Videos for Faculty”

Brigham Young University

Wendy Simmerman
Tutoring/ TA Services Coordinator

Karen Quinn Scholarship

Justin Boone, Georgia Institute of Technology

Julia Visor Awards

Monique Negron: Assistant Director of Academic Support, University of Connecticut

Lucille Lu: Student and Developmental Specialist, Rutgers University, New Brunswick

LEARNING CENTER LEADERSHIP CERTIFICATION

NCLCA encourages learning center professionals to seek Learning Center Leadership Certification (LCLC). This certification provides a nationally-recognized credential and set of standards by which to foster future growth and development.

The following people are current Certified Learning Center Professionals.

Level 1	Level 2	Level 3	Level 4
Kevin Berkopes	Jacqueline Bakal	Dorothy Briggs	Diana Bell
Joel Blevins	Dawn Barrett	Dan Callihan	Martin Dornbaum
Anne Compton	Jeremy Boettinger	Barbara Jane Ehle	Michael Frizell
Manual Chaparro	Jennifer Briney	Diana Garland	Martin Golson
Casey Cowburn	Gregory Carmichael	Jacqueline Gardner	Jennifer Haley
Brian Daily	Hilary Chubb	Yvette Giles	Jacqueline Harris
Melanie Dewerff	Samantha Crandall	Eileen Giovagnoli	Tacy Holliday
Janice Dexter-Ganek	Samantha Day	Michael Anne Greer	Elaine Humphrey
Michele Doney	Laura Everett	Benjamin Horton	Rae Maslana
Kellie Durham	Lawrence Gilius	Jon Mladic	Saundra McGuire
Paul Goetzinger	Barbara Hanson	Suzanne Ponicsan	Jan Norton
Stephanie Kimbrough	Stephanie Hopkins	Amy Crouse Powers	Linda Refsland
Rebecca Lemmel	Tammy Hopps	Sylvia Ramsey-Rezner	Margaret Roidi
Bonnie Ostrand	Juan Jimenez	Jennifer Riddi	Jack Trushel
Jenifer Riddei	Kristine Urban Keuntjes	Susan Rinaldi	Penny Tarrantine
Justin Schulte	Joanna Kourtidis	Wendy Simmerman	Wendy Simmerman
	Beth Kurtz	George Strohm	James Valkenberg
	Tera Lessard		
	Jennie Longmire		
	Alexandria Mahon		
	Bethany Marston		
	Teresa Milligan		
	Jada Mitchell		
	Joshua Mitchell		
	Geralyn Narkiewicz		
	Robert Plienis		
	Katie Press		
	Michael Ruwe		
	Ray Sanchez		
	Jennifer Stoker		
	JohnRae' Stowers		

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
 Carol Bader
 Barbara Bonham
 Nancy Bornstein
 Hunter Boylan
 Kathy Carpenter*
 Martha Casazza
 David Caverly
 Frank Christ*
 Susan Clark-Thayer
 K. Patricia Cross
 Nancy Carriuolo
 John Gardner
 Rebecca Goosen
 Al Granowsky
 Phoebe Helm
 Jeanne Higbee
 Russ Hodges

Rosemary Karr
 Gene Kerstiens*
 Lucy MacDonald
 Howard Masuda
 Georgine Materniak
 Martha Maxwell*
 Robert McCabe*
 Jane McGrath
 Sandra McGuire
 Jane Neuburger
 Sherrie Nist-Olejnik
 Cathy Nuse
 Carol O’Shea
 Karen Patty-Graham
 Walter Pauk
 Eric Paulson
 Michael Rose
 John Roueche

Kate Sandberg
 D. Patrick Saxon
 Gladys Shaw*
 Rick A. Sheets*
 Michele Simpson
 Rita Smilkstein
 Karen G. Smith*
 Milton “Bunk” Spann
 Norman Stahl
 Linda Thompson
 Vincent Tinto
 Jack Truschel
 Jim Valkenburg
 Claire Ellen Weinstein
 William White, Jr.*
 Janet Zadina

* deceased

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

AFFILIATES

Wisconsin College Learning Center Association

WISCONSIN WAS THE BIRTHPLACE OF THE MIDWEST COLLEGE LEARNING CENTER ASSOCIATION (MCLCA) IN 1985. MCLCA THEN WENT ON TO BECOME NCLCA IN 1999. WE HAVE BEEN THE WISCONSIN LEARNING ASSISTANCE NETWORK (WLAN) FOR THE PAST 10 YEARS.

NOW WE HAVE COME FULL CIRCLE IN 2016 AS A NEW NCLCA AFFILIATE!

Please join us for our first conference as an NCLCA affiliate.

The 2017 WCLCA Conference, May 19, 2017
Carroll University – Waukesha, WI

Contact Us At: wclca.contact@gmail.com
More Information: www.nclca.org/affiliates



SECLCA
Southeastern College Learning Center Association

On behalf of the Southeastern College Learning Center Association, I welcome our South Carolina, North Carolina, and Georgia colleagues to the annual conference! Want to learn more about the SECLCA and how you can get involved with your southeastern neighbors? Look for our SECLCA meeting time, or contact me at colemanm@cofc.edu. Enjoy the conference!

Sincerely,
Lindy Coleman,
SECLCA President



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**FLORIDA COLLEGE
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for the

**4th ANNUAL FCLCA
STATE CONFERENCE
APRIL 6th - 7th in Jacksonville, FL**

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If you have any questions please contact the FCLCA Vice-President directly
REBECCA.PIETY@UCF.EDU

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



For more information contact:
La'Trina Collins, LCLCA President, Phone: 225-771-4312

CONFERENCE EXHIBITORS

ASSOCIATION FOR THE TUTORING PROFESSION | www.myatp.org

ASSOCIATION OF COLLEGES FOR TEACHING & LEARNING ASSISTANCE | www.actla.info

ATOMIC LEARNING | www.atomiclearning.com

BRAINFUSE | www.brainfuse.com

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

ENGINEERICA SYSTEMS INC. | www.engineerica.com

H&H PUBLISHING COMPANY | www.hhpublishing.com

INNOVATIVE EDUCATORS | www.innovativeeducators.org

KENNESAW STATE UNIVERSITY | www.kennesaw.edu

LINK SYSTEMS INTERNATIONAL, INC. (NetTutor, WorldWideWhiteboard, RTR) | www.link-systems.com

NATIONAL ASSOCIATION FOR DEVELOPMENTAL EDUCATION (NADE) | www.NADE.net

NATIONAL CENTER FOR DEVELOPMENTAL EDUCATION | www.ncde.appstatwe.edu

PEARSON EDUCATION | www.pearsoned.com

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

STUDENT LINGO | www.studentlingo.com

STYLUS PUBLISHING, LLC | www.styluspub.com

THE WRITE TOOL | www.thewritetool.com

TOWNSEND PRESS | www.townsendpress.com

TUTOR MATCHING SERVICE | www.tutormatchingservice.com

TUTOR.COM | www.tutor.com

UNIVERSITY OF SOUTH FLORIDA (USF) | www.usf.edu

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

PAST CONFERENCES

Year	Theme	Location
2015	Soaring Into The Future	Milwaukee WI
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

NIGHT ON THE TOWN

Wednesday, September 28th



USF Learning Commons Tour

Cost \$15

Visit a remarkable learning center, directed by NCLCA Vice President, Patricia Maher. The walking tour of learning centers has become a favored activity of our members when they attend conference.

Reservations required: Participants will meet in the Hotel Lobby at 3:20 pm. Bus leaves at 3:30 sharp. Participants are required to present their tickets at the time of departure.

Join us at the NADE 2017 Conference!



March 1–4, 2017, in
Oklahoma City, Okla.
Visit nade2017okc.com
for information.

National Association for Developmental Education

Leaders in Developmental Education
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educators across the country!*

*Visit nade.net/membership.html
for information.*



NIGHT ON THE TOWN

Thursday, September 29th



Columbia Restaurant & Flamenco Show

Cost \$65

The Columbia Restaurant is the oldest restaurant in Florida. It has earned the distinguished Restaurants of North America Award of Excellence every year since 2005. Enjoy authentic Spanish food and experience “The Fire of Flamenco.”

Reservations required: Participants will meet in the Hotel Lobby at 5:30 pm. Bus leaves at 5:45 sharp. Participants are required to present their tickets at the time of departure.



Downtown Tampa, Theatre Tour & Dinner

Cost \$25

The Tampa Theatre is a passionately protected landmark and one of America’s best-preserved examples of grand movie palace architecture. The private tour is worth every penny!

Reservations required: Participants will meet in the Hotel Lobby at 5:45 pm. Bus leaves at 6:00 sharp. Participants are required to present their tickets at the time of departure. Dinner is not included in the cost of this event.

NIGHT ON THE TOWN

Friday, September 30th



Pirate Water Taxi & Dinner at Ulele

Cost \$30

Enjoy a private tour of the Tampa riverfront on the Pirate River Taxi followed by dinner at a very unique restaurant. Ulele (pronounced You-lay-lee) celebrates the vibrant fusion of ingredients from Florida waters and land once home to many Native Americans, including the young princess Ulele. Expect intricately flavored, visually appealing dishes prepared on the 10' diameter barbacoa grill.

Reservations required: Participants will meet in the Hotel Lobby at 4:30 pm. Bus leaves at 4:45 sharp. Tickets are required at the time of departure. Dinner is not included in the cost of this event.

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www.ncde.appstate.edu/kellogg

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- Connecting courses and support services
- Applying technology for student success
- Understanding the characteristics of diverse learners



smarthinking



Association for the
Tutoring Profession



www.MyATP.org



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- ◆ Check your email for updates!
- ◆ We love to learn and share about best practices for tutoring professionals!
- ◆ We offer tutor & tutor trainer certification!
- ◆ Get Involved! Join our LinkedIn & Facebook Groups!

STUDENT SUPPORT BY THE NUMBERS

- How many learning support center websites are on the LSCHE Directory?
- What ranking does the U.S. have among industrialized countries in terms of how many adults have college degrees?
- What does CLADEA stand for?
- What institution holds the title as the oldest institution of higher education in the United States?
- For answers, please visit: www.InnovativeEducators.org

Being unable to balance school, jobs & family is one of the top reasons for dropping out.




7,000

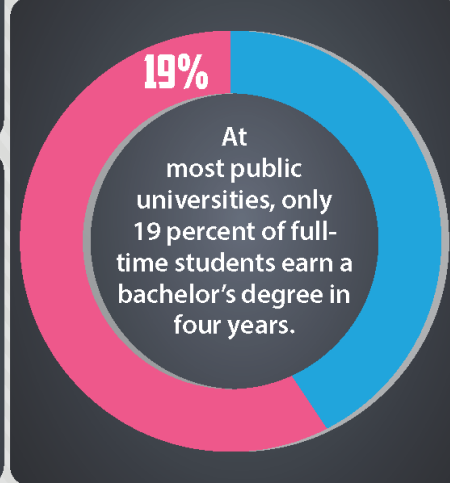
Approximately 7,000 U.S. high school students drop out of school in the US every day.






30%

30 percent of college & university students drop out after their first year.




A University of California-Davis study found students are 11 percent less likely to pass an online version of the same class.




<p>54%</p> <p>54 percent of students felt they would get better grades if they "got organized and stayed organized."</p> 	<p>87%</p> <p>87 percent of students say that better time management & organization skills would help them get better grades.</p> 	<p>47%</p> <p>47 percent of college students feel their high school did not "teach them the organizational skills required to do well in college."</p> 	<p>75%</p> <p>More than 75 percent of students required to take remedial classes never graduate.</p> 	<p>88%</p> <p>88 percent of college students want to improve their ability to manage their time.</p> 
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23%



23 percent of full-time undergrads who are 24 or younger work 20 hours or more a week.



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Quickly and efficiently refer at-risk
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ComFit Online Learning Center

Assessment and Skill-building
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MyAcademicWorkshop

Assessment, Placement,
Remediation and Course
Management for Mathematics



Information Visibility Solutions

Powerful data collection and
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institutions

- OVER 16 YEARS EXPERIENCE
- INTEGRATES SEAMLESSLY INTO YOUR CMS OR LMS
- SATISFIED CUSTOMERS THAT VALUE AND TRUST OUR EXPERTISE

Record

Record a student's visit at the moment it happens. Capture critical data immediately, reducing errors and overhead.

Log Visits

Demographics

Connect

Allow students to request an appointment with a consultant, tutor, learning center helper or anyone that can help that student.

Appointments & Reminders

Early Alert

Web-based

Request Assistance

Report

Run reports that summarize or detail who is getting help for what reasons. Use that data to analyze what resources are needed and when they are needed.

Justify funding

Student Surveys

Text Alerts

Automated Reports

Campus success is determined by student success. Providing critical help at the moment it is needed enables success for everyone.

Success



TUTORTRAC

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The SAGE Early Alert module is a powerful addition to your Trac system and opens additional layers of interaction and communication with faculty, students, and staff. Use SAGE to provide early alerts to potential problems before they become serious.

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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 L. 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.
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 (NOTT)	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.

finding the center



NCLCA
INSTITUTE

June 25-28, 2017
The University of Wisconsin, Milwaukee

Join us for our 32nd Annual Conference
in San Antonio!



We will convene at the historic Menger Hotel, located right next door to the Alamo and a short walk from the Riverwalk!