

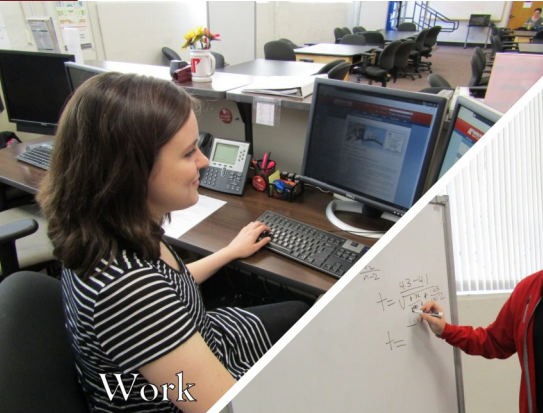


2017

# REMEMBER THE STUDENT!

MAKING A STAND FOR STUDENT SUCCESS

SAN ANTONIO, TEXAS • SEPTEMBER 27-30



Work



Study



Tutoring



Advising

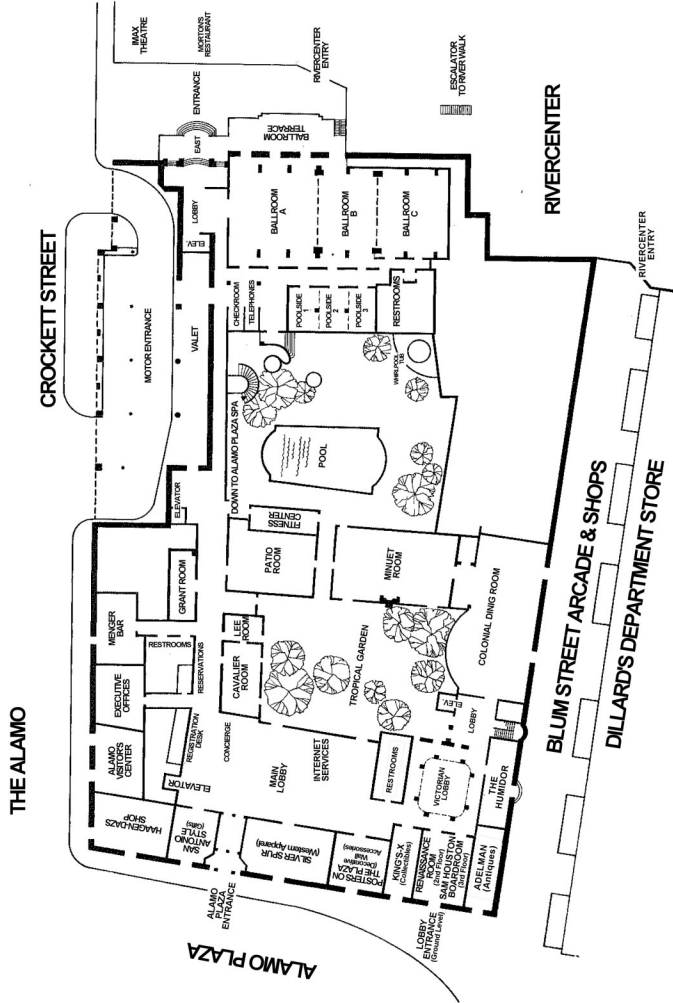
Family/Social

# 32<sup>ND</sup> ANNUAL CONFERENCE

# Hotel Floorplan



The Menger Hotel/204 Alamo Plaza/San Antonio, Texas 78205/Telephone (210) 223-4361/Toll Free (800) 345-9285/FAX (210) 223-1928  
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# Table of Contents

Conference Committee Members	2
President's Welcome	3
Executive Board	4
Keynote Address	5
NCLCA Mission & Goals	6
NCLCA Publications	8
Conference Schedule (Wed. 27 Sep.)	9
Conference Schedule (Thurs. 28 Sep.)	11
Conference Schedule (Fri. 29 Sep.)	23
Conference Schedule (Sat. 30 Sep.)	34
CLADEA Organization & Fellows	43
Awards Luncheon	44
Learning Center Leadership Certification	47
NCLCA Glossary	48
Conference Exhibitors	52
Affiliates	54
Night on the Town (NOTT)	56
2018 Institute	Inside cover
2018 Conference	Back cover

# Conference Committee Members

## Institute

- ◆ Jennifer Haley—Chair
- ◆ Alan Craig
- ◆ Johanna Dvorak
- ◆ Jackie Harris
- ◆ David Reedy
- ◆ Laura Sanders
- ◆ Kathleen Volk

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- ◆ Samantha Day
- ◆ Martin Golson
- ◆ Tacy Holliday
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- ◆ Kristie Keuntjes
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- ◆ Bill Neater—Chair
- ◆ Melissa Brocato
- ◆ Margaret Roidi
- ◆ Bethany Marston

## Membership Committee

- ◆ Dana Jablonski—Chair

## Night on the Town

- ◆ Michael Frizell—Chair
- ◆ Julie Clevenger
- ◆ Stacy Davidson
- ◆ Vanessa Meling
- ◆ David Reedy

## Professional Dev. Com.

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- NCLCA Grants & Awards*
- ◆ Geof Bailey
  - ◆ Alan Craig
  - ◆ Jennifer Dempsey
  - ◆ Stephanie Hopkins
  - ◆ Lucy McDonald
  - ◆ Jon Mladic
  - ◆ Kathleen Volk

## *NCLCA Conf. Proposal Com.*

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- ◆ Stacey Blackwell
- ◆ Tamara Bowden
- ◆ Hilary S. Chubb
- ◆ Jennifer Dempsey
- ◆ Stephanie Hopkins
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- ◆ Jon Mladic
- ◆ Theresa Mooney
- ◆ Stephanie Ramsey
- ◆ Susan Rinaldi
- ◆ Jennifer Salmon
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- ◆ Julie Clevenger
- ◆ Elizabeth Coghill
- ◆ Juan Jimenez
- ◆ Kate Michel
- ◆ Faith Pawelski

## TLAR

- ◆ Michael Frizell—Chair
- ◆ Ashley Babcock
- ◆ Stacey Blackwell
- ◆ James Breslin
- ◆ Anne Compton
- ◆ Doris Greenwood
- ◆ Jenna Lassila
- ◆ Neva Lozada
- ◆ Ana Mack
- ◆ Therese Mar
- ◆ David Reedy
- ◆ Chesney Reich
- ◆ Gary Ritz
- ◆ Wendy Simmerman
- ◆ Aimee Woznick

## Publications

- ◆ Martin Golson—Chair
- Conference Program*
- ◆ Janet Bowers
  - ◆ Juanita Golson
  - ◆ William (Bill) Neater
  - ◆ Bonnie Ostrand
  - ◆ Maureen Hall

## Newsletter

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

# President's Welcome



**Patricia Maher**  
NCLCA President

Welcome to San Antonio!

On behalf of the NCLCA Executive Board, we are delighted that you are a part of the 32<sup>nd</sup> Annual National College Learning Center Association Conference. It has truly been a privilege to serve as the President of NCLCA this past year. I am honored to have the opportunity to work with such a committed Board and their committees as well as all our members for their relentless work to "Remember the Student."

Each year the members of your Board and their committees work hard to organize this conference, so please join me in saying thanks to all of them. Be sure to meet some of our local hosts from Texas, whose onsite knowledge and connections helped make this experience even better. We could not do this without them. We are confident that you will leave here with some new ideas, connections with old and new friends and a new sense of enthusiasm for your work. We hope that as the conference unfolds, you will consider offering your time and talents in preparation for next year or in support of our other services such as TLAR, Webinars, Affiliate groups and more.

As you look through the schedule, you might have noticed that we have a new session format this year: mini-engagement sessions. These sessions are designed to offer shorter experiences centered around

one learning activity that you can easily apply when you return to your centers. We look forward to your feedback on this new option.

Have you noticed our growing number of state and regional affiliates? We extend a warm welcome to Ohio and Wisconsin, which brings the total to six NCLCA Affiliate organizations. We have set aside time for your meetings on Friday afternoon. If you are not part of an affiliate, why not consider gathering together right here in San Antonio on Friday afternoon and start the conversation? NCLCA will be there to support your group along the way, including a new start-up grant. Please see me for more information.

I look forward to meeting as many of you as I can this week. Be sure to stop by the NCLCA Registration Desk and say hello. Finally, I sincerely hope that you become so excited by your experience here in San Antonio that you will consider becoming involved on both the statewide and national level.

Best wishes for a great conference!

Patricia A. Maher, Ph. D.  
President, NCLCA

# Executive Board

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**President**  
Patricia Maher



**Immediate Past President**  
Jenny Haley



**Vice President**  
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**Marketing Officer**  
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Elaine Richardson



**TLAR Editor**  
Michael Frizell



**Publications Officer**  
Martin Golson

## Marci M. Powell

CEO | President Marci Powell & Associates



Marci Powell is President/CEO of Marci Powell & Associates providing consultative expertise in the field of digital learning and innovation.

Throughout her career, Marci has been passionate about the power of technology and its impact in education. Her background as a teacher, administrator, and global director with several technology companies gives Marci insight and credibility as an advisor to public and private sectors worldwide. As a subject matter expert and thought leader she shares global best practices and strategic guidance in distance education and digital learning.

Ms. Powell is an internationally known keynote speaker and author. Marci serves on several national and international boards including the United States Distance Learning Association (USDLA) as chair of Global Partnerships and is Chair Emerita and Past President of the association.

As a senior educational researcher to Drexel University Online and co-anchor of “Virtually Inspired: Showcasing Innovations in Online Learning”, a website designed to inspire

administrators and faculty, Marci helps drive innovation in open and flexible learning.

She enjoys creating virtual global leadership summits to bring great speakers to educators worldwide through video conferencing and streaming. Among the lineup has been Dr. Stephen R. Covey, author of *7 Habits of Highly Effective People*; John Quinones, *ABC 20/20*; and Australian film designer, Lewis Morley, with credits including *Star Wars*, *The Matrix*, *Mission Impossible* and *Elysium*.

From the classroom to boardroom, Powell has traveled to six continents expanding her work beyond educational institutions to include ministries of education and corporations. Previously, Marci was Global Director for Education at Polycom and Director of Educational Advocacy at AT&T; and has received accolades including induction into the USDLA and TxDLA Halls of Fame, being named Higher Ed Tech Decisions Top 10 Leaders in Higher Education and recognized as EDEN Fellow by the European Distance and ELearning Network.

# NCLCA Mission & Goals

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.

## Our Mission

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.

### Thoughts on Education

*"I am not a teacher, but an awakener"*

- Robert Frost



# NCLCA Mission & Goals

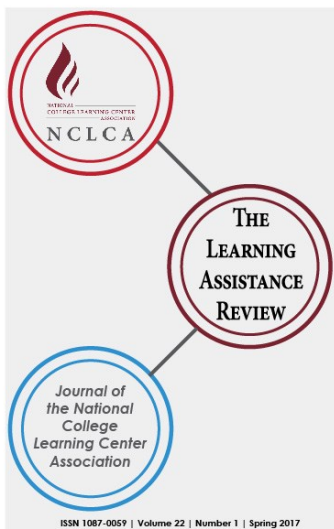
## Specific Needs Addressed by NCLCA

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.
- ◆ NCLCA Webinar Series.
- ◆ 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 Julia Visor Award.
- ◆ Support the development of state and regional affiliates.

# NCLCA Publications



## The Learning Assistance Review

**THE LEARNING ASSISTANCE REVIEW IS LOOKING FOR YOUR BEST WORK FOR THE SPRING 2018 ISSUE. PLEASE SUBMIT YOUR MANUSCRIPT BY FEBRUARY 16, 2018.**

As an official publication of the National College Learning Center Association (NCLCA), *The Learning Assistance Review* (TLAR) seeks to foster communication among higher education learning center professionals. Its audience includes learning center administrators, teaching staff, and professional or student worker tutors, consultants, mentors, and faculty members and administrators who are interested in improving the learning skills of postsecondary students. TLAR is available free of charge to all NCLCA members.

TLAR aims to publish scholarly articles and reviews that address issues of interest to a broad range of academic professionals.

<https://nclca.wildapricot.org/tlar>



## 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.

[https://nclca.wildapricot.org/newsletter\\_main](https://nclca.wildapricot.org/newsletter_main)

# Conference Schedule

## Wednesday, 27 Sep.—Pre Conference Workshops

Time/ Location	Event
7:00a—6:30p Ballroom Foyer	<b>Conference Check-In</b>
8:00a—11:00a Cavalier	<b>Pre Conference A:</b> <b>Learning Center Reporting: How to Demonstrate Your Center’s Impact</b> <i>Stephanie Walker &amp; Kjera Seregi</i> Your learning center is doing amazing work. You have a talented staff that truly fosters metacognition and strengthens the learning happening at your institution. However, when it comes time to make some major decisions that impact your learning center’s resources, your impact is somehow overlooked and your value is understated. Come to this institute to learn how to create (or align) your reporting practices to meet larger institutional aims. A learning center director and senior institutional research officer team up to deliver an interactive institute that will leave you with a plan of action to take back to your campus.
Patio	<b>Pre Conference B:</b> <b>Elevating Student Success Through Coaching</b> <i>Russ Hodges &amp; Amber Starker</i> In this interactive session, participants will learn strategies to coach students to think critically, improve metacognition, and make choices that positively impact their academic and personal success. Through demonstrations and activities, participants will experience how coaching taps into intrinsic motivation and engages students in creating a vision for their future.
11:00a—12:00p Minuet	<b>Lunch:</b> For people who have registered for both the morning and afternoon pre conference sessions
12:00p—3:00p Cavalier	<b>Pre Conference C:</b> <b>The New Director Tool Kit</b> <i>Alan Craig</i> 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!

# Conference Schedule

## Wednesday, 27 Sep.—Pre Conference Workshops

Time/ Location	Event
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1:00p—3:00p

Patio

**Pre Conference D:**

**Rapid Fire Workshop: Economical Ways to Integrate Technology into your Learning Center**

*Marci Powell*

A special 2-hour concurrent session designed to give learning center professionals instantly applicable ideas for utilizing technology in their learning commons spaces.

3:30p—6:30p

Meet in hotel  
lobby by 3:20

**Campus Visit**

Tomas Rivera Center for Student Success  
University of Texas at San Antonio

6:00p—7:00p

Ballroom Foyer

**Exhibitor Grand Opening**

—Sponsored by Tutor.com

7:00p—9:00p

Ballroom A

**Welcome Reception**

All conference attendees are invited  
—Sponsored by Tutor Matching Service



# Conference Schedule

## Thursday, 28 Sep.—Annual Conference

Time/ Location	Event
7:00a—12:00p Ballroom Foyer	<b>Conference Check-In</b>
7:30a—8:15a Ballroom A	<b>Breakfast</b> —Welcome to San Antonio
8:30a—10:30a Renaissance	<u>Extended Session:</u> <b>Breakout of the Training Norm: Using Google’s Breakout EDU Platform for Interactive Tutor Training</b> <i>Leigh Ann Copas, Nate James, &amp; Kolene Mills</i> While most Learning Centers programs have recognized that training gives tutors access to problem-solving and self-motivating strategies (Sheets, 2012), most directors struggle with planning, delivering, and assessing training. Tutors are often frustrated by traditional training methods, such as sitting through lectures or PowerPoint presentations. Tutors are more motivated to practice higher-level critical thinking skills and participate in meaningful learning experiences when they are engaged in the learning process. In this session, participants will engage with an emerging gaming platform—Breakout EDU—that has proven successful in engaging tutors in the learning experience.
8:30a—8:50a Minuet	<u>Mini Engagement Sessions: Round 1 (continued on next page)</u> <b>Getting to Know Them, Getting to Know All About Them</b> <i>Rachel Cordy</i> Once students engage in a task, they must monitor their behavior, determine its outcomes, and react to those outcomes to regulate what action they determine is best (Eccles & Wigfield, 2002). This presentation will discuss how faculty, coaches, and learning center professionals can help students learn how to use self-monitoring procedures.

### Thoughts on Education

“A good head and a good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special.”

- Nelson Mandela

# Conference Schedule

## Thursday, 28 Sep.—Annual Conference

Time/ Location	Event
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8:30a—9:20a

Cavalier

*Mini Engagement Sessions: Round 1 (continued from previous page)*

### **Importance of Language in Science and Mathematics**

*April Flore*

This activity is intended to make learning center professionals working directly with students aware of the difficulties students have with the language of science and mathematics. Students tend to avoid using technical language because they find it scary and confusing, and thus their focus on terminology falls by the wayside. In turn, our students consistently have difficulty comprehending directions and word problems in texts and on tests for these content-specific areas. Students should be encouraged to practice using the appropriate technical language for each of their science and mathematics courses to overcome this hurdle. During this activity participants will be reminded that technical terminology often have many different meanings, which is why the language of science and mathematics can be difficult to understand for our students (particularly for English speakers of other languages). Participants will debrief the activity to reflect on the impacts of what they discover. Although the focus will be on words with different meanings in science and mathematics, these concepts can be applied to all disciplines.

8:30a—9:20a

Patio

### **Paper Clip Game**

*Kristina Rieger*

The Paper Clip Game is intended to provide tutors/learning center personnel with an activity they can implement during tutor training to spark discussion regarding working with international students and recognizing/being aware of cultural differences. Participants will be able to experience (in an exaggerated setting) some of these cultural differences and how these differences can translate into academics.

9:30a—10:30a

Ballroom B

*Concurrent Session 1*

### **Designing Learner-Centered Spaces: The Intersection of Pedagogy, Technology, and Physical Space**

*Stacey Blackwell*

In the first year after renovations, student use of two redesigned centers increased by 175% in one and 121% in the other. This session details how we used pedagogy, research on classroom and workplace design, and student input to inform the design process. This session is designed to share what we learned from the process and engage in a conversation about the intersections between physical space, virtual space, and pedagogy. Participants will leave with a design rubric tailored to their centers' needs, pedagogy, and environment.

# Conference Schedule

## Thursday, 28 Sep.—Annual Conference

### Time/ Location Event

9:30a—10:30a

Concurrent Session 1 (continued from previous page)

Ballroom C

**Implementing Peer-Led Team Learning to Improve the Academic Performance and Retention of Underrepresented Minority Students in Gateway STEM Courses**

*Kimshi Hickman*

Previous research has shown a correlation to improved course grade rates, lower DFW rates and increased retention for students in PLTL programs but little research has examined the impact of PLTL on the performance of URM students in STEM courses as a solution to increased retention and degree attainment for URM students in STEM. This session reviews the success of the PLTL model at UT Dallas for URM students by improving course grades and decreasing DFW rates.

Cavalier

**Technological Solutions for Managing Learning Center Data**

*Christine C. Murphy*

Whether you are big or small, a 2 or 4-year institution, the mission, and goals of all Learning Centers (LC) is to seek to improve student success. To know if the programs delivered effect student success, the LC must collect and retain usable data that is consistent, secure, accurate, and complete. This presentation will detail our processes and systems utilized for the collection, analysis, and reporting of our data, both quantitatively and qualitatively. Having a well-executed plan, well-developed processes and well-trained personnel are often as important as the system used in order to determine if you affect student success.

Minuet

**The Role of Learning Assistance in Campus Contextualization Efforts for Academic Reading and Learning**

*Sonya Armstrong & Elizabeth Hewett*

This session provides an in-depth analysis of the current movement toward “contextualization” by exploring the past, present, and potential future of this pedagogical approach, especially as it relates to collaborations between learning assistance, developmental education, and content area professionals. Discussion will include the history of reading/learning-contextualization approaches, the current research and best practices scholarship, as well as the opportunities and challenges that will likely be encountered with implementation of such approaches moving ahead.

# Conference Schedule

## Thursday, 28 Sep.—Annual Conference

Time/ Location	Event
9:30a—10:30a	<u>Concurrent Session 1 (continued from previous page)</u>
Patio	<b>Going Fishing: Staff Perspectives on the Adoption of an Early Alert System for Student Success</b> <i>Vanessa Meling, David Byrd, Cody Chumbley, &amp; Andrea Kraus-Lozano</i> Early intervention strategies serve as one of the most important functions when it comes to overall student success. With the advances in educational technologies, early alert systems have become important elements of learning center programming by alerting student success staff to the issues, academic or otherwise, of the students in their charge. This session will discuss the impact of Starfish, an early alert retention system, on the staff of the UT Health San Antonio School of Nursing Student Success Center from system selection to implementation phases. Presenters will discuss the impact of Starfish on their roles within the Student Success Center and how the early alert system will change how programming is run.
Ballroom A	<b>Maximizing Center Resources with TutorTrac Software</b> <i>Jon Halter</i> Presentation will provide an overview of items to consider when designing a tracking system. An interactive demonstration of TutorTrac software will be provided. Participants will be able to ask questions and discuss the relevance of tracking software in their centers. Specific case studies will be examined and discussed.
10:45a—11:45a	<u>Concurrent Session 2</u>
Ballroom B	<b>Connecting With Students When (and Where) It Really Matters</b> <i>Nanette Cheatham &amp; Debbie Layzell</i> Connecting with students after the first test in the classroom is strategically an optimal time and place to deliver learning strategies and academic support to foster student success because students report that they expect to receive higher grades on their first test than they actually earn. This session will discuss an innovative, in-class, presentation program the LSU Center for Academic Success (CAS) developed based on the efficacy of a 50-minute class intervention in general chemistry courses, documented in journal articles and Dr. Sandra McGuire's book, <i>Teach Students How to Learn</i> .



# Conference Schedule

## Thursday, 28 Sep.—Annual Conference

Time/ Location	Event
10:45a—11:45a	<i>Concurrent Session 2 (continued from previous page)</i>
Renaissance	<b>Total Quality Administration: Considerations for Building Effective Learning Assistance Services for Millennial Students</b> <i>Yolanda Clarke, Sally Neal &amp; Leslie Reid</i> In an era of dwindling human and financial resources, a challenging issue for college campuses is how to build effective learning assistance centers; and how to understand what constitutes effective services. Grounded in the practical expertise of seasoned learning assistance professionals from the Center for Academic Advancement at Ithaca College, this session explores the fundamentals of building an effective student success center for today's millennials in 3 areas: academic advising; student accessibility; and tutoring.
Ballroom C	<b>From Challenge to Success in the Learning Center</b> <i>Mary Knasinski</i> UW-Milwaukee is a large urban university with a commitment both to research and to access. Its learning center, too, faces challenges in balancing the different needs of UWM's student population. Six challenges faced by the center, with a focus on its STEM and Business tutoring program, include attendance, morale, funding, retention, supervision, and technology. Methods used to address these challenges, and examples of successes and future strategies, will be shared.
Patio	<b>Collaborative Tutoring Practices: Facilitating Student Success for a Diverse Student Population</b> <i>Justin Massey, Erin Morrison</i> This session will outline UNCG's Student Success Center (SSC) which facilitates student success and retention through the following programs: Tutoring, Academic Skills, Supplemental Instruction, and Student Support Services (TRIO). The SSC helps students who may be struggling with coursework, but also assists students who are doing well, and seek additional review and practice opportunities outside of the classroom. This session will explore the partnerships and collaborative processes between Tutoring and Academic Skills Programs (TASP) and Student Support Services (SSS). These include: integrative CRLA Tutor Training Sessions, tutor crossover within departments, collaborative tutor recruitment processes, and finally community and professional development events for peer tutors and students receiving tutoring and academic skills services.

# Conference Schedule

## Thursday, 28 Sep.—Annual Conference

Time/ Location	Event
10:45a—11:45a	<u><i>Concurrent Session 2 (continued from previous page)</i></u>
Ballroom A	<b>Using Technology to Support Student Success to Enhance and Preserve Learning Center Resources</b> <i>Alex Pecoraro &amp; Tabitha Villalba</i> With the increase in technology and access, students are moving away from the ‘show up for support’ model. Students want and need access to high quality support resources, and they prefer it in a way that supports their busy and ‘connected’ lifestyle. We will share case studies from two Campuses that show how they adapted their approach to supporting students, by providing on-demand student success workshops 24/7, that include topics such as: Learning Strategies, Time Management, Procrastination, Resume and Cover Letter Support, Emotional Intelligence, Academic Probation and Overcoming Failure.
Cavalier	<b>Impactful Assessment: Using assessment findings to modify, and improve, Shenandoah University’s Turning Point Program</b> <i>Holli Phillips</i> Developing, modifying and adapting programs for students on academic probation is an ongoing challenge for most institutions. Each student’s reason for being on probation is different, with separate paths that led him or her to this point in their academic career. Finding a programmatic approach to handle these concerns requires multiple assessment points, and a flexible – yet structured – approach. This session will examine the evolution of Shenandoah University’s Turning Point Program, as prompted by quantitative and qualitative assessment data.
Minuet	<b>Doing a 180: Revamping your Tutor Training Format, Content, and Delivery</b> <i>Kathleen Volk</i> Tutor training provides you with a chance to form relationships with your staff and normalize tutors’ skill development. Making bold changes to how you train your tutors may seem risky, especially if you have limited time with your staff and a small budget. This session will provide several examples of how to invigorate your design and facilitation of training, including using tutors in designing activities, moving to a hybrid training model, and training tutors by their level of experience.

# Conference Schedule

## Thursday, 28 Sep.—Annual Conference

Time/ Location	Event
12:00p—12:20p	<u><i>Mini Engagement Sessions: Round 2</i></u>
Cavalier	<b>Using Best Practices in Teaching and Learning in Peer Educator Training (Questioning Strategies exercise)</b> <i>Heather Anderson-Bibler</i> I plan to share the benefits of including problem solving, authentic learning, and collaborative learning activities in student learning opportunities. Benefits include increased motivation & engagement, comprehension & transfer of knowledge, critical thinking skills, and academic achievement. Based on the feedback from my 2015 presentation at NCLCA, this content was essential to many attendees' work. This follow up presentation will be heavier on examples of these activities. I will share many activities that can be used directly with students in support programs, as well as activities for tutoring/coaching coordinators to infuse into their trainings.
Patio	<b>Busting Myths about Learning</b> <i>Minna Mahlab</i> Students have and perpetuate many misconceptions about their learning; underrepresented students are often affected disproportionately by some of these as they may have had less access to well trained teachers and the psychological literature identifying best practices. Beginning with faculty responses to overheard student conversations, and progressing with responses to these common misconceptions, a series of posters were shared with the community. Student and faculty engagement with and feedback for these efforts, gathered over five years, will be presented to inspire other learning communities to engage in this low cost, low effort, high impact intervention.
Minuet	<b>Teaching Student how to Pursue Their Own Destiny</b> <i>Todd Rakes</i> Once students engage in a task, they must monitor their behavior, determine its outcomes, and react to those outcomes to regulate what action they determine is best (Eccles & Wigfield, 2002). This presentation will discuss how faculty, coaches, and learning center professionals can help students learn how to use self-monitoring procedures.

# Conference Schedule

## Thursday, 28 Sep.—Annual Conference

Time/ Location	Event
12:30p—1:45p Ballroom A	<b>Lunch &amp; Keynote</b> <i>Marci Powell</i>
2:00p—2:30p	<u>Poster Sessions</u>
Patio	<b>Let's Get Together: Combining Program Efforts to Serve Specialized Academic Populations</b> — <i>Mike Donzell &amp; Rachel Cordy</i>  <b>Blackboard:- It's Not Just for Classes: Using Blackboard to Improve Academic Support Program Management</b> — <i>Anne Raines</i>  <b>AARC History: How the Past Informs the Present and Keeps Us Looking Towards the Future</b> — <i>M.E. McWilliams</i>
Minuet	<b>Keeping Suspended Students on Campus—The Learning Skills Program at Mississippi State University</b> — <i>Clay Armstrong</i>  <b>It's a Learning Center! The Birth and Growth of an Academic Success Program</b> — <i>Stacy Davidson</i>  <b>Online Tutoring Software: Building Partnerships and Continuous Assessment Practices that Benefit Community College Students, Faculty, and Learning Centers</b> — <i>Teresa Garcia</i>
2:45p—3:45p Ballroom B	<u>Concurrent Session 3</u>  <b>It's All About the Benjamins! Revenue Generation Efforts to Drive Student Success on Your Campus</b> <i>Geoff Bailey</i>  In an era of uncertain funding levels, it is becoming increasingly important for learning center (LC) managers to find new sources of revenue that can supplement existing budgets. This session will engage LC Directors/ Managers in evaluating existing methods for revenue generation and determining what additional opportunities exist and how to prioritize efforts. The facilitator will showcase how the University of Louisville is engaged in multiple opportunities that include crowdfunding, donations, corporate sponsorship, philanthropic gifts, and leveraging campus partners as new revenue sources/opportunities.

# Conference Schedule

## Thursday, 28 Sep.—Annual Conference

Time/ Location	Event
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2:45p—3:45p	<u>Concurrent Session 3 (continued from previous page)</u>
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Cavalier	<b>Belonging to the “Crew”: Using Employment to Engage At Risk Student Populations</b>
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*Elizabeth Coghill*

For peer educators at the East Carolina University’s campus learning center becoming a member of the “Crew” results in higher levels of sense of belonging, encourages peer and faculty engagement, and supports student academic success. This session examines the impact of on-campus employment at the Pirate Academic Success Center as a retention and persistence tool used to support the campus transition and academic success of at risk student groups since 2013.

Ballroom A	<b>Essentials of Assessment</b>
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*Mary Fraser*

Good assessment practice is structured, methodical, and ongoing but it can be challenging to reconcile the time needed for the work we do with the effort required to measure its outcomes. Applying some of the principles discussed in the book *Essentialism* by Greg McKeown, this session will present a model of assessment developed at a mid-size university learning center that provides both micro and macro views of services, satisfying institutional and programmatic interest in gauging student outcomes. Presenters will share the stages of the process as it has evolved as well as examples of outcomes measured and the assessments we have employed to learn more about the effectiveness of our services at all levels.

Minuet	<b>NCLCA Learning Center Leadership Certification (LCLC)</b>
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*Jacqueline Harris*

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 and includes LCLC reviewers in a panel discussion. Attendees will have an opportunity to ask reviewers questions and gain insights into their experience.

LCLC reviewers: Joanna Kourtidis, Juan Jimenez, Jenny Haley, Kim Bethea

# Conference Schedule

## Thursday, 28 Sep.—Annual Conference

Time/ Location	Event
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2:45p—3:45p	<u>Concurrent Session 3 (continued from previous page)</u>
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Patio	<b>Developing 21st Century Skills in Students Using a Competency-Based Approach</b>
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*Angie Hubbard & Amy Buechler-Steubing*

The National Association of Colleges and Employers defines career readiness as “the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace” (NACE, 2017). Students working in our learning centers as tutors, SI leaders, or other staff have direct hands-on opportunities to develop the competencies that will help them achieve their career goals.

Ballroom C	<b>Remembering the Staff: Making a Stand for Self-Care and Group Cohesion</b>
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*Julie Novak*

How well are we working together? How is our team unity effecting how well we work with students? As academic coaches at Texas A&M University, these are questions we have started to look into more closely. Weekly coaching trainings have shifted from guest speakers to stay updated on what is happening around campus to focusing on team building, cohesion, stress management, and the retention of our academic coaching staff. This presentation will provide some brief background information on our office, examples of the different trainings we have implemented, and data on the staff’s impression of our trainings.

Renaissance	<b>An Alternative Learning Center Model: Teaching Assistants as Tutors</b>
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*Sarah Sheeley*

The Chemistry Learning Center (CLC) at the University of Illinois supports over 4,000 general chemistry students each semester by utilizing a drop-in tutoring model with a unique twist: dedicated center tutors have been replaced by general chemistry teaching assistants. This small change has resulted in a learning center that is thoroughly integrated into the overall general chemistry program. This session will include a brief look at the development of this design, and highlight its benefits and daily challenges. This presentation will conclude with a short summary for building a specialized learning center like the CLC at the heart of any department.

# Conference Schedule

## Thursday, 28 Sep.—Annual Conference

Time/ Location	Event
4:00p—5:00p	<u><i>Concurrent Session 4 (continued from previous page)</i></u>
Cavalier	<b>Teaching Academic Success Strategies Online: Lessons Learned Transitioning from a Face-to-Face Course to Online Instruction</b> <i>Heather Anderson-Bibler</i> This presentation explores strategies for teaching an Academic Success course in an online course format, and includes lessons learned converting a face-to-face class to an online course structure. This can be helpful for colleagues as they are considering offering similar courses and are looking for guidance around what works and doesn't work in online formats. Participants will learn some strategies for structuring an online course for Academic Success strategies, as well as some obstacles and benefits of having an online structure for such courses.
Minuet	<b>Increase Success with LMS: Utilizing Canvas for Blended Tutor Training</b> <i>Lydia Dorsey &amp; Dorothy Kemp</i> Having a well-trained staff of effective tutors is essential to the daily operations and overall success of any learning center in providing exceptional student support services. Although the overall goal of any staff training is to increase individual and organizational performance, training must be presented in a way that maximizes training transfer. However, tutor training transfer, or the ability of tutors to "transfer" their knowledge and skills learned in training into their tutoring sessions, can be difficult to achieve with face-to-face training delivery alone.
Ballroom C	<b>Intentional Growth – Expanding the impact on students</b> <i>Joan Giblin</i> Over the past 5 years, the Center for Academic Excellence grew from a small tutoring space where "faculty sent the kids who were failing" to a true student success center integrated into the fabric of the university. We engaged in a deliberate pattern of change and started off with a series of small, intentional first steps, often with minimal budget expenditure, which got the ball rolling. We conducted needs analysis, found stakeholders and eventually grew from one individual to a four person office with two additional staff in the budget for the upcoming fiscal years. This presentation will detail the strategies and techniques we utilized to make the case for increased resources for student success.
Ballroom A	<b>Smarthinking: Students Can Connect to Online Tutors Whenever They Need Help</b> <i>Marjorie McEntire</i> When students need help at midnight (or anytime), they can connect online to Smarthinking. Expert tutors guide students through solving problems in math, writing, science, business, information technology, Spanish, reading, and nursing

# Conference Schedule

## Thursday, 28 Sep.—Annual Conference

Time/ Location	Event
4:00p—5:00p	<u><i>Concurrent Session 4 (continued from previous page)</i></u>
Renaissance	<b>The Gold Standard, Best Practices, and the Norm: Examining Professional and Peer Tutors</b> <i>Debbie Malewicki</i> Increasingly, in a budget-conscious world, the apparently most cost-effective option of peer tutors has been chosen over graduate student and professional tutors. In this session, we will explore the advantages and disadvantages of each type of learning center tutor and discuss which one, or combination, may be the right fit for your center. We also will explore how you can make a case for the type of tutoring you want to your supervisors and institution.
Ballroom B	<b>Academic Team Coaching: So Many Students So Few Staff</b> <i>Brandon Johnson &amp; Natasha Ziegler</i> How can we effectively serve more students? That is a persistent question among learning center administrators. This session will discuss a solutions-based approach that led to modifying how academic coaching is offered at Florida Gulf Coast University. The goal is to provide students with supplementary avenues to experience academic success coaching that maximizes student contact when staffing and additional resources are an issue. Presenters will share data on the program outcomes including the how the program affected the number of students served and overall performance.
Patio	<b>Lessons Learned: What 5,000 Surveys Can Teach You About Your Study Group Program</b> <i>Joe Salvatore</i> The Peer-Led Study Group Program at the University of Michigan’s Science Learning Center (SLC) supports 3,000 students per term across 18 STEM courses. Surveys collected both early and at the end of the term provide critical feedback about the program, including the effectiveness of the facilitator, issues of diversity, equity, and inclusion, and insights about how students study and learn in the course. This session will provide an overview of the survey collected from 5,000 study group program participants in 2016-17 along with opportunities to discuss how to handle some of the challenging issues that were reported.
6:30p—9:30p	<b>Night on the Town:</b> Sisters Grimm Ghost Tour & Dinner (must be pre-registered) Meet in hotel lobby.
9:00p—11:00p	<b>Hospitality Suite</b> All members are invited to meet and visit with colleagues in an informal environment.



# Conference Schedule

## Friday, 29 Sep.—Annual Conference

Time/ Location	Event
7:00a—12:00p Ballroom Foyer	<b>Conference Check-In</b>
7:30a—8:30a Ballroom A	<b>Breakfast</b>
8:30a—8:50a Patio	<u>Mini Engagement Sessions: Round 3</u>  <b>The Play-doh Challenge</b> <i>Carol Burbage</i> It's always wonderful to talk about tutor training, but it's another thing to do it. There are plenty of resources on the web, from colleagues, and from organizations that provide oversight. The challenge, however, is making them work for our own tutors, given limited resources, staffing, time, and energy. Our staff have developed training packages and are happy to share! The presenter will provide several packages on a variety of topics and will include PowerPoint files, handouts, and outlines or lesson plans. Participants will also have the opportunity to present their own training issues and get help with some creative problem solving.
Cavalier	<b>It's Not What You Know, It's What You Say - A Verbal Communication Activity</b> <i>Stephanie Anderson</i> This verbal communication activity introduces tutors to communication skills that may impact student learning. This exercise emphasizes the need for clear communication (e.g. using terms that the student understands) and helps tutors recognize their own communicative strengths and weaknesses.
8:30a—9:20a Minuet	<b>There's a Session Activity for That!</b> <i>Rachel Cordy</i> Are your tutors and SI leaders bored with the same old session activities semester after semester? Pop over to this mini-engagement session and learn about six new activities that will be sure to spice up your sessions and keep students coming back for more!

### Thoughts on Education

“Every mountain top is within reach if you just keep climbing.”

- Barry Finlay, Kilimanjaro and Beyond

# Conference Schedule

## Friday, 29 Sep.—Annual Conference

Time/ Location	Event
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9:00a—10:00a	<u>Concurrent Session 5</u>
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Ballroom B	<b>How's That Workin for Ya? Utilizing Planners to Increase Engagement in Time</b>
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*Kathryn Zepeda*

While it is easy to hand a student a planner and suggest that they use it to better manage their time, staff in our office practice a more intentional approach that includes leading by example and modeling their planners so students can have a physical sample of what their own planners can be. Following a brief PowerPoint presentation, presenters will conduct a workshop showing participants how to organize their own planners to use as a tool in assisting students with time management issues. The workshop will include planner sheets along with a sample syllabus to construct a sample student planner. Materials will be provided for participants to creatively add color, images, stickers, etc. to their sample planners.

Cavalier	<b>Bigger. Better. Success: Shifting Campus Culture One Student At A Time</b>
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*Correll Hammond & Leonard Geddes*

According to a recent study cited by Hart Research Studies (2015), "while 59 percent of students said they were well prepared to analyze and solve complex problems, just 24 percent of employers said they had found that to be true of recent college graduates." How can we close this gap between students' expected and observed abilities? One way is to help them become more aware of learning as a process so that they know specifically how they are learning. This kind of "thinking about thinking" is called metacognition, or, as we like to phrase it, "learning through engagement." This session will discuss the successes and challenges of creating and assessing a new Learning Assistance program while utilizing metacognition as our foundation.

Patio	<b>Drop-In Data: How Our Queue System Is Saving Us Money and Changing Our Management Strategies</b>
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*Kolene Mills & Mike Duffin*

Our tutoring center implemented a queuing system to more efficiently manage drop-in tutoring. The unexpected result has been in the data we are able to collect that facilitates stronger, more strategic center management. From being able to identify our busiest times, determine average tutoring times per tutor, or easily calculate cost per student visit, the queue reporting system is changing the way we schedule, budget, and operate our tutoring centers--helping us to have more time and money to spend on our students!

# Conference Schedule

## Friday, 29 Sep.—Annual Conference

Time/ Location	Event
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9:00a—10:00a *Concurrent Session 5 (continued from previous page)*

Renaissance **ATP Certification Opportunities**

*Jim Johnson*

The ATP offers three levels of tutor certification, two levels of tutor trainer certification. ATP is also working on offering three levels of academic coaching certification. This session will explain how to get your certification and eventually earn the highest levels of certification.

Ballroom C **Restoring Academic Success: Building Study Skills & Independent Learners for Students on Probation**

*Tabatha Beck & Danielle Pedini*

In collaboration with our advising program, we have developed a program which acts as an alternative pathway for students at risk of academic suspension. In this concurrent session, we will outline the current structure and requirements of our program, discuss relevant data from past cohorts that have led to the program's revision, and propose upcoming changes to the program that are aimed at increasing the accessibility for diverse students. Our presentation will be structured around an explanation of how this program is run in our institution and how it may be run at other learning centers, as well as how student evaluations have led the revision of the program to be more aligned with the needs of college students.

Minuet **Hunter Boylan Research Scholarship Winner: Academic Skills Assessments of Incoming STEM Transfer Students**

*Annie Foster Ahmed & Noah Gibson*

Community college to university transfer programs are an increasingly popular pathway for bachelor degree attainment. This option has increased accessibility to traditionally underrepresented populations and nontraditional students. Furthermore, this pathway is increasing rapidly in concert with the need to train individuals within science, technology, engineering, and mathematics (STEM) fields. This session will discuss the strategies utilized to assess and address academic needs of incoming transfer students from a community college to a STEM program at a satellite campus of a major research institution through a one credit academic success course taught jointly by STEM program faculty and the college learning center staff.

Ballroom A **The Tutor.com Difference: Experience, Value, and Results**

*Katherine Vander Vennet & Jerin Jones*

Join Tutor.com for an overview of the support we deliver to both students and institutions via one-to-one online learning alongside powerful data and insights.

# Conference Schedule

## Friday, 29 Sep.—Annual Conference

Time/ Location	Event
10:15a—11:15a	<u><i>Concurrent Session 6</i></u>
Ballroom B	<b>Teach Students How to Learn</b> <i>Christine Deacons &amp; Amelia Parnis</i> There is a misconception in our profession that Learning Centers exist to reinforce content taught in class that the student does not fully understand. Often, one-on-one tutoring can help the student get through a particular assignment or test. However, many students being served via tutoring and Supplemental Instruction MUST receive this additional support outside of the classroom on an ongoing basis in order to pass the class. Evidence has emerged indicating that when students are taught “how to learn” a particular subject, they go on to be much more successful in all of their classes. This session will discuss strategies that “teach students to learn” including information on training the tutor, success coach, SI, etc., how to teach learning in different subjects, and how to teach students to reflect on their learning so that they can identify ways to improve. Examples of tools used with students will be provided.
Cavalier	<b>Mission Possible: Preparing for the Transition to College and Increasing Student Retention Through an Interactive Workshop</b> <i>Nicole Heinen</i> Mission Possible is a 90-minute interactive workshop presented to all first-year students at the University of Wisconsin-Milwaukee prior to the first day of classes as part of our Panther Academic Welcome (PAW) day. Students are guided through various “missions” focused on time management, study strategies, professional communication, career planning, and others. This session will focus on how the Mission Possible workshop was created, explore the missions, outline the facilitator training, and analyze the results on student retention.
Patio	<b>Making the Space: Learning Center Tutor Training and the Intellectual Safe Space</b> <i>Kirsten Komara, Jason Martinez, &amp; Sabrina Zertuche</i> Offering a learning space for the safe expression and revelation of thoughts, contexts, experiences, and inexperience can lead to a productive and intellectually sound and safe opportunity for learning. It is imperative to maintain the academic rigor of a collaborative learning space, while simultaneously protecting and acknowledging the experiences of those present. The training of tutors and professional staff is ongoing and involves an open discussion regarding how to ethically approach the pedagogical needs of the students while providing the intellectual room for the growth of the student learner.

# Conference Schedule

## Friday, 29 Sep.—Annual Conference

Time/ Location	Event
<b>10:15a—11:15a</b>	<u><i>Concurrent Session 6 (continued from previous page)</i></u>
Ballroom C	<b>Epistemological Beliefs of Peer Undergraduate Tutors</b> <i>Megan Krou &amp; Heagan Hof</i> Epistemological beliefs, the understanding that a person holds about knowing and learning, are dynamic and contextual to the subject areas (Hofer, 2000). Development of epistemological beliefs is an important component to academic success (Gupta & Elby, 2011). Students often enter college with more naïve beliefs about knowing and are often confronted with content that forces students to think critically and to reconceptualize knowledge and facts as something that can be examined and questioned. Understanding the epistemological beliefs of tutors will build on the body of knowledge on epistemological beliefs and the influences that are encountered by students in postsecondary education.
Minuet	<b>Development of Personalized Study Strategies via Metacognition</b> <i>Vicenta Shepard &amp; Jose Consuegra</i> Students at Florida International University (FIU) require varying approaches for tutoring, especially in topics such as General Chemistry and Organic Chemistry. The following presentation will introduce the theoretical foundations of metacognition, disciplinary literacy, process of creation, and in-practice experiences of The Learning Center (TLC) for Organic Chemistry.
Renaissance	<b>IMTPC and ITTPC: Certifying Your Mentoring and Tutoring Programs</b> <i>Jack Trammell</i> 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.
Ballroom A	<b>Tutor Training: Study Partners Cohort Style!</b> <i>Tamara Miller-Bowden</i> As learning center professionals, one of the major challenges facing us is how to adequately provide staff training for our tutoring centers on an affordable budget and using the best timeline. Furthermore, as dedicated higher education professionals and student development experts we are always looking for ways to increase the growth opportunities we provide our student leaders. Join this discussion based session designed to introduce participants to our institution's newest (and most successful yet) undergraduate student employee training model—Cohorts!

# Conference Schedule

## Friday, 29 Sep.—Annual Conference

Time/ Location	Event
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11:30a—11:50a	<u>Mini Engagement Sessions: Round 4</u>
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Cavalier	
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	<b>The Parent Trap: Learning Centers, Parents, and Serving the Student</b>
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	<i>Greg Carmichael</i>
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	While many of us used college as a way to break away from our parents and gain independence, today's students often find that parental influence extends into their 20s and beyond. It is understandable that those of us who work in learning centers can often find the parents of these student to be over involved, overbearing, annoying, and sometimes rude. Often, our responses to them reflect this frustration and we raise our defenses. This may result in pushback from parents and can set up the relationship to fail at the start. Yet parents can be our biggest allies, especially if their student is reluctant to seek academic assistance. As we interact with parents more and more, it is helpful to keep in mind a few points about interpersonal relationships that have proven effective over the years. This presentation will frame our parental interaction within the context of Stephen Covey's groundbreaking book, <i>The 7 Habits of Highly Effective People</i> —specifically, habits 4 and 5. The presentation will also reference Dale Carnegie's book, <i>How to Win Friends and Influence People</i> , in which many ideas dovetail with Covey's approach.
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12:00p—1:00p	
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Ballroom A	
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	<b>NCLCA Awards Luncheon</b>
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1:30p—2:30p	
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	<u>Concurrent Session 7</u>
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Renaissance	
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	<b>Peer Tutor Training for Collaborative Problem Solving</b>
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	<i>Christine Andrews</i>
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	Our collaborative peer tutoring program requires that tutors help students uncover or develop problem solving strategies. To be effective, tutors must first understand their own problem solving processes, then recognize and learn to work with others' strategies and approaches. This session will engage participants in experiential learning activities that are used to introduce and explore this topic in our peer tutor training program. A brief introduction to the experiential learning cycle and how we use these types of activities in our
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### Thoughts on Education

“Formal education will make you a living; self-education will make you a fortune.”

- Jim Rohn

# Conference Schedule

## Friday, 29 Sep.—Annual Conference

Time/ Location	Event
1:30p—2:30p	<i>Concurrent Session 7 (continued from previous page)</i>
Cavalier	<b>Supporting Career Technical Education Students: The Literacy Expectations and Demands Across the Professional Areas</b> <i>Sonya Armstrong &amp; Ruth Dalrymple</i> The study to be discussed in this session was an extensive, multi-site research project that sought to answer the following essential question: What does it mean for students to be prepared to read at a college level in career technical education courses? The impetus for this study was a need to fully understand what it means to be college-text-ready based on the literacy demands, practices, and expectations in introductory-level career technical education (CTE) courses (i.e., Nursing, Automotive, Business, Criminal Justice, Computer Sciences, etc.). Only with this deeper understanding of college-text-readiness in CTE courses can we really begin to design effective learning assistance interventions to help support students who may not be considered college-text-ready.
Ballroom B	<b>Making A Stand for Student Success: Using Predictive Data to Develop Student Success Outreach</b> <i>Jennifer Bebergal</i> In response to state of Florida performance based funding metrics, Florida Atlantic University developed several innovative approaches to targeting particular students and courses in our success initiatives. Partnering with faculty and advisors, our academic support team uses predictive data to target at-risk students to get them to turn those academic dreams into deliverables. These partnerships focus on both first-time in college students and students nearing graduation.
Minuet	<b>“Dynamics of Student Success”: Reviewing the Development of a Student Success Course at Alfred University</b> <i>Leah Houk &amp; Amy Fisk</i> It is critical that colleges provide students the tools they need to persist and succeed at the postsecondary level. This session provides an overview of the development of a pilot course for academically at-risk students at Alfred University. Dynamics of Student Success (UNIV 103) was designed to provide an opportunity for academic recovery by teaching students a variety of evidence-based readiness skills critical for success in college (e.g., time management, study skills, goal-setting, stress management, growth mindset). The session will review the theoretical underpinnings of UNIV 103, the course syllabus, instructional methodology and activities, and evaluation methods. In addition, participants will have an opportunity to experience at least one of the course activities and receive relevant resources.

# Conference Schedule

## Friday, 29 Sep.—Annual Conference

Time/ Location	Event
1:30p—2:30p	<p><u>Concurrent Session 7 (continued from previous page)</u></p>
Patio	<p><b>Making a Stand for Student Success With a Three-Pronged Approach: Recruitment, Retention, and Recognition</b></p> <p><i>Beth Powell</i></p> <p>Research in student success and retention suggests that, for a university to create an optimal environment for students to be successful, a combination of interrelated efforts is needed. Thus, the staff in the Clay N. Hixson Student Success Center in Tennessee Tech’s College of Engineering have developed and implemented a three-pronged approach for student success encompassing the following three categories: Recruitment, Retention, and Recognition (R3 Model). This session will discuss the R3 model’s evidence-based tools and practices for helping engineering students achieve success, as well as results from program assessment and evaluation.</p>
Ballroom C	<p><b>Re-Centering the Learning Center: Transitioning to a One-Stop Model for Student Support</b></p> <p><i>Aimee Woznick</i></p> <p>A growing trend in learning support is the "one-stop shop" model, in which tutoring services are co-located with other student supports - often in the college library - to make services more visible and accessible to students. At SUNY Buffalo State College, a \$7.8 million project is currently underway to transform the ground floor of the college library into an "Academic Commons," which will comprise a Writing Center, Math Lab, peer tutoring, Student Accessibility Services, librarian services, and a technical support help desk. This session will explore the many opportunities and challenges to such large-scale physical and conceptual reorganizations, detail lessons learned, and foster discussion among participants about one-stop models more generally.</p>
3:00p—4:00p	<p><u>Concurrent Session 8</u></p>
Patio	<p><b>“My professor is on YouTube!”: Designing Learning Center Practices to Facilitate Student Engagement in Technology-Enhanced Classrooms</b></p> <p><i>Kimberly Donovan</i></p> <p>Technology is a staple in the college classroom, and instructors often combine several technologies in an effort to deliver a more accessible curriculum in face-to-face, hybrid, and fully online contexts. This session will explore learning center practices that can facilitate all students’ comprehension, note taking, and study in these technology-enhanced environments. Attendees will also share their ideas, so all will leave the session with a number of practices to use as professionals and in staff trainings.</p>



# Conference Schedule

## Friday, 29 Sep.—Annual Conference

Time/ Location	Event
3:00p—4:00p	<i>Concurrent Session 8 (continued from previous page)</i>
Cavalier	<b>Doing Math in the Summer - Having Fun and Making Friends</b> <i>Trisha Lamers</i> This session will introduce a summer program that assists students who test into remedial/developmental math to get into college-level math before the start of school in the fall. Participants of this session will experience some of the anxiety and the fun that program participants face as part of this program. We will have hands-on math challenges, team-building experiences, and a discussion of program outcomes, challenges and successes. There will be a time for questions to get a better idea of how to implement this on the session participants' campuses.
Ballroom B	<b>Developing Successful Online Tutoring Services</b> <i>Johanna Dvorak</i> Tutoring program directors face the challenge of providing online tutoring services for both online and on-campus courses. This presentation will show how to develop a quality online tutoring program to meet the needs of both traditional and non-traditional students. The session is based on current research and the presenter's experience developing a successful online tutoring program since 2010. Topics include: organizing the service, choosing a platform and technology, online tutor training, and evaluating the service. Both in-house and external service options will be discussed.
Minuet	<b>Collaboration: The Key to Greater Student Success</b> <i>Erica Ellard</i> Learning centers serve unique roles at institutions, often supporting students as well as faculty and staff members. These roles vary from institution to institution as learning centers grow and evolve over time, leaders pursue specific agendas and provide assistance to various other areas of institutions, and institutions have specific needs and goals for their learning centers. However, the core purpose comes down to student success and retention. The best way to achieve this core purpose is simple: collaboration.

### Thoughts on Education

“Teach the ignorant as much as you can; society is culpable in not providing a free education for all and it must answer for the night which it produces. If the soul is left in darkness sins will be committed. The guilty one is not he who commits the sin, but he who causes the darkness.”

- Victor Hugo, Les Miserables

# Conference Schedule

## Friday, 29 Sep.—Annual Conference

Time/ Location	Event
3:00p—4:00p	<u>Concurrent Session 8 (continued from previous page)</u>
Ballroom C	<b>Collaboration is Key: Building and Growing a Peer Academic Coaching Program</b> <i>Olivia Fritts &amp; Allyson Gardner</i> Thinking about starting a peer academic coaching program? Want to grow an existing program? This session will discuss how a large public institution started a peer academic coaching program and through collaborations has increased student usage of the service by 92% within one year. Program structure, strategies for establishing intercampus collaborations, and data on the resulting student impact will be shared. Participants will be provided with example materials to aid in their own future collaboration efforts and leave with an understanding of the potential impact of collaboration efforts for building and growing a peer academic coaching program.
Ballroom A	<b>Peer Tutors as Professionals</b> <i>Hilary Chubb</i> Our tutors are more than tutors. They are students, they are experts, and they are future professionals. Having a training program which demonstrates a philosophy of tutors as professionals not only helps those of us coordinating tutors but also develops our tutors in their current position and prepares them thoroughly for life after college. Figuring out how what you are already doing can promote professionalism, how you can make a few small changes, or designing new initiatives to address this can all be overwhelming. Typical approaches will look at altering or adding training sessions/modules and towards leadership opportunities for tutors. Additional approaches should be considered and will be presented here along with some new ideas for adding to the typical approach.
Renaissance	<b><u>Innovative Use of Technology Award: Fostering Tutors' Online Identities via ePortfolio</u></b> <i>Margaret M. Roidi &amp; Manuel D. Chaparro</i> This session will expose attendees to a dynamic tool that offers opportunities for learning center professionals to design and offer consistent professional development. The session will focus on the innovative use of ePortfolio, which provides systematic prompts for collaboration and self-reflection in a transparent and judgement-free environment; ePortfolio is utilized as a hybrid development, complementing face-to-face trainings. The implementation of ePortfolio allows tutorial personnel to create and maintain an online presence that documents their journey from tutors to learning center professionals. Attendees will obtain information about how to incorporate ePortfolio into their program and the culture of their learning center.

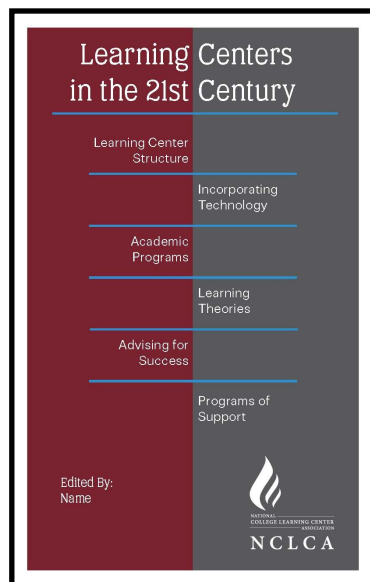
# Conference Schedule

## Friday, 29 Sep.—Annual Conference

Time/ Location	Event
<b>4:15p—5:00p</b>	<b><u>Affiliate Meetings:</u> Join your NCLCA affiliate members for a lively discussion!</b>
Ballroom A	Florida
Ballroom B	Louisiana
Ballroom C	Maryland
Cavalier	Ohio
Minuet	Southeastern (Georgia, North Carolina, South Carolina)
Patio	Wisconsin
<b>4:15p—5:00p</b>	<b><u>NCLCA Strong:</u> Organize Your Area!</b>
Renaissance	Interested in organizing a state or regional affiliate? Join us as we answer questions about forming and national support.
<b>6:00p—10:00p</b>	<b>Night on the Town:</b> San Antonio Food Tour (must be pre-registered) Meet in hotel lobby.
<b>9:00p—11:00p</b>	<b>Hospitality Suite</b> All members are invited to meet and visit with colleagues in an informal environment. —Sponsored by Innovative Educators
Patio	

## Available Soon!

A must-read for the learning center professional.



# Conference Schedule

## Saturday, 30 Sep.—Annual Conference

Time/ Location	Event
7:00a—10:00a Ballroom Foyer	<b>Conference Check-in</b>
7:30a—8:20a Ballroom A	<b>Breakfast—Members Meeting &amp; New Board Installation</b>
8:30a-9:30a Patio	<u><i>Concurrent Session 9</i></u> <b>Peer Tutor Training: Experiential Learning Activities for Promoting Metacognition and Collaboration</b> <i>Christine Andrews &amp; April Flore</i> Collaborative learning and metacognitive skills are valuable for peer tutors to effectively work with other students. Varying levels of these skills can often make collaborative work difficult; individuals can struggle coping with differing learning styles and modes of communication. This session will engage participants in experiential learning activities that are used in our tutor training program to help peer tutors develop their own metacognition and awareness of others for more effective collaboration. A brief introduction to the experiential learning cycle and how we use these types of activities in our training program will be presented.
Renaissance	<b>Saddle Up for Success: Orienting and Onboarding Tutees</b> <i>Craig Curty &amp; Michelle Wolf</i> Winthrop University and High Point University have implemented two distinct programs to orient students on expectations on utilizing learning center resources. The primary goal of these orientation programs are to create an aspect of accountability on the part of the students needing tutoring. This session will discuss the orientation process, impacts on each tutoring program and its stakeholders, research possibilities, and data collection, and a discussion of best practices related to the session topic.
Ballroom C	<b>With the Student in Mind: Supporting STEM Disciplines with SI</b> <i>Ana Mack</i> With the increasing impetus on driving global innovation, learning centers are encouraged to support students majoring in STEM (Science, Technology, Engineering, and Mathematics) disciplines. This session will introduce how Supplemental Instruction (SI) support in gateway STEM courses has improved student academic success and retention at the University of Central Florida (UCF.) The discussion will focus on the structural changes to the SI program, assessment, program evaluation, and funding and partnership opportunities, and other innovations that have strengthened how STEM students are supported.

# Conference Schedule

## Saturday, 30 Sep.—Annual Conference

Time/ Location	Event
8:30a-9:30a	<u>Concurrent Session 9 (continued from previous page)</u>
Cavalier	<b>Professional Development for Tutors through the Leadership Academy Program</b> <i>Bonnie Ostrand &amp; Kristie Keuntjes</i> The Leadership Academy program is a fully online, elective program for high achieving tutors and students which develops leadership and interpersonal skills through identification and exploration of individual strengths. The purpose of this session is to share best practices learned from the development of this Leadership Academy so attendees are equipped to replicate it at their home institutions. What sets this program apart from others is its completely virtual nature which also allows for consistent student engagement through the use of an interactive, virtual meeting platform.
Minuet	<b>Upping Our Game: Assigning Tutors to Athletic Study Tables</b> <i>Margaret Payerle</i> Student Athletes face a double challenge on college campuses: completing their coursework successfully and maintaining their eligibility, while simultaneously having less time available to seek out tutoring. Many student athletes are under-prepared for college-level work and are over-represented in developmental courses. This session will present the design and outcomes of a pilot project designed to improve student athletes' performance in an introductory math class by assigning a tutor from our learning center to tutor them during their assigned study hours.
Ballroom B	<b>Remember Who Can Help: Using Your Own Tutors for Online Tutoring</b> <i>Melissa Thomas &amp; Ethan Fieldman</i> Imagine using your own tutors to provide online tutoring... Come learn more about the success of GoBoard's latest pilot with several universities. GoBoard.com provides free consultations and software to equip their own tutors to provide online tutoring. Come learn how to replicate this at your institution!
9:45a-10:45a	<u>Concurrent Session 10</u>
Ballroom B	<b>Investigating Changes in Academic Peer Leaders' Skills, Practices, Attitudes, and Content Knowledge</b> <i>Stacey Blackwell</i> As learning assistance professionals, we often assume -- from experience and anecdotal evidence -- that peer leaders such as tutors and learning assistants benefit academically and professionally from their work in peer instruction, but measuring these outcomes can be challenging. This session will introduce you to a battery of assessments and how they were implemented to assess the development of peer leaders. This study was conducted as part of an NSF-funded program designed to increase training for peer leaders.

# Conference Schedule

## Saturday, 30 Sep.—Annual Conference

Time/ Location	Event
9:45a-10:45a	<i>Concurrent Session 10 (continued from previous page)</i>
Minuet	<b>Remember the (Non-traditional) Student: Catering Peer Mentoring to Non-Traditional Student Needs</b> <i>Andrea Kraus-Lozano, Derek Holbrook</i> Often, non-traditional students face unique challenges to degree completion. Peer mentoring is an excellent resource and support service for non-traditional students, especially those adjusting to the rigors of professional school. To better support its nursing students, the UT Health San Antonio School of Nursing recently launched a peer mentoring program through its learning center, The Student Success Center. This session will examine the newly launched peer mentoring program, and will highlight the unique ways in which it has been designed to fit the needs of non-traditional students.
Ballroom A	<b>A Qualitative Look at the Importance of Mentoring for Female Undergraduate Engineering Majors</b> <i>Julie Murphy</i> The Student Success Center (SSC) at UT Dallas, not only employs many female engineering undergraduate students, but also sees them utilize the services of the SSC throughout their academic careers. These interactions leave no doubt that they are excelling in their academic pursuits. As an administrator at a primarily STEM focused research institution, I wanted to investigate how this academic success was translating into confidence for post graduation next steps.
Patio	<b>MathWorld concept can put you in “the Math passing business”</b> <i>Robert Walling</i> The presentation will show how the MathWorld philosophy can increase the passing rate and lower the drop-out rate at any college, using psychological reprogramming techniques. MathWorld concepts can change the perception of the students as well as the instructors. Change is essential to today’s student success.
Ballroom C	<b>Establishing SI: Strategies, Struggles, and Successes in a New Supplemental Instruction Program</b> <i>Jennifer Dempsey</i> Starting a new academic support program can be a challenge, supplemental instruction most of all. SI involves collaboration with faculty, students, and the administration at every stage, planning to implementation, and requires unique training and marketing from other tutoring services. This session will explore the strategies, failures, and triumphs of one institution's SI development process. Reports, administrative and faculty communications, position descriptions, marketing plans, and other supporting materials will be provided, so attendees have a tangible place to begin building or strengthening their own SI program.

# Conference Schedule

## Saturday, 30 Sep.—Annual Conference

Time/ Location	Event
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9:45a-10:45a Concurrent Session 10 (continued from previous page)

Cavalier **Evaluating Academic Coaching: Assess Your Workshops**

*Lucille Lu*

Academic coaching helps students prioritize and plan their studies, overcome any barriers to their academic success. Our learning center group workshops in areas such as time management, reading strategies, study skills, and stress management to assist students in specific areas of need help reach full classes, organizations, and a variety of students. In our new evaluation model, student participants complete pre-tests and exit tickets as well as self-evaluations. In this session, the audience will examine a sample assessment and results for not only the pre- and post- surveys, but also one-month follow-ups. In small groups, audience members will develop their own plan for a sample assessment of their choice. Participants will walk away with information and resources to help them get started in developing their own academic coaching assessments.

Renaissance **Remember to SOAR: Empowering Students to Engage in their Success**

*Paula Pack*

In the efforts to positively impact retention, The University of Tampa's Academic Excellence Programs created the SOARING SPARTANS Program with an intentional focus on increasing student engagement, empowerment, and college success skills, particularly for students on academic probation. This presentation will focus on the current structure and implementation of the SOARING SPARTANS Program, and will also highlight specific programmatic resources, including qualitative and quantitative data since the program's inception. Session attendees will gain information about our program's design and application, as

11:00a-12:00p Concurrent Session 11

Ballroom A **Captured Meaning: Exploring the Role of and Spaces for Explicit Professional Reflection and Metacognition**

*Amy Eickhoff*

Learning center professionals capture a great deal of information for accountability and tracking purposes. Often tutors are encouraged to reflect on practice but are not afforded the same formal spaces or time to legitimize the activity. This presentation will explore salient questions and issues related to creating a space for critical professional reflection for learning center professionals including the role and purpose of critical professional reflection according to current literature, what and when information would be captured, who would have access to this information and for what purpose, how would this activity be leveraged for professional development and enhancement of learning center services, potential barriers to implementation, and what format/infrastructure would be used to capture this information.

# Conference Schedule

## Saturday, 30 Sep.—Annual Conference

Time/ Location	Event
<b>11:00a-12:00p</b>	<u><i>Concurrent Session 11 (continued from previous page)</i></u>
Ballroom C	<b>Developing a Peer Education Network</b> <i>Rebecca Elliott</i> The University of Cincinnati created the Peer Education Network (PEN) to bring together several offices employing Peer Educators, including the Learning Assistance Center. This session will discuss creation and goals of PEN as well as improvements to the Peer Educator experience. Attendees will leave with an understanding of how to implement a similar initiative.
Renaissance	<b>Faculty Allies: Bridging the Divide to Maximize your Center</b> <i>Joanna Kourtidis</i> Under increasing pressure from both the HLC and university administration to perform, Learning Assistance Professionals need to tap into a typically untapped resource if they are going to be successful. However, an administrative-faculty divide (and a multitude of other obstacles that stem from that divide) makes it difficult for Learning Assistance Professionals to know where to begin to develop that relationship or, indeed, to see the potential in that relationship. This session will explore both the benefits and obstacles to faculty relationships, and participants will leave with an action plan for their respective campuses.
Ballroom B	<b>“Tech Savvy Tutor Training: Using TeachLivE’s Simulated Environment to Prepare Tutors for Interactions in Difficult Situations”</b> <i>Kolene Mills &amp; Talitha Hudgins</i> A continuation of our concurrent presentation from NCLCA’s 2016 conference, this session will discuss our use of TeachLivE’s virtual environment to train tutors, specifically to prepare them to handle difficult situations. Presenters will give a brief overview of research that demonstrates the advantages of using simulated environments for training purposes, an introduction to TeachLivE and it’s current uses, our process in adapting for tutor training, and samples of documentation that we used to implement our project. Come and see if live interactive virtual training may take your tutor training to the next level.

### Thoughts on Education

“I am always ready to learn although I do not always like being taught.”

- Winston S. Churchill



# Conference Schedule

## Saturday, 30 Sep.—Annual Conference

### Time/ Location Event

11:00a-12:00p *Concurrent Session 11 (continued from previous page)*

Patio **Tutors and SI Leaders Partner in Taking a Stand for Student Success**  
*Susan Rinaldi*

"The Triton Achievement Hub as part of the Teaching + Learning Commons we are charged with providing services that are student-centered and promote engagement with learning and teaching. We will explore in this session how we have challenged the thinking by student staff in order to make their roles with each other and students more interesting and more effective and to promote their success professionally while promoting student academic success. The session will discuss the synergistic interactions and brainstorming opportunities by our learning center student staff that often result in furthering initiatives of our learning center and how they provide an ongoing opportunity for our staff to be mentored by other staff, promote their student success not only academically but also professionally.

Cavalier **Standing Up to Implicit Bias: We all have it, so start the discussion about it**  
*Gary Ritz*

At higher education institutions, administrators and academic assistance employees are often asked to work with a diverse set of individuals. In this interaction, we may have reservations in these interactions which may be a result of implicit biases we have. Identifying the implicit biases (Ex. racial, disability, gender, age, etc.) we may have and confronting them is a difficult but important step. This presentation will provide information about implicit biases (focused on racial bias but will include others), how to identify them, what research states about them and starting the discussion about them. The information provided in this session can help in training professional staff, as well as tutors/SI leaders, to be aware of the implicit biases they have and to start the discussion about them.

12:00p-1:00p **Lunch On Your Own**

### Thoughts on Education

“What we become depends on what we read after all of the professors have finished with us. The greatest university of all is a collection of books.”

- Thomas Carlyle

# Conference Schedule

## Saturday, 30 Sep.—Post Conference Workshops

Time/ Location	Event
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1:00p—4:00p

Cavalier

**Post Conference E:**

**KISS and the Beauty of the Familiar: Using SAMR to Plan Digital Space for Tutoring, Tutor Resources, and Tutor Networking that is Familiar and Easy to Use**

*Jennifer Haley & Elizabeth Fallon*

Join us to discuss the theoretical foundations of the power of the familiar and how those theories apply to learning center practice. Learn how to utilize a SAMR model for technology planning. What already works? What problem are you trying to solve? Who is your audience? What demands are there from upper administration? Will the technology act as a Substitution, Augmentation, Modification or Redefinition? Will it enhance or completely transform your programming? And will your digital space follow the KISS (keep it simple, stupid) principle of minimalism? Join us to plan for digital space that will be familiar and easily-accessible for tutoring, tutor resource-sharing, and tutor networking. We will be playing in the sandbox with familiar technologies such as live chat, Pinterest, Snapchat, Instagram, Twitter, Tumblr, Facebook, and YouTube to brainstorm ways to use those platforms for learning center purposes.

1:00p—4:00p

Patio

**Post Conference F:**

**Preparing Your Learning Center Programs and Assessment Plan to Stand up to Professional Standards**

*Laura Sanders*

Assessing student learning is heard over and over again in institutions of higher learning. This applies not only in the classroom but in our learning centers as well. This session will explore how learning center standards can be used to guide assessment plans and to form the foundation for implementing measurable learning outcomes. Participants will work through the process of developing learning outcomes and establishing tools to measure them. This process will allow you to set the stage for developing a framework for showcasing your assessment results and the accomplishments of your learning center.

### Thoughts on Education

“People think of education as something they can finish.”

- Isaac Asimov

# Conference Schedule

## Saturday, 30 Sep.—Post Conference Workshops

Time/ Location	Event
1:00p—4:00p Minuet	<p><b>Post Conference G:</b> <b>What's Your Image? Making Your Learning Center More Visible and Attractive</b> <i>Debbie Malewicky</i></p> <p>We will explore how to make your department visible and attractive to students and open communication with faculty and staff to increase referrals. We will discuss: elevator speeches, creation of a logo/slogan, flyers, social media, website design, classroom visits, student activities, celebratory events, and parent presentations. We will begin with a brief discussion of data collection and assessment and then move into a practical set of recommendations for your department. Participants ideally should bring a laptop, some examples of marketing materials, and photos of your space for discussion (if applicable) and be prepared for a series of collaborative exercises.</p>
1:00p—4:00p Renaissance	<p><b>Post Conference H:</b> <b>Facilitating Autonomy &amp; Independence: How The Academic Success Center at Texas A&amp;M University Empowers Student Success</b> <i>Kathleen Speed</i></p> <p>The Academic Success Center at Texas A&amp;M University was certified as an NCLCA's Learning Center of Excellence in 2015. At the core of our student centered approach is the belief that we foster and promote independence and autonomy. Our center offers students a wide variety of options to choose from that promote engagement and opportunities to succeed. Join us to discuss the empowering tools this 2-15 NCLCA Learning Center of Excellence empowers students. Attendees will leave with a comprehensive notebook of student success tools.</p>

### Thoughts on Education

"I raise up my voice—not so I can shout, but so those without a voice can be heard . . . We cannot succeed when half of us are held back."

- Malala Yousafzai

# 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](http://www.InnovativeEducators.org)



**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.



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

**-11%**

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

**19%**

At most public universities, only 19 percent of full-time students earn a bachelor's degree in four years.

**54%**

54 percent of students felt they would get better grades if they "got organized and stayed organized."



**87%**

87 percent of students say that better time management & organization skills would help them get better grades.



**47%**

47 percent of college students feel their high school did not "teach them the organizational skills required to do well in college."



**75%**

More than 75 percent of students required to take remedial classes never graduate.



**88%**

88 percent of college students want to improve their ability to manage their time.



**23%**



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

Study Skills Empower Students

visit

[www.StudentLingo.com/freetrial](http://www.StudentLingo.com/freetrial)

For source information please visit: <https://www.innovativeeducators.org/SearchResults.asp?Cat=246>

# CLADEA Organization & Fellows



The Council of Learning Assistance and Developmental Education Associations (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. 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 Carriulo  
 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  
 Saundra 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



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

# Awards Luncheon

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## Frank L. Christ Outstanding Learning Center Award

The purpose of the NCLCA Frank L. 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.

2017 Recipients:

- 4 Year—Winner:  
**Student Academic Resource Center**  
**University of Central Florida**  
Submitted by Rebecca Piety
- 4 Year—Honorable Mention:  
**Student Learning Assistance Center**  
**Texas State University**  
Submitted by Lindley Workman Alyea
- 2 Year—Winner:  
**Tutoring Center**  
**Bucks County Community College**  
Submitted by Lauren Humphries, Nichole Tracey, Lane D'Alessandro, and Bernadette Karpa

## NCLCA/LSCHE Website Excellence Awards

This award is co-sponsored by LSCHE and NCLCA. Sites will be judged by a panel that may include a student, faculty member, current or former learning center administrators, past years' first-place award winners, LSCHE editors, NCLCA officers, and a non-learning center web master.

2017 Recipient: **Decision Pending**

## 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 is awarded to members of NCLCA to assist in research, leadership, and/or curriculum innovation.

2017 Recipient: **Johanna Dvorak**

# Awards Luncheon

## NCLCA Lifetime Achievement Award

Beginning with the Annual Conference in 2003, the NCLCA Executive Board has honored learning center professionals who have contributed an extraordinary amount of service to the learning center profession, including research, publications, service, and leadership.

2017 Recipient: **Dr. Jacqueline Harris**

Dr. Harris served the students of Ball State University in Muncie Indiana for 25 years in many capacities. In addition to coordinating learning center services at Ball State, she contributed to her field by providing over 50 presentations and writing more than 25 articles and book chapters, including co-authoring the *Language Arts Objective Sequence*. Many of these presentations and publications were achieved through collaboration, as was her work on the Faculty Mentorship Program. She also served as president of the Indiana Association for Developmental Education. Upon retiring from Ball State, she worked four years part time for the Military Family Research Institute located at Purdue University as a Postsecondary Outreach Specialist. She helped develop and implement programs for veterans and service members which supported their transition from the military to higher education and then into employment.



During her tenure with NCLCA, Dr. Harris served as president from 1999– 2000 and was instrumental in the process of transitioning MCLCA (the Midwest College Learning Center Association) into the national organization it is today. She has organized three Summer Institutes and served as a mentor twice, served as a Keynote Speaker for the 2015 annual conference, and has received the National College Learning Center’s Professional Certification Level 4, Lifetime Certification. Her contribution to NCLCA over the past 25 years has been vast and varied: concurrent session presenter, pre-conference Institute presenter, panel participant, conference committee member, and board member.

Countless colleagues in the field of learning assistance have enjoyed mentorship from Dr. Harris. Fortunately, she continues to maintain a constant and abiding presence at the annual conferences. She currently serves as the Learning Center Leadership Certification (LCLC) Chair. She has also been nominated by NCLCA as the 2018 CLADEA Fellow, a great honor that recognizes outstanding leadership, scholarship, and service to the field of learning assistance over the course of a career.

Dr. Harris exemplifies a true servant leader, whose work has inspired and supported countless students and professionals and who continues to work diligently on behalf of the field of learning assistance.

Previous recipients:

Frank Christ: 2003

Carol Cashen: 2005

Johanna Dvorak: 2011

Martha Maxwell: 2004

Charlotte Short: 2008

Alan Craig: 2014

# Awards Luncheon

## Innovative Use of Technology Award

The purpose of the NCLCA Innovative Use of Technology Award is 1) to recognize individuals, learning centers, or institutions that use innovative technology solutions focused on the learning center to improve student learning, assist learners who may learn differently, improve resource usage, increase student engagement, or enhance learning strategies and 2) to encourage proliferation of innovative uses of technology to other learning centers so that students everywhere may benefit.

2017 Recipient: **Decision Pending**

## Julia Visor Graduate Student Conference Proposal Award

All graduate students who present at the NCLCA annual conferences are eligible for this award. No application is necessary other than submitting the annual conference proposal, indicating graduate student status on the cover sheet of the proposal, and registering as a graduate student at the conference.

2017 Recipient: **Decision Pending**

## Karen Quinn NCLCA Institute Scholarship

Dr. Karen Quinn served as the 1992-93 NCLCA President (then Midwest College Learning Center Association). In her memory, NCLCA awards the Karen Quinn NCLCA Institute Scholarship the spring prior to the Institute.

2017 Recipient: **Jami Rush**

## Hunter Boylan Research Scholarship

The Hunter Boylan Research Scholarship is awarded to recognize research related to how Learning Centers contribute to student academic success as well as persistence.

2017 Recipients:

- **Annie Foster Ahmed** (Director)
- **Noah M. Gibson** (STEM Coordinator)  
Universities at Shady Grove, University System of Maryland

## Thoughts on Education

“Do you train for passing tests or do you train for creative inquiry?”

- Noam Chomsky



# Learning Center Leadership Certification

## Level 1

Tabatha Beck  
Joel Blevins  
Anne Compton  
Manual Chaparro  
Rachel Cordy  
Brian Daily  
Melanie Dewerff

Katie Dufault  
Kellie Durham  
Cassandra Feidt  
Stefanie Gonzalez-Lopez  
Kimberly Graham  
Shannon Sczech Johns  
Rebecca Lemmel

Neva Lozada  
Anna Phan  
Jenifer Riddei  
Corinne Solsrud  
Debbie Taylor

## Level 2

Dawn Barrett  
Kevin Berkopes  
Jeremy Boettinger  
Jennifer Briney  
Hilary Chubb  
Samantha Crandall  
Chad Detjen  
Michael Donzella  
Louise Downey  
Rebecca Elliott  
Laura Everett  
Heather Frazer  
Stephanie Hopkins  
Tammy Hopps

Kristine Urban Keuntjes  
Joanna Kourtidis  
Beth Kurtz  
Tera Lessard  
Ashley Liadis  
Ashley Long  
Jennie Longmire  
Alexandria Mahon  
Selina Marcille  
Bethany Marston  
Heather Miller  
Teresa Milligan  
Jada Mitchell  
David Moore

Bonnie Ostrand  
David Paulik  
Robert Plienis  
Katie Press  
Kristina Rieger  
Lauren Rowley  
Michael Ruwe  
Ray Sanchez  
Jennifer Stoker  
JohnRae' Stowers  
Nicole Subik  
Kathy Willis

## Level 3

Kimberly Bethea  
Dorothy Briggs  
Michele Doney  
Barbara Jane Ehle  
Diana Garland  
Jacqueline Gardner  
Yvette Giles  
Lawrence Gilius

Eileen Giovagnoli  
Michael Anne Greer  
Benjamin Horton  
Juan Jimenez  
Joshua Mitchell  
Jon Mladic  
Rudy Molina  
Suzanne Ponicsan

Sylvia Ramsey-Rezner  
Jennifer Riddi  
Susan Rinaldi  
Elizabeth Scarbrough  
Wendy Simmerman  
George Strohm

## Level 4

Geoff Bailey  
Diana Bell  
Martin Dornbaum  
Michael Frizell  
Martin Golson  
Jennifer Haley

Jacqueline Harris  
Tacy Holliday  
Elaine Humphrey  
Rae Maslana  
Saundra McGuire  
Jan Norton

Linda Refsland  
Margaret Roidi  
Jack Trushel  
Penny Tarrantine  
James Valkenberg

# NCLCA Glossary

Term	Definition
ATP	<b>Association for the Tutoring Profession</b> (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.
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	<b>Council of Learning Assistance and Developmental Education Associations</b> : 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.
CRLA	<b>College Reading and Learning Association</b> (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.

Term	Definition
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	<b>International Writing Centers Association:</b> 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.
LCLC	<b>Learning Center Leadership Certification:</b> 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.

# NCLCA Glossary

Term	Definition
LSCHE	<b>Learning Support Centers in Higher Education:</b> 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	Free to you! Paid for in the conference registration, this meeting and meal provide 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	<b>National Association for Developmental Education</b> (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	<b>National Center for Developmental Education</b> (CLADEA organization): Their mission is to improve the quality of practice in the field of developmental education.
NCLCA	<b>National College Learning Center Association</b> (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.
Raffles	During conference, NCLCA conducts raffles in order to raise funds. The money collected from these events are used to help fund the scholarships and grants provided by NCLCA.

Term	Definition
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	<b>The Learning Assistance Review:</b> 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.

## TUTOR MATCHING SERVICE

Tutor Matching Service was created to help learning centers facilitate tutoring in more subjects and courses than ever before. Used on campuses across the country, including College of Charleston, Caltech, Purdue, Clemson, Austin Peay State University, Syracuse, and many others, we recently expanded our services to include new ways to engage the community, train tutors and reach distance learners.



### BUILD A COMMUNITY TUTORING INITIATIVE

Learning centers often get calls from parents in the community looking for private tutors for K-12 students. We can help you build a community tutoring initiative that allows the learning center to generate additional revenue from private tutoring.



### OFFER ONLINE TUTOR TRAINING

Looking for a CRLA-endorsed, self-paced, 4-6 hour online tutor training course that counts for 4 hours of CRLA Level 1 Certification? TMS partnered with a large public research institution to develop Tutor Essentials, a training course used by learning centers across the nation.



### PROVIDE ONLINE TUTORING

TMS can help you provide online tutoring utilizing your own tutors through our FREE online tutoring platform called GoBoard. It combines video conferencing, an interactive canvas, and educational tools like a graphing calculator. It even tracks the hours for your reporting purposes.

Interested in learning more?

Email us at [Schools@TutorMatchingService.com](mailto:Schools@TutorMatchingService.com) or call us at 1-877-919-TUTOR (877-919-8886).

# Conference Exhibitors

Association for the Tutoring Profession (ATP)

Association of Colleges for Tutoring and Learning Assistance (ACTLA)

Brainfuse

College Reading and Learning Association (CRLA)

H & H Publishing

Innovative Educators/Student Lingo  
—Sponsor for the Hospitality Suite 29 Aug.

National Association of Developmental Education (NADE)

Pearson Publishing

Redrock Software

Texas State University—Graduate Program in Developmental  
Education

Townsend Press

Tutor.com  
—Sponsor for the Exhibitor Grand opening

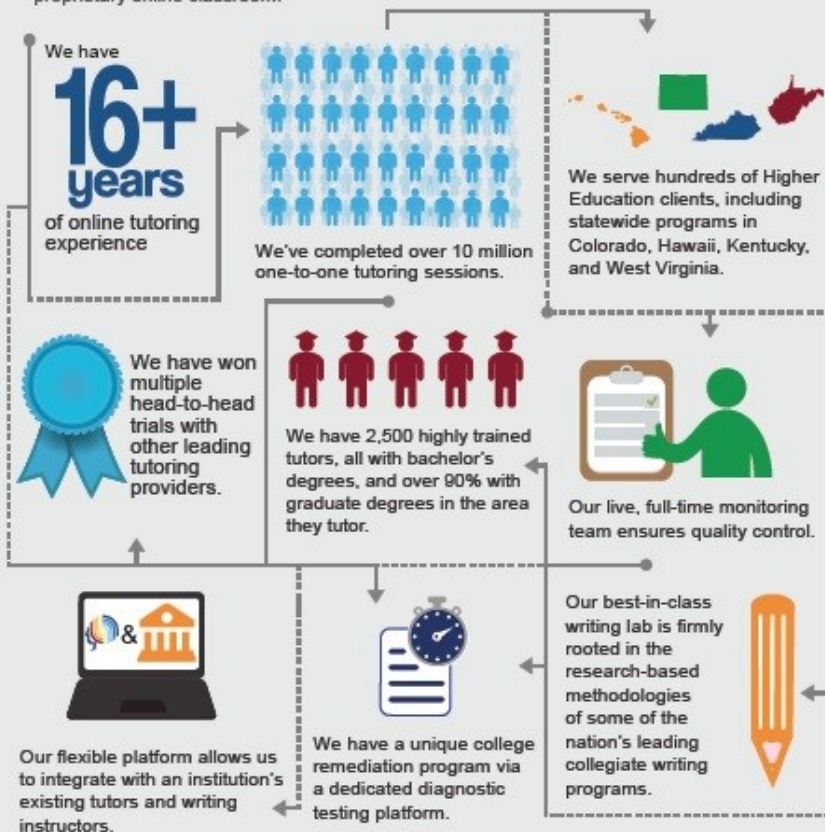
Tutor Matching Service  
—Sponsor for the Welcome Reception

Twenty Six Design LLC/ WCONLINE



Committed to providing high-quality academic support and continually striving to meet student needs through innovative features and services

Founded in 1999, **Brainfuse** is one of the nation's leading online education providers, serving a diverse client base of colleges, libraries, school districts, and workforce centers. With Brainfuse, students receive real-time tutoring from certified instructors via our proprietary online classroom.



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# Affiliates



JOIN THE

## FLORIDA COLLEGE LEARNING CENTER ASSOCIATION

FOR THE

### 5<sup>TH</sup> ANNUAL FCLCA STATE CONFERENCE

APRIL 12<sup>TH</sup>-13<sup>TH</sup> IN MIAMI, FL

FOR MORE INFORMATION VISIT US ONLINE AT  
[FLORIDACOLLEGELEARNING.ORG](http://FLORIDACOLLEGELEARNING.ORG)

IF YOU HAVE ANY QUESTIONS PLEASE CONTACT THE FCLCA VICE-PRESIDENT DIRECTLY  
[YOUNLANDA.HENRY1YM.HENRY@FSCJ.EDU](mailto:YOUNLANDA.HENRY1YM.HENRY@FSCJ.EDU)

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

## MARYLAND COLLEGE LEARNING CENTER ASSOCIATION



Our vision of a local Maryland organization for Learning Center professionals has become a reality, all thanks to your participation and support of the first four MDLCA and MDCLCA conferences. We're getting ready to celebrate our fifth conference next year with our official status!

We're excited to extend an invitation to you to have a direct impact on our organization by becoming a Founding Member. In addition to our newly elected Executive Board, we need **Founding Members** to get our organization started and prepare for the conference at Salisbury University in April.

[www.mdclca.org](http://www.mdclca.org)

## #LCLCA LOUISIANA COLLEGE LEARNING CENTER ASSOCIATION

### FEATURING- PRESIDENT

- LATRINA COLLINS, MA, LPC-S
- Support Services Director, CUSA
- Southern University and A & M College

### BENEFITS:

- Subscription to NCLCA's journal, The Learning Assistance Review.
- Discounted registration for the LCLCA conference
- Voting Privileges.
- Announcements of other workshops.
- Regular issues of the LCLCA newsletter.
- Opportunities to serve on the Executive Board.
- Access to special Publication such as: Conferenced Proceedings, Resource Directory, & the Learning Center Bibliography.

FOR ALL COLLEGE LEARNING CENTERS

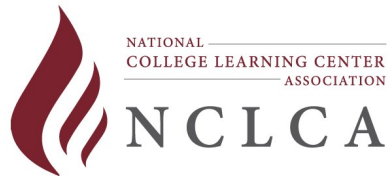
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MEMBERSHIP \$25

WEB ADDRESS:

[LOUISIANACOLLEGELEARNINGCENTER@GMAIL.COM](http://LOUISIANACOLLEGELEARNINGCENTER@GMAIL.COM)

[NCLCA.WILDAPIRIGOT.ORG](http://NCLCA.WILDAPIRIGOT.ORG)



Are you considering forming an affiliate in your state or region?

NCLCA encourages you to contact the Executive Board for information, advice, and assistance with the process.



**Wisconsin College Learning Center Association (WCLCA)**

WISCONSIN WAS THE BIRTHPLACE OF THE MIDWEST COLLEGE LEARNING CENTER ASSOCIATION (MCLCA) IN 1985. MCLCA THEN WENT ON TO BECOME NCLCA IN 1999. IN 2016, WCLCA CAME FULL-CIRCLE AND BECAME AN OFFICIAL AFFILIATE OF NCLCA!

**PLEASE JOIN US FOR OUR 2ND ANNUAL CONFERENCE AS AN NCLCA AFFILIATE!**

Date: Thursday, May 24, 2018

Location: Western Technical College—La Crosse, WI

Contact Us At: [wclca.contact@gmail.com](mailto:wclca.contact@gmail.com)

More Information: [www.nclca.org/affiliates](http://www.nclca.org/affiliates)



ANNUAL CONFERENCE

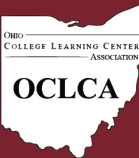
**EAST CAROLINA UNIVERSITY**

JUNE 7 & 8, 2018  
GREENVILLE, NC



JOIN NORTH CAROLINA,  
SOUTH CAROLINA  
&  
GEORGIA

We'll see you at  
ECU!!!!



**OCLCA**  
Ohio College Learning Center Association

**The OCLCA is here!**

**For membership interest**

**visit: [www.nclca.org/OCLCA](http://www.nclca.org/OCLCA)**

**Attend the OCLCA Affiliate meeting on Friday 9/29 at 4:15PM!**

# Night on the Town

## DINNER & GHOST TOUR

Thursday, Sept. 28, 2017



Join the ghost tour and dinner at the Menger Hotel.

- ◆ The group will enjoy: A delicious **3-course dinner** at the famous and historic Menger Hotel (considered to be one of America's Most Haunted Hotels). A **30 minute tour** inside of the Menger Hotel, and then a **90 Minute Ghost Walk** of the city.
- ◆ Cost is \$65/person; seats are limited with a maximum seating of 45 people.
- ◆ Register at: <http://www.sistersgrimmghosttour.com/dinner-tours.html>

## Friday, Sept. 29, 2017



### #1: TACO LAND

On the Riverwalk; You can't see SA without tacos!



### #2: PAESANO'S

A traditional and SA staple when it comes to Italian food.



### #3: NECTAR

A wine ale house with amazing charcuterie boards.



### #4: PALETERIA

Finish @ our hotel with frozen paletas and meet the Menger chef!

- ◆ Join SA Food Tours for a 4 course meal walk starting @ 6:30 pm near the Menger Hotel.
- ◆ The group will hit 3 restaurants and head back to the hotel for a "nightcap" at Paleteria. Please register here: <https://kiosk.eztix.co/kiosk-optimised/425261>
- ◆ Meals alone: \$50. Meals with drinks: \$65. *What a deal!*

## 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

**10% Discount for presentation attendees, visit our booth for details.**

## Powerful Tracking & Management

TutorTrac and SurveyTrac combine to produce a powerful Learning center management system that allows you to spend more time with students and less time on managing your time!

## SAGE Early Alert

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.

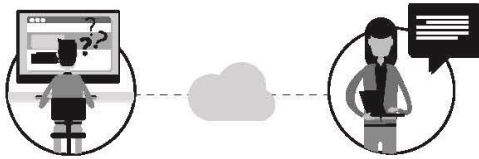
Schedule your personal demo now

**1-877-303-7575**

Visit our website

[www.go-redrock.com](http://www.go-redrock.com)

# Smarthinking Online Tutoring



*Your students are busy balancing coursework, full-time jobs, and families. You need to give them high-quality, personal academic help when and where they need it, especially when they're writing.*

## Smarthinking is the solution

Smarthinking's online academic tutoring services offer students on-demand, individual instruction and support from expert writing and subject matter tutors, across virtually all leading disciplines—anytime, anywhere.

Smarthinking tutors deepen students' understanding of good writing techniques, so they can improve their current work and all future writing in school and in careers.

## Tutors you can count on

Our tutors are selected, trained, and monitored to earn and keep your trust:

- 90% have master's degrees or PhDs in a writing-intensive discipline
- All are highly trained to respond to writing submissions in a range of academic subjects
- All are thoroughly screened with ongoing monitoring and training
- Most are current or former college instructors, averaging 9 years of tutoring experience

## Students and faculty agree: Smarthinking works

Smarthinking tutors earn consistent faculty praise—and over 93% of students say they're pleased with the assistance they've received.

Smarthinking works for them. Discover how it can work for you and your students, too.

Visit a Smarthinking representative our booth  
Or, you may request more information by emailing [stimplementation@pearson.com](mailto:stimplementation@pearson.com).

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smarthinking

**On-demand tutoring  
in all these subjects,  
at every level**

### Subjects

- Business
- Computers & Technology
- Mathematics & Statistics
- Nursing & Allied Health
- Reading
- Science
- Spanish
- Writing

Pearson

# SAVE THE DATE

March 18 - 21, 2018

Join us in "Reaching the Summit of Student Success" at the 14th Annual ATP Conference!



Hilton El Conquistador Hotel | Tucson, AZ | [www.MyATP.org](http://www.MyATP.org)

## Save the Date

### ACTLA Conference 2018



**Crowne Plaza**  
**San Diego, California**  
**April 26 - 28, 2018**

42<sup>ND</sup>  
ANNUAL  
CONFERENCE  
FEBRUARY 21–24, 2018



**NADE**  
National Association for Developmental Education

Gaylord National Harbor,  
National Harbor,  
Maryland 20745

For more information, please email:  
infonade2018@gmail.com



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Hunter R. Boylan, Director

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- Summer 2018 Kellogg Institute
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- *Journal of Developmental Education*
- *College Completion: Focus on the Finish Line*
- *Research in Developmental Education*
- *What Works: Research-Based Best Practices in Developmental Education*
- *The Profession and Practice of Learning Assistance and Developmental Education*
- *Attaining Excellence: Research-Based Recommendations for Administrators*

**RESOURCES**

- *Nation's Most Comprehensive Developmental Education Library*
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- *Visting Scholar Program*
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[www.ncde.appstate.edu](http://www.ncde.appstate.edu)

# Leading Learning Centers

Finding Your Way



NCLCA  
**INSTITUTE**

Summer 2018

**Make plans now to attend the NCLCA Institute,  
Summer 2018**



NATIONAL  
COLLEGE LEARNING CENTER  
ASSOCIATION

NCLCA

Join us for our 33<sup>rd</sup> Annual Conference in Niagara Falls!



Unleashing the  
**- P - O - W - E - R -**  
of Your Learning Center

NCLCA  
**CONFERENCE**

October 2-5, 2018 | Niagara Falls, New York



Niagara Falls Convention Center foyer



Aerial view of Niagara Falls