



NATIONAL  
COLLEGE LEARNING CENTER  
ASSOCIATION

**NCLCA**

**33<sup>RD</sup> ANNUAL  
CONFERENCE**



**NIAGARA FALLS, NY**

**OCTOBER 2-5, 2018**

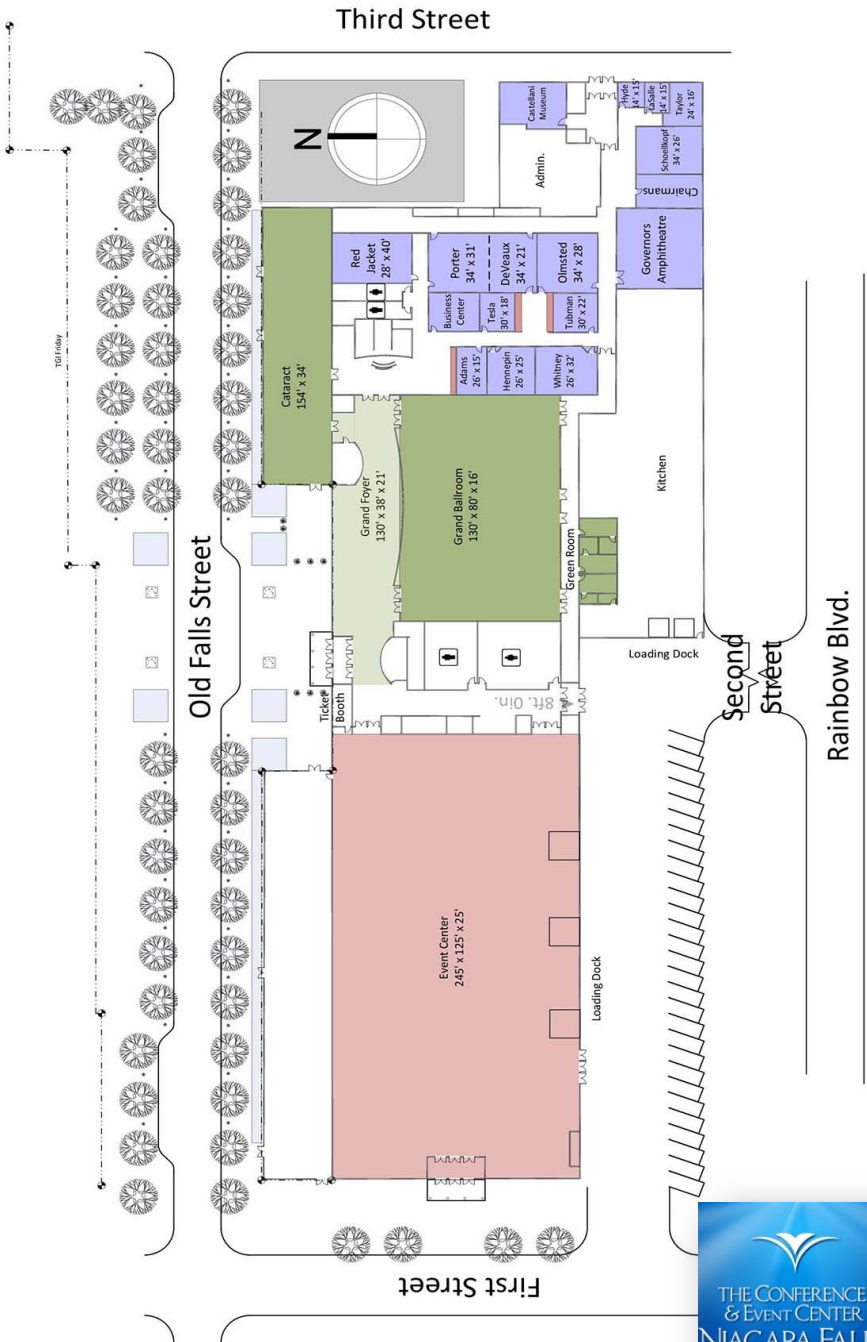
-The Conference & Event Center Niagara Falls-  
-101 Old Falls Street, Niagara Falls, NY 14303-

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



**SUPPORTING LEARNING  
CENTER PROFESSIONALS**

# Floorplan



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# Conference Committee Members

## Institute

- ◆ Patricia Maher-Chair
- ◆ Alan Craig
- ◆ Johanna Dvorak
- ◆ Jackie Harris
- ◆ David Reedy
- ◆ Laura Sanders
- ◆ Kathleen Volk

## LCLC

- ◆ Jackie Harris-Chair
- ◆ Samantha Day
- ◆ Martin Golson
- ◆ Tacy Holliday
- ◆ Juan Jimenez
- ◆ Kristie Keuntjes
- ◆ Joanna Kourtidis
- ◆ Linda Refsland
- ◆ Wendy Simmerman
- ◆ George Strohm

## Marketing Committee

- ◆ Bill Neater-Chair
- ◆ Melissa Brocato
- ◆ Margaret Roidi
- ◆ Bethany Marston

## Finance Committee

- ◆ Juan Jimenez
- ◆ Kate Mikel
- ◆ Samuel Smith
- ◆ Michelle Doney
- ◆ Julie Clevenger
- ◆ Elizabeth Coghill

## Membership Committee

- ◆ Dana Jablonski-Chair

## Professional Dev. Com.

- ◆ Diana Garland- Chair

## Conference Committee

- ◆ Martin Golson-Chair
- ◆ Aimee Woznick
- ◆ Diane Stoelting
- ◆ Madison Ackerman
- ◆ Taylor Rose
- ◆ Sharon Green

## NCLCA Grants & Awards

- ◆ Geof Bailey
- ◆ Alan Craig
- ◆ Jennifer Dempsey
- ◆ Stephanie Hopkins
- ◆ Lucy McDonald
- ◆ Jon Mladic
- ◆ Kathleen Volk

## NCLCA Conf. Proposal Com.

- ◆ Martin Golson -Chair
- ◆ Aimee Woznick
- ◆ Diane Stoelting
- ◆ Madison Ackermen
- ◆ Taylor Rose
- ◆ Sharon Green

## Treasurer

- ◆ David Reedy-Chair
- ◆ 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

- ◆ Gregory Farrell-Chair
- ### Conference Program
- ◆ William (Bill) Neater
  - ◆ Kolene Mills
  - ◆ Rosa Santos
  - ◆ Delores Perkins
  - ◆ Karen Agee
  - ◆ Kathleen Volk

## Newsletter

- ◆ Karen Agee
- ◆ Stacey Blackwell
- ◆ Kolene Mills
- ◆ Jon Mladic
- ◆ Jay Singh
- ◆ Kathleen Volk

# Conference Committee Members

**NCLCA Professional Development and Proposal Review Committee:**

- ◆ Hilary Bateman
- ◆ Tamara Bowden
- ◆ Jennifer Dempsey
- ◆ Stephanie Hopkins
- ◆ Juan Jimenez
- ◆ Jon Mladic
- ◆ Theresa Mooney
- ◆ Stephanie Ramsey
- ◆ David Reedy
- ◆ Susan Rinaldi
- ◆ Ana Torres Ayala
- ◆ Kathleen Volk

- ◆ JoAnna Cline
- ◆ Elizabeth Coghill
- ◆ Lois Jones
- ◆ Ana Mack
- ◆ Sally Neal
- ◆ Todd Rakes
- ◆ Stephanie Ramsey
- ◆ Jennifer Salmon
- ◆ Jordon Walters
- ◆ Mark Woolwine

**NCLCA Grants and Awards:**

- ◆ Jennifer Dempsey
- ◆ Stephanie Hopkins
- ◆ Jon Mladic
- ◆ Kathleen Volk

**Additional Sub-Committee for Conference:**

- ◆ Geoff Bailey
- ◆ Justine Chasmar
- ◆ Alan Craig
- ◆ Johanna Dvorak
- ◆ Michael Frizell
- ◆ Martin Golson
- ◆ Ana Mack
- ◆ Patrician Maher
- ◆ Margaret Roidi
- ◆ Geoff Thames
- ◆ Jennifer Phippen Salmon

**Additional Conference Proposal Review Sub-Committee:**

- ◆ Roberta Allen
- ◆ Stacey Blackwell
- ◆ Amanda Cech



**THE NATIONAL CENTER FOR DEVELOPMENTAL EDUCATION**  
 Hunter R. Boylan, Director

*The nation's leading provider of research, training, and service in the field of postsecondary developmental education and learning assistance including:*

**INSTRUCTION AND TRAINING**

- Summer 2018 Kellogg Institute
- Graduate Programs in Developmental Education

**PUBLICATIONS**

- *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*
- *Consultation and Technical Assistance*
- *Developmental Education Job Listings*
- *Visting Scholar Program*
- *Research Opportunities and Services*



National Center for Developmental Education  
 ASU Box 32098  
 Boone, NC 28608-2098  
 Phone 828-262-3057 Fax 828-262-7183  
[www.ncde.appstate.edu](http://www.ncde.appstate.edu)

# President's Welcome



**Michael Frizell, MFA**  
NCLCA President

## President's Welcome

Steps from the conference, 3,160 tons of water break over Niagara Falls every second. It sprays as it hits rock, showering onlookers with a refreshing mist. The water can be light enough to form a hopeful rainbow or grind down that stubborn rock and turn it into sand. Seeing a challenge, Annie Edson Taylor, a schoolteacher, became the first person to survive a trip over the falls in only a padded pickle barrel. That was October 24, 1901, and it was Annie's 63<sup>rd</sup> birthday.

Many died trying to survive the 174-foot fall before her. According to reports, upon emerging from the barrel, she said, "I prayed every second I was in the barrel except for a few seconds after the fall when I went unconscious. Nobody ever ought to do that again."

Why'd she do it? She was strapped for cash and hoping infamy would help her bank account. An extreme response, and a sad state of affairs for an educator. It's unfortunate that some things never change.

But we don't work in education for the money. We look at challenges in our positions in support services in higher education as an opportunity to serve students. Like the water cascading from the Falls, we hope to wear down those who see the work of a learning commons as extraneous and prove that modern students succeed when sound pedagogical principles are applied to their study habits. Even the

best students experience "that class," the one that makes them feel like they're in a barrel, approaching a steep drop.

I know how they feel. I don't remember saying the oath of office in front of you, I only remember this feeling of responsibility and this rushing sound in my ears. I'm often uncomfortable with the trappings of office (although I do enjoy banging a gavel to open and close a meeting). There are hundreds of moving parts in an organization like this. Sometimes, you make decisions that people like, and sometimes you don't. In our field, we're naturally giving of ourselves. Our time, creativity, and expertise are used in service to our students and staff. When we see a student succeed, we see our hopeful rainbow.

After surviving my year-long fall, I'm not as cynical as Annie because I was supported by all of you. Our organization is only as strong as our members. Your passion, compassion, and expertise helped me navigate the waters of leadership. Unlike Annie, I would do it again if I could. I urge you to consider joining the board. You'll be glad you did.

We're here together in this beautiful place, face-to-face, to share our love of learning and support each other. On behalf of the board, I welcome you to Niagara Falls for our 33<sup>rd</sup> Annual Conference.

Best,  
Michael Frizell, MFA  
President

# Executive Board

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**President**  
Michael Frizell



**Immediate Past President**  
Patricia Maher



**Vice President**  
Martin Golson



**Treasurer**  
David Reedy



**Recording Secretary**  
Susan Rinaldi



**Membership Secretary**  
Dana Jablonski



**Professional Development**  
Diana Garland



**Marketing Officer**  
Bill Neater



**Certification Officer**  
Elaine Richardson



**TLAR Editor**



**Publications Officer**

# Keynote Address



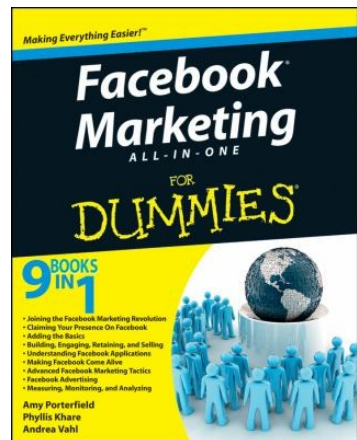
## ANDREA VAHL

Author of the soon-to-be-released book *Facebook Ads Made Simple* and co-author of *Facebook Marketing all-in-one for Dummies*

Andrea Vahl is a Social Media Consultant and Speaker who is passionate about helping businesses understand and leverage the power of social media to actually grow their business. Andrea is the co-author of *Facebook Marketing All-in-One for Dummies* (3 editions) and was the Community Manager for Social Media Examiner, one of the most influential social media news sites, for over 2 years. Her soon-to-be-released book, *Facebook Ads Made Simple* will be available for purchase.

She has been named 50 Favorite Online Marketing Influencers of 2014 by Entrepreneur.com and Top

Blogs to Follow 2015 by Forbes.com. She also uses her Improv comedy skills to blog as a slightly cranky character, Grandma Mary – Social Media Edutainer on her site at [www.AndreaVahl.com](http://www.AndreaVahl.com).





# 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

“Perhaps the greatest of all pedagogical fallacies is the notion that a person learns only the particular thing he is studying at the time.”

John Dewey

# 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 2019 ISSUE. PLEASE SUBMIT YOUR MANUSCRIPT BY FEBRUARY 16, 2019.**

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

## Tuesday, 2 Oct.—Pre Conference Sessions

Time/ Location	Event
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7:30am—6:00pm Grand Foyer	<b>Registration Desk open</b>
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8:00am—11:00am Red Jacket	<b>Pre Conference A: The New Director's Toolkit</b> <i>Alan Craig</i>
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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 as well as a multi-year strategic plan. In this session, you will be presented with a multitude of ideas, resources, and tools to develop or enhance key facets of your learning center to increase its impact. Topics may include: conducting an informal review, developing vision/mission, planning, program design and implementation, training, budgeting, status reporting, creating a tutor handbook, managing and improving daily operations, developing an annual report, implementing an advisory board, dealing with bureaucracy, and more!

8:00am—11:00am Porter	<b>Pre Conference B: Water You Waiting For? Use Your Strengths To Enjoy Your Best Conference Ever!</b> <i>Melinda Coleman &amp; Michelle Futrell</i>
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How do you typically experience conference? Feeling guilty because a) you left your staff in charge of your center?, b) you left your spouse in charge of your kids?, c) you'd like to skip a concurrent session and hang out at the pool?, d) all of the above? Hey, we've been there, too! Let's jump in the water and figure this out together, but this time we'll take our Strengths along!

You'll come to this session equipped with your Top 5 Strengths by taking the Gallop StrengthsFinder Assessment. A certified Strengths trainer will help you understand your Strengths and learn how to really put them to work for you. Then, you'll make a conference game plan that utilizes those Strengths, and finally partner up with an accountability buddy to help you stay on the Strengths track during and after conference!

**Session takeaways include:**

Ways to use Strengths for you, your staff, and your center

A personalized game plan to get the most out of the conference

An accountability partner to encourage and support you during the conference and beyond!

# Conference Schedule

## Tuesday, 2 Oct.—Pre Conference Sessions

Time/ Location	Event
8:00am—11:00am DeVeaux	<p><b>Pre Conference C: Academic Coaching</b> <i>Brandon Johnson &amp; Natasha Ziegler</i></p> <p>Has your institution thought about starting an Academic Coaching program? Or, are you looking for ways to enhance an existing program? Academic Coaching is growing in popularity among learning centers and is an effective method to impart crucial academic success skills to students. This interactive preconference session will provide a detailed review of the Academic Success Coaching model in the Center for Academic Achievement at Florida Gulf Coast University.</p> <p>Attendees will participate in discussion about academic coaching, the intricacies of the CAA coaching program, and participate in a mini-training of our Academic Team Coaching sessions. This is a response to the increasing demand for coaching services.</p> <p><b>Session Takeaways:</b></p> <p>Have a detailed understanding of the benefits of academic success coaching Opportunity to brainstorm how this could work on their campus Leave with the initial steps for implementing or enhancing existing Academic Coaching programs Resources and training needed to create or sustain a coaching program</p>
8:00am—11:00am Governors	<p><b>Pre Conference D: Invigorating Your Tutor Training Program</b> <i>Kathleen Volk</i></p> <p>Does your tutor training program need a revamp? Training is the cornerstone of our tutors' professional development in their roles as peer educators. Everyone trains tutors differently, depending on constraints in budgets, time, staffing, and more. Finding the right fit for your learning center may seem like an insurmountable task. This preconference session will encourage you to identify and work on challenges in a workshop-style format with guidance from the session leader. Kathleen Volk has made significant changes to the tutor training program in the Carroll University Learning Commons, most notably designing a hybrid model (online and in-person tutor training) and training tutors by level of experience. She will share conceptual models for these formats as well as several unique training activities. Expect 1-on-1 contact with Kathleen leading up to the session to help define your goals and get started making bold moves in changing how you train tutors.</p>

# Conference Schedule

## Tuesday, 2 Oct.—Pre Conference Sessions

**Time/ Location**

**Event**

11:00am—12:00pm  
Cataract

**Lunch:**

For attendees who have registered for at least one sessions.

12:00pm—3:00pm  
Red Jacket

**Pre Conference F:**

**Taking Control of Your Assessment Plan**

*Mary Fraser & Laura Sanders*

The call to assess your programs can feel like a tall order when you already feel like you are managing an unleashed torrent of work. This workshop will help you develop a solid foundation of a sustainable assessment plan to build on. In part one you will collaborate with peers on the creation of a syllabus for your center that describes overall outcomes that can be tied directly to institutional goals. Part two will take your outcomes to the next level by brainstorming effective tools to measure them. Finally, part three will focus on development of a communication strategy for sharing those outcomes with the community to generate shared expectations and support. You can expect to takeaway an outline of a syllabus for your center, examples of assessment tools to provide data to help you tell your center's story, and some practical ways to

12:00pm—3:00pm  
Porter

**Pre Conference G**

**Student Driven Decision Making: The Intersection of Pedagogy, Space, and Technology**

*Stacey Blackwell & Juan Jimenez*

In an age of ever-changing technology and ever-increasing demands on learning center spaces and services, making decisions about how to design centers and choose technologies can become a daunting task. This workshop is designed to provide a framework for decision-making that accounts for the intersection of pedagogy, space, and technology in learning centers. The workshop will provide a theoretical framework for the decision-making process, provide specific case studies of centers that have been designed according to this framework, and incorporate paired activities, small group work, and large group discussions. Collaborations across departments and fundraising will also be addressed through the case studies. Participants will leave with a rubric for space design, a worksheet to support the planning process of their own centers, and an annotated bibliography of relevant sources. The goal of this session is to help participants make decisions about space and technology that will meet current and future student needs.

# Conference Schedule

## Tuesday, 2 Oct.—Pre Conference Sessions

### Time/ Location Event

12:00pm—3:00pm **Pre Conference H:**

DeVeaux **Learning Theory: How People Learn**

*Leonard Geddes*

Students are responsible for producing academic products. These products are expressed as solutions to math problems, answers to test questions, writing assignments, and the like. If they desire to produce high-quality products, they must have a studying and learning system they can trust. The ability to consistently produce exceptional academic products seems like an unattainable dream to many students. However, this workshop brings these dreams closer to reality. This session presents a needed fresh perspective on studying, learning, and academic performance. Attendees will learn how to help students optimize academic work and maximize their products.

12:00pm—3:00pm **Pre Conference I:**

Olmstead **Social Media Bootcamp: Engaging with Students & Building Social Media Presence**

*Rob Baron*

Research shows that an increasing number of adults have at least one active social media profile. Looking around the typical college campus, it's clear that most college students spend substantial amounts of their days "plugged-in" to their own digital world through their social media accounts. How then, does a "brick and mortar" learning center break into these students' digital bubbles? This session will provide learning center professionals with the tools and tactics they need to engage and connect with students through social media. Attendees will learn about the role that social media plays in modern marketing, branding, and outreach efforts. They will then work to identify a specific brand identity for their learning centers, consider the strengths and weaknesses of various social media platforms as tools for student outreach, and develop social media engagement strategies that they can enact when they return to campus.

12:00pm—3:00pm **Pre Conference J:**

Governors **CRLA Certification For Your Tutor Training Program: The Basis For Achieving Level 1**

*Roberta Schotka*

This hands-on session provides an introduction to CRLA's Level 1 tutor training program certification. Attendees will learn the history and benefits of program certification; how to begin the certification process; how to prepare a successful application and how to design effective tutor training using standards, outcomes and assessments as a guide. Participants will receive a packet of relevant handouts and worksheets and will learn both how to develop their own Stage 1, Level 1 tutoring program and how to successfully complete the CRLA's ITTPC application process.

# Conference Schedule

## Tuesday, 2 Oct.—Pre Conference Sessions

Time/ Location	Event
3:30pm-5:30pm Depart from hotel lobby	<b>Campus Visit:</b> <b>Niagara County Community College</b>
6:00p-7:00pm Grand Foyer	<b>Exhibitor Grand Opening</b> <i>All conference attendees are invited</i>
7:00pm-9:30pm Cataract	<b>Welcome Reception:</b> <i>All conference attendees are invited</i>
9:30pm-10:30pm Depart from Cataract	<b>Viewing the Falls Lit at Night:</b> Those wishing to see the falls lit at night will walk to the falls and return to the hotel lobby.



THE INTERNATIONAL CENTER FOR  
**SUPPLEMENTAL  
INSTRUCTION**

### SI Supervisor Training at the NCLCA Conference in Niagara

The International Center for Supplemental Instruction at UMKC is pleased to announce that, for the first time ever, we are taking our Kansas City SI Supervisor Workshops on the road! For our first endeavor, we are partnering with the National College Learning Center Association (NCLCA) to host an SI Supervisor Workshop in conjunction with their 2018 conference.

Training covers the following topics: procedures for selecting SI courses and SI Leaders; roles of supervisors and Leaders as well as benefits; evaluation and funding of the program; training and supervision of SI Leaders; theoretical frameworks underlying the SI model; and effective learning strategies and SI session activities.



# Conference Schedule

## Wednesday, 3 Oct.—Concurrent Sessions

Time/ Location	Event
7:30 Am-8:45AM Event Center	<b>Breakfast &amp; CLADEA Induction Ceremony</b>
9:00am-9:50am Porter	<b>Professionals and Peer Educators: Making Sense of Critical Relationships</b> James Breslin, Maryann Kope & Joannah O'Hatnick  As learning center professionals, we often work with students in peer educator roles every day. They provide tutoring, mentor their peers, and serve in a variety of leadership capacities. However, there is scant research about how we, as learning center professionals, and our profession overall makes sense of students in these roles, and how that meaning making impacts the efficacy of our work and the paradigms that underpin it. A group of American and Canadian colleagues has been investigating these questions and will present data from our groundbreaking survey research and introduce a new paradigm for conceptualizing these critical relationships.
9:00am-9:50am Olmstead	<b>Prescribing a Plan for Success</b> JoAnna Cline, Barbara Pietro, Kathy Pittman & Amy Shaw  The session is intentionally designed to follow the format of a patient encounter with a medical provider. The presentation uses this framework to create a step by step guide to allow for an individualized and solutions-based approach. The steps include: build the relationship (trust), ask relevant and appropriate questions (intake), identify area of concern (diagnose) and create a plan for success (treatment plan).
9:00am-9:50am Whitney	<b>Expanding the Center: Peer Educators in the Residence Halls and Classrooms</b> Kyle Heys, Caitlin Finch  This presentation will describe how Calvin College's Center for Student Success innovatively used peer educators through residence life and classroom collaborations. EBI data inspired a new academic volunteer peer position within the residence halls called Academic Help Ambassadors (AHA). Since 2013, the program has grown and improved learning support at Calvin. Additionally, the Center for Student Success continues to use embedded tutors to support academically under-prepared students. Audience members will leave with new ideas on how to integrate peer staff into both the residence hall and classroom to expand academic support.

# Conference Schedule

## Wednesday, 3 Oct.—Concurrent Sessions

Time/ Location

Event

9:00am-9:50am  
Schoellkopt

**Unleashing the Potential of Your Website**  
Matthew Harris

Websites have tremendous potential to make learning centers and their programs more accessible to the student populations they serve and reduce the cost of marketing materials. In a practical sense, how can learning center professionals not dedicated to website design or management optimize their web presence to best reach students with information and resources? This best-practices-in-technology presentation will include an overview of accepted and tested web design principles, discuss strategies for website management, and conclude with discussion and formation of goals for participants.

9:00am-9:50am  
DeVeaux

**Mindful or Mind Full? The Role of Mindfulness on Student Success and What That Means for Our Learning Centers**  
Katherine LeRoy

The American College Health Association found in a 2015 study that more than 85 percent of students said they “felt overwhelmed” by the demands of college. And a third of all student said stress had a negative effect on their overall academic performance. Mindfulness practice has been shown to help students manage this kind of stress as well as improve focus and concentration. For this reason, coupled with the fact that our students’ academic success is inextricably linked to their emotional well-being, promoting simple mindfulness strategies with our students can go a long way in helping them achieve balance, not only along their academic journey, but throughout their lives. In this workshop, I will outline some of this research and share the multifaceted approach our Academic Resource Center has taken in helping our students incorporate mindfulness as a way to improve concentration and focus as well as reduce stress and anxiety.

## Thoughts on Education

Learning is not the product of teaching.

Learning is the product of the activity of learners.

-John Holt

# Conference Schedule

## Wednesday, 3 Oct.—Concurrent Sessions

Time/ Location	Event
----------------	-------

9:00am-9:50am  
Cascades I

**“Making Employee Performance Appraisals SMART: Specific, Manageable, Achievable, Relevant and Timely**  
Susan Smith Roads

This session will focus on SMART employee performance appraisals for Learning Center professional staff and student peer tutors. Discussion will range from providing feedback on work performance and accomplishments to recognizing opportunities for professional development. Additionally, the importance of an employee having a clear position description and understanding of performance criteria such as concern for safety, customer service, problem solving, quality of work and productivity, and teamwork will be highlighted. Finally, participants will examine possible appraisal pitfalls including: focusing on an isolated incident, the “halo” effect, length of service bias, and personality conflicts.

9:00am-9:50am  
Governors

**Layered Leadership Model: Creating Opportunities for Skill Development in Tutors**  
Mercedes Torrez

At Texas A&M-San Antonio the Academic Learning Center piloted a Layered Leadership model in the 2017-2018 academic year. The program was designed to not only aid center staff in managing daily operations, but also created leadership opportunities for tutors. This presentation will offer an overview of the Layered Leadership model, including a discussion of the successes and shortcomings of the program, as well as suggestions for implementation.

9:00am-9:50am  
Cascades II

**Graduate-Level Peer Tutoring: Unique Benefits, Unique Considerations**  
Jen Welch

Graduate-level students and tutors are a unique group, given their career-mindedness, intense programs, non-traditional age demographic, and complex lives outside school. This session will realistically assess common challenges while also exploring the special benefits a graduate-level tutoring program can provide.

9:00am-9:50am  
Red Jacket  
Live  
Streaming

**Diversifying Your Academic Support Services to Meet the Needs of Distance/ Online Learners**  
Elisha Teague

In the past decade, many universities have seen a significant increase in their online/distant learner population. This change is causing Learning Centers to reevaluate their academic support offerings to ensure they are meeting the needs of all students. This session will explore Franklin University’s journey to diversify our academic support services to meet the needs of our distant learners. With just a few tweaks, we were able to use our own tutors to provide robust online academic services (tutoring, online writing review, targeted outreach, and online workshop & SLA programs) Come learn how you may be able to replicate this at your institution!

# Conference Schedule

## Wednesday, 3 Oct.—Concurrent Sessions

Time/ Location	Event
9:00am-9:50am Taylor Digital Poster	<b>Special Populations – College Students with Bipolar Disorder</b> Andrew Dentzau  The onset of bipolar disorder is a stressful and life-changing event. Students with bipolar disorder face unique challenges navigating the onset of these symptoms and maintaining academic excellence.
9:00am-9:50am Hennepin	<b>EBSCO</b> Jerrod Moore
9:00am-9:50am Tubman	<b>Tutor Matching Service</b>
9:30am-3:30pm	<b>NOTT Tour available for companions (see pg. 81)</b>
10:00am-12:00pm	<b>Registration Desk Open</b>
10:00am-10:50pm	<b>Breakout Session II</b>
10:00am-10:50am Porter	<b>The More Your Know: Using Predictive Analytics for Good in Student Success</b> James Breslin, Kristen Wallitsch & Drew Thiemann  Whether from campus administrators or board members, we all hear the questions: why do they struggle? Why do they leave? What do we know about those who do not persist? Predictive analytics, sometimes called big data, offer a promise of answering these incredibly complex questions, but tools have been expensive, time consuming, and fail to incite action. This session tells the tale of a campus that has moved past those issues, implementing a low-cost, high-impact predictive model. Join us to learn how we built a model collaboratively, navigated ethical issues, and created an action-oriented approach embraced on our campus.
10:00am-10:50am Olmstead	<b>Development of a Learning Skills Inventory to Guide Identification and Intervention</b> Amanda Shah  This session will review the benefit of using assessment to personalize academic support intervention for students. In the Academic Success Center at Kent State University, a learning skills inventory was the basis for personalization of academic coaching for undergraduate students. This session will detail the development of a learning skills inventory, including purpose and implementation, item development, item and factor analysis, associated program results, and tool refinement. Future plans for the inventory, including predictive analytics, will be previewed.

# Conference Schedule

## Wednesday, 3 Oct.—Concurrent Sessions

Time/ Location	Event
10:00am-10:50am Cataract	<b>Sell Yourself! Designing A Data Strategy To Get What You Want</b> Jade Smith Carol Adams & Dede DeLaughter  While Learning Center professionals understand that the services they provide to students are often integral to their academic success, many have a difficult time providing the statistical assessment of what they do to support resource allocation and promote buy-in among students and internal constituents. This presentation will be conducted in the style of a workshop to guide participants through the steps necessary to create a data strategy that aligns with their individual institutional goals as well as their current benchmarking tools.
10:00am-10:50am Red Jacket Live Stream	<b>Rethinking Diversity Tutor Training: Addressing Blind Spots and Biases in Tutoring</b> Bonnie Ostrand  This training will explore the webinar content I developed for tutors on diversity. The content was inspired by two texts, <i>Blind Spots: Hidden Biases of Good People</i> (Banaji, M.R. & Greenwald, A.G., 2013) and <i>Whistling Vivaldi: How Stereotypes Affect us and What we can do</i> (Steele, 2010). The tutor training is titled “Understanding Hidden Blind Spots and Biases: Strategies for Tutoring”. The training presents interactive tutor exercises to demonstrate unconscious bias, along with practical tutor scenarios which further explore how bias can present itself. The presentation closes with strategies for counteracting bias. Guided discussion will accompany the content overview.
10:00am-10:50am Taylor Digital Poster	<b>How Do You Interact with Students Outside Your Center?</b> Dave Ehren, Becky Graham, Stephanie Alden & Jake Mohan  The goal is to help students, but what if they never cross the threshold? We asked the students who didn't come in how we could still help them. This meant we had to find them.
10:00am-10:50am Tubman Digital Poster	<b>Using Interdepartmental Collaboration for Procedural Improvement</b> Armando Garza Roberto Rivera  Time is essential for every Learning Center/Tutoring Lab. At the UTRGV Learning Center we used to spend lots of time every semester looking up and manually entering information from paper records regarding College Reading and Learning Association (CRLA) training. Now, with access to our institutions Learning Management System, Blackboard, we have been finding ways to save time, as well as streamline data collection. We will cover how this initial problem helped create a working relationship with the Center for Online Learning & Teaching Technology (COLTT) and how we are looking to the future to make things easier for our student employees, students and ourselves.
10:00am-10:50am Tesla Digital Poster	<b>Tutor Training at the WSU MLC</b> Nathan Hamlin  A discussion on how tutor training can address common tutoring dilemmas, at a Math Learning Center in a 2 hour training meeting involving group work and other forms of participation by the tutors.

# Conference Schedule

## Wednesday, 3 Oct.—Concurrent Sessions

Time/ Location	Event
10:00am-10:50am Cascades II	<p><b>The Power of a Year-Long “Summer” Bridge Program in Enhancing Student Success</b> Jennifer Bebergal, Ning Christopher</p> <p>FAU Jump Start began as a summer cohort-based program for 200 first-year students. Within one year it replaced the existing summer bridge program and by 2018 has evolved into a year-long program for 1400 students with embedded peer coaching and specific Jump Start courses. In this session, learning center administrators/professionals will understand the value of coordinating a long-term bridge program for incoming students as it relates to student success and persistence. While the scope of this program may not fit all institutions, benefits of incorporating the elements of Jump Start and how they can be used (in whole or individually) to develop or enhance existing bridge or probationary programs at other schools along with program data will be discussed.</p>
10:00am-10:50am Cascades I	<p><b>LSCHE, A Web Portal for Learning Support Professionals</b> Santos Cortez, Russ Hodges</p> <p>The renovated design of the LSCHE web portal more readily bridges the divide between learning support practitioners (e.g. learning lab directors and staff, peer-educators, researchers, classroom instructors) and rich and robust collections of resources. These assets include historical documents, instructional and tutor aides, seminal scholarship, and other documents and websites underscoring the importance of learning center leadership and management, professional development, and best practices, among many other topics that will be presented to the audience.</p>
10:00am-10:50am Governors	<p><b>NCLCA Learning Center Leadership Certification (LCLC)</b> Jacqueline Harris, Martin Golson, Jennifer Haley, Juan Jimenez &amp; Kristie Keuntjes</p> <p>NCLCA’s LCLC 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 from their experiences.</p>
10:00am-10:50am DeVeaux	<p><b>Utilizing Co-Teaching in Peer Instructor Education to Increase Student Engagement</b> Sari Katzen</p> <p>The Learning Centers at Rutgers-New Brunswick offers a pedagogy course (Peer Instructor Education) for student peer leaders and applies different co-teaching model approaches (team-teaching, floating co- instructor, and instructor observations) to a flipped classroom and active learning environment. The use of co-teaching in this course has benefitted both students and instructors, leading to increased levels of engagement as well as additional classroom support from a curricular standpoint. Evaluations completed by students in either co-taught pedagogy sections or sections taught by one instructor, as well as the benefits and challenges resulting from our co-teaching findings, will be further discussed</p>

# Conference Schedule

## Wednesday, 3 Oct.—Concurrent Sessions

Time/ Location	Event
10:00am-10:50am Schoellkopt	<b>Integrating Academic Coaching into the Learning Center: Learning theories put into practice</b> Jack Truschel  Academic coaching is an interactive process focused on students' success. The student along with the academic coach, can examine the students' learning style, habits of working, current goals and any difficulties or barriers to success. Exploring student strengths and challenges can help them to reach their full academic potential. This presentation will focus on developing a Coaching-based program within the learning center.
10:00am-10:50am Whitney	<b>My Class is at 8? In the morning?</b> Kathryn Zepeda, John De La Rosa & Johanna Dvorak  Time is no one's friend, especially the student trying to schedule their classes. Students typically do not look at the whole picture when scheduling their classes. Quite often they fail to take into consideration their daily lives. Approximately 80% of the student populations is the first generation in the family to attend our university, Texas A&M San Antonio. Typically these students are so excited just to be coming to a university, they forget to take into account travel time, work schedule, and family obligations. In a collaborative manner, Academic Advisers and Student Success Coaches teach time management skills to the student through the use of various tools, where the student can physically see how their day is planned.
10:00am-10:50am Hennepin	<b>Tutor.com</b> Julia Black
11:00am-11:30am	<b>Mini-Engagement Session I</b> Engage with the audience for a shorter period of time (30 minutes) Provide activities that are immediately transferable for training, workshops, etc. Bottom line: Participants leave the session with all the information they need to put the idea into action.
11:00am-11:20am Cascades I Mini-Engagement	<b>Using Collaboration to Unleash the Power of Under-Represented Students' Learning</b> Heather Anderson-Bibler  Students will learn and practice 3 collaborative learning strategies, how they can be used to impact under-represented students' learning, and how their peers are already using similar strategies in their institutions. Participants will take home 3 ready-to-use strategies they can implement immediately with minimal adjustment needed. These strategies can be used in trainings, SI Sessions, tutoring sessions, courses, meetings, and many more settings. They can increase student learning for all, but can be especially useful for marginalized populations.

# Conference Schedule

## Wednesday, 3 Oct.—Concurrent Sessions

### Time/ Location Event

11:00am-11:20am  
Cascades II  
Mini-Engagement

#### **Queue Systems: Increasing Efficiency and Equity in Drop-In Tutoring**

Katie Bjorkman, Janet Bowers

This session will describe the use of an electronic “queue” system in a drop-in mathematics tutoring center. Implementation of this system has allowed for greater efficiency in deploying tutors to help students with questions. It has also increased equity by creating a centralized system to manage requests for tutor assistance in the order they are received. Additionally, the data collected in the queue system may be of use for evaluation and research. The perspectives on the queue system’s influence on drop-in tutoring practices of the center’s director, tutors in the center, and a researcher studying the center will be shared.

11:00am-11:20am  
Schoellkopt  
Mini-Engagement

#### **Creating Student Leaders**

Kaitlyn Crosue

West Chester University (WCU) employees over 100 tutors in the Learning Assistance and Resource Center (LARC). With only three members as part of the professional staff, they allow students the opportunity to take leadership positions at the LARC. Tutors who have completed Level III training through the College Reading and Learning Association may apply for the position of Peer Tutor Coordinator (PTC). The PTCs are the direct supervisors to a group of tutors and have numerous responsibilities. People who attend this session will gain the knowledge and may be able to implement ideas learned into their own learning center.

11:00am-11:20am  
Porter  
Mini-Engagement

#### **Conquering the Chaos: How I Learned to Stop Worrying and Love Blackboard**

Michele Doney

Audience members will take a tour of our center’s Tutor Training Blackboard Organization and learn how we used Blackboard not only to bring the asynchronous portions of our training program online, but also how we use the Grade Center to enable collaboration among supervisory staff to track dozens of tutors completing multiple requirements at three different levels of training.

11:00am-11:20am  
Olmstead  
Mini-Engagement

#### **Implementation of Online Academic Coaching Tools**

Olivia Fitch, Irshad Prasla, Marcus Spann & Linda Brown

We operate under the assumption academic coaching is universally beneficial to all students. Our obstacle is finding an effective strategy to deliver that information. Tasked with providing academic coaching to over one thousand students, in thirteen different programs, covering bachelors, masters, and doctoral education, our academic success center (with only 2 full time employees), has developed strategies to optimize our presence. In this workshop, we will teach you the effective strategies to organize your resource delivery aimed at reaching the most students. We conclude with an interactive demonstration on how to use google documents to share interactive and protected documents with your students.



# Conference Schedule

## Wednesday, 3 Oct.—Concurrent Sessions

Time/ Location	Event
11:00am-11:20am Governors Mini-Engagement	<b>How to Structure an Online Summer Bridge Program</b> Michael Giannetto  This mini-engagement session will provide the scaffolding for coordinating and supervising an online summer bridge program where most of the student's and student employees are not local. This include staffing structure, online systems, communication channels, documentation management, assessment, outreach to both student and employees, training and partnerships. We currently have 2 staff members, 7 graduate students and 61 math coaches all working to help over 800 incoming students increase their math placement. Participants will gain scalable techniques that could enable their programs to grow.
11:00am-11:20am Hennepin Mini-Engagement	<b>Recall vs. Recognition - Prepare to be Surprised!</b> Trisha Lamers  In this session, participants will learn, through a hands-on activity, the difference between the concepts of recall and recognition. Participants will explore the importance of this distinction and be amazed at how the human mind works. The goal is that each person who comes to this session will leave with ideas on how to increase student awareness on how to study effectively.
11:00am-11:20am Whitney Mini-Engagement	<b>Power to the Leaders: Keeping Your Head above Water with a Train-the-Peer-Trainer Model</b> Anne Raines, Kristen Karpinski  Illustrating the power of student employees to serve as versatile resources within our centers, this session will review a model created to effectively train 150 SI leaders. An organizational structure incorporating teams, mentors and weekly meetings empowers mentors to train fellow leaders while developing mentor leadership skills to a deeper level. Scaffolding delivery of materials for on-going, semester- long training and professional development using a train-the-trainer model allows just-in-time delivery of content, removes training fatigue, and simplifies training logistics.
11:00am-11:20am Cataract Mini-Engagement	<b>Map to Success: How to Support Students During their First Semester</b> Diane Stoelting, Virginia Pasceri  Niagara University's Divisional Support Program (DSP) is a program designed for conditionally admitted freshmen to develop their academic strengths and support their transition to college life. During their first semester they meet weekly with a member of the Office of Academic Support staff to monitor their academic progress and discuss various study strategies, as well as campus resources. The presentation will consist of a summary of the program and then a "show and tell" of handouts and resources. The goal is to provide the audience with a strong foundation to set up (or enhance) a similar program.

# Conference Schedule

## Wednesday, 3 Oct.—Concurrent Sessions

### Time/ Location

### Event

11:00am-11:20am  
DeVeaux  
Mini-Engagement

**Using Ongoing Training to Create a Positive Environment for SI Leaders to Thrive**  
Chelsey Vincent

Our SI Leaders bring great value to our colleges and universities through their work with students. SI Leaders have many demands in both their personal and professional lives. As SI Supervisors, we have the opportunity to create a positive environment to encourage SI Leaders in both their personal and professional lives. The International Center for Supplemental Instruction requires certified SI programs to provide Ongoing Training Meetings for SI Leaders. This session provides SI Supervisors with a curriculum to use Ongoing Training Meetings as a way develop a positive environment that empowers SI Leaders.

11:30am-1:15pm  
Event Center

**Lunch & Keynote:**  
The keynote speech will begin promptly at 12:00pm

1:15pm-3:30pm

**Registration desk open**

1:30pm-2:20pm

**Breakout Session III**

1:30pm-2:20pm  
Cascades II

**The Power of Collaboration: Empowering Students Through Learning Center Partnerships**  
Ashley Babcock, Ramon Daines

When learning center professionals are not engaged with faculty members, it limits the ability to promote student achievement. This presentation offers insights on bridging classroom experiences and learning center coaching sessions based on a pilot program to increase faculty-coach-student communication. Presenters will discuss the process of implementing the pilot program, including gaining buy-in from stakeholders and empowering students to become active facilitators of their learning. This interactive session will include artifacts from the pilot to start the conversation about how participants can leverage learning center partnerships at their institutions.

1:30pm-2:20pm  
Porter

**Students as Colleagues: Operationalizing a New Paradigm for Peer Educators**  
James Breslin , Maryann Kope & Joannah O'Hatnick

As learning center professionals, we often have the opportunity to work with students in peer educator roles. They provide direct services, administrative support, and sometimes engage in marketing, assessment, or even supervision. While much of our practice relies on peer educators, we have little theory or research that explores how we conceptualize students in these roles and how the way we make sense of these relationships impacts our work. This session explores a powerful new paradigm for our relationships with peer educators and invites participants to develop specific ideas for implementing this new framework in their programs.

# Conference Schedule

## Wednesday, 3 Oct.—Concurrent Sessions

Time/ Location	Event
1:30pm-2:20pm Cascades I	<p><b>Using Data-based Evidence to Demonstrate the Value of Learning Centers</b> Melissa Brocato</p> <p>The current emphasis on student retention gives learning centers a unique opportunity to demonstrate their value to a range of stakeholders. The Center for Academic Success at LSU has been on a decade-long journey to find data and research that links its services to student persistence. As a result, the CAS has increased funding, advanced its profile with administration, and faculty and is viewed as a leader in student success and persistence. This session will demonstrate how learning centers are poised with new data and information to show their impact on students and the university as a whole.</p>
1:30pm-2:20pm Schoellkopf	<p><b>From Culture Clash to Cohesive Commons Community</b> Amy Caton, Laurissa Noack &amp; Alex Mitchell</p> <p>Learning Common centers and programs are often idealized common spaces campuses look to for student success, retention, and engagement. By untethering our thinking about program boundaries, identities, and alliances and radically reforming, we can generate interest, passion, and opportunities across campus. The force of redistributing identity, authority, and alliances for student workers reshaped thinking about student success, high impact practices, and active learning at the highest levels. This session explores best practices utilized by Texas A&amp;M University at Galveston to create The Learning Commons peer community. Participants will develop considerations that they can take back to their own campus.</p>
1:30pm-2:20pm Governors	<p><b>Hunter Boylan Research Award: Tutoring QR or tutoring for QR courses? Time to change the narrative</b> Justine Chasmar, Benjamin Smith</p> <p>We will overview background, demonstrate portions of the module with attendees, and share materials for use at attendee's institutions. We will pilot training activities in the allotted time and distribute materials in- person and electronically, including pre- and post-assessment, activities, research literature, and handouts. We will share pilot results of the tutor training module. The interactive portion of the session will serve as further validity testing, and we will use suggestions to continue adapting our module(s)). A brainstorming mini-session about how to best use this or a similar module in their tutor training and further training that should be developed in the Q-center field.</p>
1:30pm-2:20pm Whitney	<p><b>Creating Community to Support Student Success: A Multidimensional Training Approach for Supplemental Instruction and Peer Tutoring</b> Jane Lerner, Ashley Pease</p> <p>Fostering connections with our students is often the cornerstone of the work we do, playing an important role in creating community within our institutions. Through the use of a multidimensional training approach, we can be intentional in our efforts to foster a community culture within our peer academic support programs. Supervisors can help SI leaders and peer tutors develop the skills necessary to ensure that students connect with each other, their faculty, and the students they support. Whether you are a learning center director or a supervisor of a specific program, we will outline the critical components needed to build an effective and inclusive training program.</p>

# Conference Schedule

## Wednesday, 3 Oct.—Concurrent Sessions

Time/ Location	Event
1:30pm-2:20pm DeVaeaux	<b>Unleashing the Power of the Scholarship of Learning Centers</b> Ana Torres-Ayala  Articles and conference presentations by learning center (LC) professionals are of value to higher education; however, they often go unrecognized as scholarly work. In this session, we will explore how Boyer's Model of Scholarship is relevant to LCs. The results of an analysis of recent TLAR articles and NCLCA conference presentations will be presented to help audience members recognize Boyer's four scholarship categories: discovery, integration, application, and teaching [and learning]. This will enable LC professionals to view and advocate for their work as a scholarly pursuit, as well as to identify other opportunities to present their LC work.
1:30pm-2:20pm Red Jacket Live Streaming	<b>When Learning and Teaching Collide, Student Learning Soars!</b> Saundra McGuire, Eric Kaldor, Skye, Mendes & Sajida Shaikh  Institutions typically have a learning center that is focused on helping students and a teaching center focused on helping faculty improve their teaching. However, these two units are often housed in different administrative units and rarely work together to offer programming. When learning center and teaching center professionals work together to help faculty develop approaches for teaching learning strategies to students, faculty can serve as a direct resource for struggling students instead of just sending them to that mysterious black box called the learning center. This session will present the impact of collaborations between learning and teaching centers.
1:30pm-2:20pm Cataract Roundtable	<b>A Comprehensive Retention Initiative: Success Connect</b> Lauren Brown  According to the U.S. News & World Report (2016), as many as 1 in 3 first-year students won't make it back for their sophomore year. Therefore, universities are under pressure to develop intentional retention initiatives. This roundtable discussion will allow attendees to learn about the University of South Carolina Student Success Center's comprehensive retention initiative: Success Connect. From there, attendees will partake in an interactive discussion to identify key components, existing resources, stakeholders, as well as needs and challenges, in order to develop an action plan for creating or restructuring early alert programs for their respective campuses.
1:30pm-2:20pm Hennepin	<b>Tutor Matching Service</b> Stacey Sirois

### Thoughts on Education

Education is the ability to listen to almost anything without losing your temper or your self-confidence.

-Robert Frost

# Conference Schedule

## Wednesday, 3 Oct.—Concurrent Sessions

Time/ Location	Event
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2:00pm-5:00pm Olmstead	<b>CLADEA Board Meeting</b>
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2:30pm-3:20pm Cascades I	<b>Powerful Currents: LC professionals and Servant Leadership Theory</b> Geoff Bailey, David Reedy
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Learning center professionals deal with complex situations, politics, and personalities every day. Understanding how to navigate these interactions requires not only tact and diplomacy but also self-awareness and a willingness to forego power struggles that are disruptive and limit mutually beneficial collaborations. This session will allow participants: an opportunity to reflect on their leadership style; learn about servant leadership theory and its applicability to learning center contexts; and develop a strategic approach for incorporating servant leadership tenets into supervision, professional development, and daily projects that require collaboration with key partners

2:30pm-3:20pm DeVeaux	<b>Preempting Probation</b> Hilary Bateman
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Washington College recently implemented a formal 'Pre-Warning' program as a part of our Academic Recovery program. Some of the pieces of this program are present in early alert systems or programs at many other institutions. This presentation will discuss why the Pre-Warning program was added to the already robust academic recovery program, the success it has shown already in one academic year, as well as the opposition that has been presented to the program.

2:30pm-3:20pm Porter	<b>Work Smarter! Implementing Tech Tools for Learning Center Leaders</b> James Breslin
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Feel like the email will never end? Completely covered your desk in post-its? Spend time digging through binders, notebooks, or file folders? It doesn't have to be this way! Learning center leadership is incredibly demanding and requires you to wear so many hats. Implementing some simple, low/no-cost apps can make it all more manageable but taking the time to explore and experiment is just one more item on your task list. Come to this session to learn how one learning center leader has streamlined this kind of work and make plans to take your productivity to the next level!

# Conference Schedule

## Wednesday, 3 Oct.—Concurrent Sessions

Time/ Location	Event
2:30pm-3:20pm Schoellkopt	<p><b>A Guide for Working with Students with Disabilities</b> Susan Chiappone</p> <p>Staff and faculty search for ideas to help reach students who have disabilities. The presenter will help to eliminate some of the fears and provide a toolbox filled with useful information to help with students who may or may not disclose their diagnosis. This presentation will offer suggestions on communicating with students who may be diagnosed with a learning disability or an intellectual disability. Tips for engaging the student and reducing the frustration of instructors will be provided.</p>
2:30pm-3:20pm Governors	<p><b>Unleash the Power of an Advisory Board for Your Learning Center!</b> Alan Craig, Elaine Richardson &amp; Jacqueline Harris</p> <p>NCLCA considers the use of advisory boards for learning centers a best practice and an important criterion for Learning Centers of Excellence certification. The presentation will include results of an online survey (n = 230, administered in 2017) on use of advisory boards for learning centers. Results indicated 27 centers (11.7%) had active advisory boards. Presenters will discuss current status, mission, staffing, and operation of advisory boards in learning centers. Based on survey results, reasons why centers do not have an active board will be discussed. Session participants will take away practical information on starting and operating an advisory board.</p>
2:30PM-3:20PM Cataract	<p><b>Re-designing a Summer Bridge Program to Increase Student Engagement</b> Sharon Green, Michael Durfee &amp; Martha Krupa</p> <p>For many years, Niagara University's four-week Summer Bridge Program for opportunity students consisted of noncredit skills courses. But students couldn't apply these skills to a "real" course until the fall. In 2016, we placed a three-credit history course, "USA in the Contemporary World," at the center of the program. Students now immediately apply reading, writing, and study skills to a course in which they have a stake, while experiencing the demands of a college course. The course's focus on race, class, gender, sexuality, and place-based inequality is highly engaging. Students who pass the course begin college with three credits.</p>
2:30PM-3:20PM Cascades II	<p><b>I Can, and It Matters: The Expectancy-Value Approach to Motivation</b> Lauren Hensley</p> <p>Helping students develop their study strategies is at the core of our work as learning support professionals. Learning is incomplete without motivation, however, and there is often a divide between learning about study skills and putting this knowledge into action. One framework that is particularly helpful for understanding and bridging this divide is expectancy-value theory. In this session, you will learn about expectancy-value theory and explore the importance of students' beliefs about both themselves and the academic tasks in front of them. You will also learn practical ways to help students build these beliefs and take action.</p>

# Conference Schedule

## Wednesday, 3 Oct.—Concurrent Sessions

### Time/ Location    Event

2:30PM-3:20PM  
Whitney

**Adding Appreciative Inquiry to Already Varied Tutor Training**  
Theresa Mooney

This session will illustrate the range of tools that provide initial, on-the-job, and refresher training for Austin Community College’s Learning Lab tutors, with emphasis on Appreciative Inquiry, a newer tool we’ve added to the mix. This session will include a mini-workshop with Appreciative Inquiry; attendees will be encouraged to participate in this AI exercise. ACC’s Learning Lab professionals include peer tutors, professional tutors, instructional associates, and tutoring specialists. Although our blend of tutors may be atypical of most centers, discussing our training tools and conducting the AI exercise may prompt attendees to incorporate some of our shared ideas. Training tools to be discussed include start-of-semester orientation materials, online modules (Tutor Lingo and in-house), information from our 2017 Tutor Conference (tutors helping tutors; faculty collaborating with tutors), and three professional development workshops the college requires of all employees.

2:30PM-3:20PM  
Event Center CR

**A Deep-Dive into Facebook Groups: Collaboration, Connection, Creation**  
Andrea Vahl

Conference attendees will learn: Specific tactics for ideas covered during the keynote, intermediate strategies to engage social media following, and answers to other questions during the sessions Q&A portion

2:30PM-3:20PM  
Hennepin

**Redrock Software**  
Laura Reed

2:30PM-3:20PM  
Red Jacket  
Live Streaming

**Developing an All Hands on Deck Approach to Helping Students on Probation**  
Joel McGee

Students on Academic Probation or Warning are one of the highest risk populations on our campuses. This presentation will discuss our multi-faceted approach to helping these students get back on track at Texas A&M. Probation students are invited to a Fresh Start orientation at the beginning of each semester and are given an overview of our services. Students have several options to complete a certificate program including semester long classes, 3-week workshops, academic coaching, or a hybrid model. We also monitor student progress and provide reports to Deans, academic advisors, or others who refer them to our office.

## Find Your Way at NCLCA! Supporting Learning Center Professionals



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# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

Time/ Location	Event
6:00am-7:00am	<p><b>Dana and Lindy Fun Run:</b> Jumpstart your conference day with a brisk walk or jog! No walker too slow, no runner too fast, so please join us!</p>
7:30am-11:30am Grand Foyer	<p><b>Registration desk open:</b> <b>Desk will close during the Awards Luncheon</b></p>
7:45am-8:45am Grand Foyer	<p><b>Breakfast</b></p>
9:00am-9:50am	<p><b>Breakout Session V</b></p>
9:00am-9:50am Taylor	<p><b>How Effective is Military Veteran Peer Tutoring in Learning Assistance Centers?</b> Santos Cortez</p> <p>We believe that student veterans (SV) in Developmental Education (DE) can benefit academically and holistically from peer tutor pairing with other student veterans in post-secondary learning assistance centers. Many student veterans that enter post-secondary institutions are highly motivated and have developed a mission first mentality that they apply towards certificate and degree attainment; yet student veterans under perform academically nationally in comparison to traditional students. Results from this study may help underscore the importance of this tutoring resource in learning assistance centers.</p>
9:00am-9:50am Governors	<p><b>Beyond the Bachelor's: Learning Center Services for Graduate Students</b> Carol Dochen</p> <p>Learning center services typically target undergraduate students, but many graduate students need academic assistance beyond writing support. Students are earning college credit hours in high school, graduating from college earlier, and entering graduate school at younger ages, often without essential learning strategies and self-regulation skills.</p> <p>This session will cover learning center services for graduate students—content tutoring, learning and study strategies presentations, and programs designed for general and specific graduate student populations (i.e., physical therapy, social work, veterans, prelaw). Partnerships with the Graduate College and other departments to offer programs for prospective and current graduate students will also be included.</p>

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

Time/ Location

Event

9:00am-9:50am  
Cascades I

**Online Tutoring Research: Results of the NCLCA Brenda Pfaehler Professional Development Grant**  
Johanna Dvorak

The focus of presentation is to share current research in online tutoring and academic support services to find out how college learning centers are currently offering these services, and to analyze progress and challenges of current tutoring/online academic support initiatives. Research was conducted to determine current use of online tutoring/academic support services by college learning centers. An online survey administered to learning center directors. Questions focused on the scope of service, the type of technology used, formats for online academic support, external or internal options, training, marketing, and evaluation of services.

9:00am-9:50am  
Whitney

**Creating Meaningful Assessment: Measuring Learning in Academic Coaching**  
Mary Fischer

Academic coaches are well-situated to assist students with developing an understanding of how to think about their learning, and ultimately, how to learn. Yet, many academic coaches struggle to conduct meaningful assessment of student learning in academic coaching sessions. The presenter will discuss her decision to anchor her academic coaching practice with strong student learning outcomes, and share her process for conducting meaningful qualitative and quantitative assessment of student learning. Participants will have an opportunity to reflect on their own academic coaching program goals, and to consider an assessment plan that meets the needs of their unique learning center.

9:00am-9:50am  
DeVeaux

**Giving Tutors the Tools to Engage Students with Disabilities**  
Taylor Fortney

This presentation will explore the TECHniques Center's strong approach to supporting and challenging students with learning disabilities, AD/HD, and Autism Spectrum Disorders. I will first begin outlining the universal design strategies that we employ on a daily basis, and how we train our tutors to be comfortable in these strategies. Then, I will break down specific strategies that can be used to accommodate each specific diagnosis, and how they can be applied in a one-on-one tutoring environment. Lastly, I will show how academic coaches can engage students with learning disabilities and better support their success.

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

Time/ Location	Event
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9:00am-9:50am Olmstead	<b>The Smell of Popcorn: How to Conduct an Effective Marketing Campaign</b> Charles Haas
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Go beyond the basic white flyer pinned to a campus bulletin board. Learn how to design eye-catching marketing materials and craft an effective marketing campaign that will build excitement around the school and bring students (and faculty and staff) to your center. You will walk out of this session with the knowledge and ability to immediately implement over a dozen simple, inexpensive (or free!) ways to make your learning center the most popular place

9:00am-9:50am Tubman	<b>Merging Centers: How Writing Center Scholarship Avails Content Tutor Training</b> Clara Easterling
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With budget cuts on the rise, more and more universities are merging academic support programs into centralized learning commons structures, but how do these seemingly collaborative mergers affect staff dynamics and most of all—staff training? For years writing centers have lead the scholarship trends in tutor training, providing an invaluable spring board for developing content tutoring, which seems to be under-represented in the tutor-training conversation.

This presentation will follow Midwestern State University's learning center transition as we export the writing center structure to interrogate the pre-existing content tutoring program. The presentation will highlight questions, challenges, and successes we are encountering during this pedagogical transfer.

9:00am-9:50am Porter	<b>How Metacognitive Learning Strategies Saved the Day in General Chemistry</b> Elzbieta Cook
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Presenting a 50-minute session on metacognitive learning strategies has been shown to result in a significant increase in scores on the next exam. The presentation, provided after students received the results of their first exam, included such strategies as doing homework without using examples as models, conducting mock teaching sessions to ensure mastery of information, and using the study cycle (preview material-attend class-review class content-implement focused study sessions), and monitoring one's learning every step of the way. This presentation will discuss what focus groups uncovered about what strategies the successful students implemented and the psychological impact on their learning journey.

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

### Time/ Location Event

9:00am-9:50am  
Cascades II

**We Need to Talk: Founding a Center for Speaking and Presentation**  
Henry Rand, Deanna Starr & Trevor Arnold

This interactive session will explore the development of the Center for Speaking and Presentation at Villanova University. Specifically, we will discuss the preliminary planning and communication necessary to open a new campus-wide tutoring center, along with the strategies and partnerships needed to ensure a new tutoring service will thrive on campus. An analysis of our usage data over first three semesters of operation will be shared in order to evaluate the effectiveness of these strategies. We invite attendees to reflect on their experiences in planning and implementing a tutoring center on their campus.

9:00am-9:50am  
Tesla

**The Power of the Learning Center – Using the Cycle of Inquiry to Spur Institutional Innovation**  
Susan Rinaldi

The Learning Centers has a unique system-wide vantage point for the university through the students that we serve and in how we assess and report our findings. Using the cycle of inquiry, this presentation will demonstrate how our learning center staff collects and analyzes data, proposes solutions or innovations, re-assesses, and fine tunes the solution for scale.

9:00am-9:50am  
Red Jacket

**CAS Standards for Learning Assistance Programs: Your Guide to Self-Assessment**  
Laura Sanders, Diana Garland

Based on their involvement with the Council for Advancement of Standards in Higher Education (CAS) and the self-assessment process, the presenters will review the recently **updated** Learning Assistance Program Standards (2017) and the process used for self-assessment. Information will also be provided to the participants on resources available to assist with the self-assessment process.

9:00am-9:50am  
Cataract

**Using SMART Planning to Harness the Power of Your Learning Center**  
Liz Scarbrough, Gail Powers-Schaub, Jenny Haley, Katie Boswell & Rashawn Green

The 2017 NCLCA Institute challenged participants to select and plan a project for their Learning Centers. From developing measurable student learning outcomes, to devising an assessment strategy, to pursuing certification, participants had the opportunity to network with colleagues across the spectrum of experience from Learning Centers far and wide, while tapping the expertise of seasoned mentors in designing and tweaking their action plans. Join a panel presentation of NCLCA Institute attendees and mentors from the 2017 summer Institute as they share their experiences and results. Participants are encouraged to come with their own plan ideas and questions.

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

Time/ Location	Event
9:00am-9:50am Schoellkopt Roundtable	<b>Constructing Items for the New NADE Guides on Tutoring Programs</b> Jane Neuburger, Jen Ferguson  Participants will be actively involved in conceptualizing and writing both essential and recommended items for the new edition of the NADE Self-Evaluation Guides, Tutoring Services chapter.
9:00am-9:50am Event Center	<b>Implications of Cognitive Load Theory for Peer Tutoring</b> Daniel Sanford  Cognitive Load Theory is a theory with broad empirical support, incorporating and building on many of the most important developments that have emerged from the cognitive sciences in the last two decades. It's also a model that has clear, implementable implications for educators. However, while the approach is often used in curricular design, it's been largely overlooked in the arenas of academic support and peer-led learning. This presentation will provide an overview of Cognitive Load Theory,
9:00am-9:50am Hennepin	<b>Innovative Educators</b> Kristen Seldon
10:00am- 4:00pm	NOTT Tour available for companions
10:00am-10:30am	Mini-Engagement Session II
10:00am-10:30am Schoellkopt Mini-Engagement	<b>Making Face: Creating an Inclusive Marketing Campaign</b> Valerie Balester, Anna Transue & Marissa Gossett  We'll share our marketing plan and help participants create their own, taking into account their goals, data, and resources. While we can require probationary students to visit us, focus on that alone can give us the reputation of being remedial. It's harder to attract a broad range of students who can benefit from our services. We focus on creating an ethos (face) that is welcoming and that clarifies our offerings and audiences. Since our plan is a work-in-progress, we'll show them a bit about our past and our future efforts.
10:00am-10:30am Porter Mini-Engagement	<b>There are MORE Session Activities for That!</b> Rachel Cordy  Four activities will be demonstrated that are ideal for peer-facilitated study sessions in a variety of content areas. The presenter will give an overview and directions for each activity and attendees will be encouraged to participate. The presenter will engage the audience in a large group discussion about how these activities can be implemented or adapted to work for their respective programs. Some activities may also work as training exercises for staff. The goal of the session is to have fun and give practitioners new activity ideas to share with the staff who facilitate their academic support services!

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

Time/ Location	Event
10:00am-10:30am DeVeaux	<b>Marketing Your Center: Moving Beyond the Flyer</b> Charles Haas  Whether you're a novice tutoring professional or a veteran learning center administrator, this session will provide you with at least 10 free or inexpensive ways to market your learning center and attract students. All marketing strategies can be quickly and easily implemented.
10:00am-10:30am Cascades II Mini-Engagement	<b>Using Graphic Organizers as Powerful Tools for Learning Course Material</b> Holly Hunt, Todd Rakes  This interactive workshop will highlight how the integration of graphic organizers can supplement the basic foundations of reading and note review to enhance retention of course material. The session will focus on reviewing common graphic organizers (e.g., concept map, matrix, etc.), matching graphic organizers with courses, and implementing graphic organizers into a study routine. Participants will also explore how graphic organizers could be used with a diverse student population and incorporated into learning centers and tutoring/study sessions. Copies of graphic organizers will be provided along with a review of an online model to make graphic organizers available for student use.
10:00am-10:30am Olmstead Mini-Engagement	<b>Envisioned Tutoring: Accommodating Writers with Visual Impairments</b> Anne Raines  When tutors encounter writers with visual impairment, they instinctively recognize pedagogy must be adapted. However, uncertain of appropriate adaptations, they often make few adjustments to avoid inappropriate action or base interactions in contexts of uninformed cultural narratives. To bridge the gaps inherent in the writing process and tutorials for these students, directors must determine what training will equip tutors to facilitate access to texts and engagement in a recursive revisional process. In order to increase awareness and share best practices, a brief review of training materials and tutor resources will be included in the session.
10:00am-10:30am Governors Mini-Engagement	<b>Unleashing the Power of Cooperation</b> Sarah Sanders  Student success and increasing retention rates are concerns of all universities. Cooperation between university departments is an integral part of student success and increasing retention rates. The presenter will discuss how the Center for Academic Student Achievement engages with other departments on campus to promote student success and increase retention rates. This interactive presentation will involve group discussions as well as a question and answer session to provide the tools necessary to begin engagement within departments at the participant's university.

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

Time/ Location	Event
10:00am-10:30am Cataract Mini-Engagement	<b>Tutors in the Classroom - Increasing Student Success and Center Usage</b> Dawn Shedd  The presentation will outline an embedded tutoring program utilized in the SSC at Central Campus for the past year. The program is a hybrid of Supplemental Instruction and tutoring in the center. It allows for faculty to customize the structure based on their needs and the needs of their students. For the presentation portion, I will explain how the system works at our campus, provide data and faculty feedback that show how embedded tutoring has positively impacted the campus, and dispense handouts relevant to the program.
10:40am-11:30am	Breakout Session VI
10:40am-11:30am Porter	<b>Promoting and Supporting Self-directed Learning</b> Christine Deacons  Structured study tables with drop-in tutoring is one way to help students adopt the practice of self-directed learning. EMU has an established study tables program where students log over 75,000 hours annually. An analysis of the program over a 3-year period was completed this spring. A backwards regression analysis controlling for 54 variables, study tables participation was identified as a better predictor of academic student success than SAT/ ACT scores.
10:40am-11:30am Red Jacket	<b>Blazing the (Meta) Trail: Helping Tutors Navigate Identity, Priority, and Pedagogy Through Metacognitive Training</b> Jennifer Dempsey  Tutors exist in an unusual space, often caught between student affairs and academic affairs, peer and professional. This session will explore metacognitive approaches learning center administrators can introduce in hiring, training, and daily practice to help tutors understand and expand their awareness of who they are, what they do, and how they do it. Exploring research by J. H. Flavell, R. Fogarty, and others and analyzing tutor training activities employed at Laramie County Community College, we will discuss practical strategies to strengthen tutors' metacognitive skills, invigorate their tutoring approaches, and support the discovery of their own power.
10:40am-11:30am Hennepin	Engineerica Chadd Blodgett

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

Time/ Location	Event
10:40am–11:30am Cascades II	<p><b>Planting a Seed: Encouraging Vocal Heterogeneity in the Writing Center</b> Emmy Dixon, Jonathan Barefield</p> <p>Research shows multilingual students can be discouraged and confused when their voices—dialectal speech, foreign markers, unique sentence structures—are pruned by well-meaning writing center consultants trained to assimilate them into the formal academic register. These students need to be active participants in their chosen fields, even if only peripherally. So, let’s plant a seed. I have created an online diversity journal to publish all types of linguistically distinct voices. This journal will simultaneously empower diverse student authors and welcome them into the writing center, as well as their chosen fields, increasing their confidence, authorial voice, and educational satisfaction.</p>
10:40am–11:30am Cascades I	<p><b>Why You Should Consider or Reconsider Utilizing Online Tutoring in your Learning Center</b> Julie Hohmann, Johanna Dvorak</p> <p>Online tutoring has been an emerging trend in college learning centers, but how do we manage the service in a successful, yet cost-effective manner? Find out how 18 campus learning centers are doing just that from results of a recent research study. Highlighted is one campus whose tutoring administrator will share how her learning center implemented an online tutoring program to benefit both students and tutors. The presenters will outline the following effective online tutoring practices: developing successful partnerships; moving to a free, user-friendly, academically-focused online platform, GoBoard; online tutor training, and outreach/marketing strategies to increase utilization.</p>
10:40am–11:30am DeVeaux	<p><b>Best Practices of Academic Support for Student-Athletes</b> Gabrielle Lathrop, Stephanie Toohey</p> <p>Although Niagara had a part-time Academic Coach, we received a one-time grant from the NCAA to hire an additional 10-month full-time Academic Coach to expand the academic support provided to our student athletes and increase their progress towards graduation. Through individual and group meetings, our Academic Coaches assist students with course and time management, course-specific study strategies, understanding NCAA eligibility and university policies, navigating university systems, and much more. Our presentation will include a summary of the strategies and resources that our Academic Coaches developed to support our student athletes and how their support has impacted student athletes.</p>



# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

Time/ Location	Event
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10:40a - 11:30 am Tesla	<b>Creating “Just-in-Time” Digital Open Educational Resources to Develop Core Academic Skills</b>
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Seana Logsdon, Daniel McCrea

Often students enter college with core academic skills that may not be developed to levels needed for college success. This is further complicated by the fact many faculty may feel ill-equipped to teach these core skills, and/or they may feel reluctant to divert class time away from their content areas. In addition to these difficulties, we also know that many students are reluctant to seek academic support, even when there is great need for it; therefore, academic support that is seamlessly embedded within a course and easily accessed is a key concern.

10:40am–11:30am Tubman	<b>Quick and Easy Learning and Reading Strategies that Get Results</b>
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Assisting college freshmen who have low reading ability succeed in their classes is a continuing challenge. A mismatch between a student's reading level and textbook is a serious concern. Typically, strategies such as SQ3R are taught but many students find SQ3R too time consuming. Often, students use the same strategy for every assignment and for every course. Because assignments differ, different strategies are needed—as assignments change, so should the strategy. I will present four "easy to implement" reading/learning strategies. The goal is to equip students with a variety of strategies to help them achieve in every class.

10:40a- 11:30am Cataract	<b>Slicing and Dicing Tutoring Data</b>
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Most Learning Centers (LC) continue to struggle with how to best assess their tutoring program, and often utilize mixed-methods across time. Ideally, for those students utilizing tutoring, the DFW rates are lower, course grades are higher, and increased usage improves student success. However, in reality, while qualitative assessments often provide evidence of increased self-efficacy and confidence, aggregated tutoring data comparing users to non-users sometimes does not reflect improved outcomes, as evidenced by a recent longitudinal study at this LC. The findings from a logistic regression model, with a focus on the timing and frequency of tutoring utilization will be presented.

10:40am–11:30am Event Center CR	<b>Connecting Data and Student Success</b>
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In 2013, we created and administered our First-Year Checkpoint Survey, now sent annually to all first-year and transfer students. The survey consists of just six questions. Analysis of five years of data indicates that this survey, and the actions taken by the Center, have been statistically significant in positively impacting 3rd semester retention. In addition, in 2016, we added an Academic Alert program; data provides statistical evidence of students' elevated GPAs. Session participants will take away information on how to implement these extremely cost-effective programs, collect data, share results, collaborate with faculty, and further support the academic well-being of students.

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

Time/ Location	Event
10:40am–11:30am Olmstead	<b>Simple Stats to Showcase Student Success</b> Janet Norton  There are many ways to assess the effectiveness of academic support such as one-on-one tutoring, group review sessions, and skill workshops. But sometimes it's challenging to demonstrate the positive impacts. That's when being flexible with some basic statistics can reveal a clearer picture of how students benefit from our services.
10:40am–11:30am Whitney	<b>Supporting Students on the Autism Spectrum – Reaching Beyond Academic Content</b> Jeanne Wiatr  This presentation highlights what modifications and accommodations are federally mandated for college students with Autism Spectrum Disorders (ASD) and what tutors may need to prepare to address when providing services for students with ASD. The extensive list of components involved in a successful support scheme will be examined. Resources for academic support centers and suggestions to enhance training of peer tutors and group leaders will be explored
10:40am–11:30am Schoellkopt	<b>Battling the Weed-Out Course: A Roundtable for STEM Learning Centers</b> Sarah Sheeley  STEM (Science, Technology, Engineering and Mathematics) courses and majors are in high demand, but present a specific challenge for the learning center professional: when STEM classes are required for all undergraduates, how can we overcome the “weed-out” course mentality students bring to the center? This roundtable discussion is open to STEM learning center staff, and to attendees interested in learning more. Participants are invited to describe their center operation, share experiences and discuss challenges particular to STEM.
10:40am–11:30am Governors	<b>Learning Center of Excellence Criteria</b> Laura Sanders  Learn about the Learning Center of Excellence Certification and Process.
10:40am–11:30am Tubman	<b>Pinecrest Street Publishing 4-year Private</b> Kay Lopate Student Success/Retention
10:40am–11:30am Cascades II	<b>Partnering with Advisers and Student Leaders to Empower Struggling STEM Students</b> Elizabeth Berry, Amanda Devaney  This presentation reviews the first year of our Learning Center's partnership with Engineering advisers to better-attract those students to our services to increase campus engagement and retention. Our offices collaborate to offer a combined study skills workshop designed for Engineering students and advising session. <i>(Cont'd on p41)</i>

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

Time/ Location	Event
10:40am–11:30am Cascades II  (Cont'd from p40)	<p><i>Description Continued from page 40</i></p> <p>Successful Engineering students present, providing positive anecdotal evidence for the success strategies and motivating struggling lowerclassmen to work hard and join their ranks as student leaders. We will discuss what we've learned, how we're improving, and what we have planned for the future, including expansion into other demanding and potentially-underserved majors.</p>
11:40am–12:45pm Event Center	<b>Awards Luncheon</b>
1:00pm-1:50pm Event Center CR	<b>Revamping the SI Planning Process: Making Leaders Adaptable and Accountable</b> Dylan Charles
	<p>My presentation will demonstrate a uniquely adapted-for-SI version of Bloom's Taxonomy that allows leaders to respond to session challenges, make proper adjustments to different student types, and give her/him more confidence starting out. This involves a brand new planning sheet and approach, utilized at UNF for the past several semesters. The presentation will cover the framework for Bloom's, how it has been revised for SI purposes, and real examples of it across several disciplines.</p>
1:00pm-1:50pm Red Jacket	<b>Coach Training: Unleash the Power of Combining Theory with Practice</b> Stacey Davis, Jody Conway, Paula Pack
	<p>The University of Tampa has designed a peer coaching training program that applies theory to practice through various modes of instruction, ultimately establishing an innovative approach to peer education. Utilizing theoretical constructs and mixed training methods that promote an engaged learning approach, has resulted in an enriched and cyclical developmental process. This session will highlight several theories that have guided the program in its development. Learning center professionals and coaches will be provided with a functional framework to apply theoretical constructs to training for a more deliberative approach to peer learning.</p>
1:00pm-1:50pm DeVeaux	<b>Together Everyone Achieves More (T.E.A.M.): Collaborating to Ensure Student Success</b> Carla Fowler
	<p>This presentation will LR's University Study Hall Program as an nextension of the Lohr Learning Commons' support services. Discussions will be centered around specifics in requirements, methods of delivery, key stakeholders for success, budgetary and staffing requirements, and incorporation of current Learning Commons' services. This incorporation has been key to the Study Hall Program's success. Student-athletes utilize services such as the Math Tutorial Lab, Speech Preparation Lab, and Writing Center as part of required study hall hours. These services provide essential support for student success in the classroom. Follow up discussion will engage the audience in ways this program may be utilized within their own institutions and how the program is applicable to other student populations in addition to student-athletes.</p>

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

Time/ Location	Event
1:00pm-1:50pm Porter	<p><b>Unleashing the Power of Student Choice: Creating an Opt-In, Conference-Style Training Program for Tutors and SI Leaders</b> Kristen Goldberg</p> <p>Opt-in, conference style trainings permit tutors and SI Leaders to choose the training opportunities that best meet their developmental needs. As part of this highly interactive workshop, the presenter will discuss the PEAK (Peer Educators Acquiring Knowledge) program at Saint Joseph's University, will present attendees with an Opt-In Training Program Starter Kit, and will help attendees create a plan of action to launch such a program on their respective campuses.</p>
1:00pm-1:50pm Whitney	<p><b>Assessment matters! Using program assessment to demonstrate the value and impact of our work</b> Delana Gregg</p> <p>Program assessment (goals, learning outcomes, assessment tools, data analysis) helps us gather information to improve our programs and help students learn. Come learn how UMBC's Learning Resources Center formalized our student and program assessment processes. Specific assessment practices will be shared (surveys, observations, rubrics, post-tutoring memos), along with examples of planning and information sharing tools we use to help make program decisions based on assessment data and report to campus stakeholders about the impact we are having on student success. Come and share your own assessment practices to help us all improve our data collection, analysis and reporting.</p>
1:00pm-1:50pm Cascades I	<p><b>Designing Fun and Interactive Tutor Training In-Services</b> Jennifer Haley, Jim Mills &amp; Elizabeth Fallon</p> <p>You are faced with a group of expectant (and sometimes skeptical) tutors for a training session...now what? How can you make this training engaging, relevant, interactive, and applicable to tutoring practice, all within sixty minutes? We will share our plans and materials from several different in-services, including but not limited to such topics as group tutoring,16 personalities, motivation, time management and organizational skills, academic emergency sessions, and working with students with disabilities, all of which comply with CRLA's ITTPC certification requirements. You will emerge with a full set of lesson plans and materials as well as a list of additional topic ideas and activities for tutor training in-services.</p>

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

Time/ Location	Event
1:00pm-1:50pm Olmstead	<p><b>Providing Holistic Support for Nursing Students through Peer Mentorship</b> Derek Holbrook, Lauren Loper</p> <p>As a Hispanic Serving Institution, UT Health San Antonio educates a diverse cohort of nurses, comprised of first generation college students and several underrepresented student populations. These students are commonly underprepared for the challenges of nursing school and, typically, suffer from transfer shock. To assist students in overcoming these barriers, peer mentoring was introduced as an opportunity for intervention. Each academic semester, second semester nursing students serves as peer mentor for first semester nursing students. The opportunity for individualized support offers each incoming nursing student a peer's perspective of nursing school and increases the overall likelihood of their success.</p>
1:00pm-1:50pm Tesla	<p><b>Collaborative Learning at Thiel College: Models of Successful Academic Support</b> Nancy Katz</p> <p>This presentation will describe the three types of peer-led, collaborative learning services our office administrates [Supplemental Instruction (SI), Peer Assisted Learning (PAL), and Test Reviews (TR)] to assist students achieve academic success. The session will include a review of their history and evolution at our institution, comparisons and contrasts of their features, and statistical analysis of our assessment data and costs. The benefits accrued to students through these services coupled with their cost effectiveness have driven the expansion and dedication of our support and resources at Thiel College.</p>
1:00pm-1:50pm Schoellkopt	<p><b>Drowning in Data: Surviving Assessment through Careful Planning</b> Joanna Kourtidis</p> <p>Learning Center performance is critical to the health of an institution, but measuring the success of a center can be difficult. How do you define success? How can you measure value-added to students, the institution, your tutors and center employees? Crafting an effective assessment plan is critical to answering these questions, but when centers are pulled in a variety of directions, accounting for all the outcomes and measures seems impossible, so centers need to maximize assessment through alignment and triangulation. After reviewing best practices and a case study, participants will leave with a strategy for re-vamping assessment on their campuses.</p>
1:00pm-1:50pm Hennepin	<p><b>How to support Computer Science students through interactive tutoring</b> Kolene Mills, Alex Pritchett</p> <p>During this presentation, Kolene Mills and Alex Pritchett will go over the ways that Utah Valley University (UVU) has adopted engaging models of academic assistance to support a new wave of students learning Computer Science. Through initiatives such as opening up a separate Computer Science Lab to providing students with engaging ways to connect in with Computer Science tutors virtually, UVU has built a system of collaboration and access.</p>

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

### Time/ Location Event

1:00pm-1:50pm Cataract	<p><b>The Power of Professional Development:</b> Using Make It Stick to Expand the Reach of Your Center Arianna Thobaben, Su Karl</p> <p>Two years ago at the NCLCA conference, Keynote Speaker Mark McDaniel introduced us to Make It Stick, a book that overturns common wisdom about how people learn. Reading this book affirmed our emphasis on “learning to learn” and moved us to share this research with others. Since then, we have developed a comprehensive approach to introduce the book’s message to our student staff, administration, and faculty through trainings and book circles. Participants will hear our experiences, consider key concepts, and explore how to incorporate learning research as part of a campus-wide professional development strategy.</p>
1:00pm-1:50pm Governors	<p><b>Providing Academic Support for Graduate Students</b> Kathleen Volk, Patricia Maher</p> <p>While learning assistance services have focused primarily on undergraduate student success, many graduate students encounter their biggest learning challenges in this new level of coursework and expectations. This session will discuss the growing need for graduate support and offer suggestions for getting started on your campus. An academic coaching model that helps students analyze their approach and includes a framework to customize their strategies that best align with task demands will be shared along with other techniques and success stories. Participants will discuss the needs of these learners and their own institutional charges in providing graduate-level support.</p>
1:00pm-1:50pm Tubman	<p><b>Creating Diverse Learning Experience</b> Cesar Nin</p>
2:00pm-1:50pm Cascades II	<p><b>Over the Edge! Emporium Math Models to Improve Knowledge, Self-Efficacy, and Performance</b> Geoff Bailey</p> <p>Emporium math courses offer an evidence-based instructional model that are particularly effective for enhancing performance among underprepared student populations. Discover how the University of Louisville has utilized this model to significantly improve course completion rates, academic performance, academic self-efficacy, and reduce instructional dollars.</p>
2:00pm-2:50pm Governors	<p><b>A Tale of Two Programs</b> Hilary Bateman, Brianne Parker</p> <p>Coastal Carolina University and Washington College both had the goal of developing and implementing a student led academic skills coaching or tutoring. At both institutions these programs were suggested and supported by the administration, but one came together and the other did not. We will discuss the reasons why programs work at one institution but not another. The issues focus largely on not only institutional support, but centralization and control over the programs, as well as issues of funding and those related to institution size.</p>

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

### Time/ Location Event

2:00pm–2:50pm Red Jacket	<b>Unleashing the Power of Peer Support: The Impact of Coaching for At-Risk Students</b> Allyson Gardner, Olivia Wood
	<p>We will discuss the results from spring 2018 for a peer academic coaching program provided for at-risk students. The results will include GPA differentials, likelihood to maintain or improve academic standing, and retention in special programs. Results from regression analyses will be shared to provide evidence that the coaching program played a more significant role than variables known to impact student success (i.e. TSI status, ethnicity, previous academic performance). We will also provide the context, background, and structure of the program to highlight possible reasons for the success of the program.</p>
2:00pm–2:50pm Cataract	<b>Rescuing Students from the Six Deadly Transition Traps</b> Leonard Geddes
	<p>When students envision their college career, they imagine the many wonderful opportunities and experiences that await them. But these wide-eyed students don't realize that they must first navigate a gauntlet of hidden traps before they can obtain the academic success they desire. Even though students enter college with similar numbers of schoolwork hours, they all don't transition into college successfully. Many are unable to escape the Transition Traps. This workshop reveals the six transition traps await students in college. that are most responsible for college students' frustrations and failures. Learn what they are, how to navigate students around them, and how to rescue those who are unknowingly ensnared.</p>
2:00pm–2:50pm Porter	<b>Academic Probation: Giving students a choice when they feel there is none</b> Kelley Hartnett
	<p>Students on academic probation face a multitude of expectations set by their Departments and Colleges, yet can tend to feel as though they have little decision power in the probationary process. Our Center serves as a central campus resource that students interact with during their time on academic probation; students are given choices and options in how they seek guidance and skills to work their way off academic probation. This session will provide an overview and explanation of our Center's available tracks for students on probation, including credit-bearing courses, workshop seminars, and one-on-one academic coaching meetings.</p>
2:00pm–2:50pm Cascades I	<b>Going with the flow, demystifying technology in pursuit of productivity</b> Julie Hohmann, Rex Mann
	<p>As academic support professionals we all know that there is never enough time. We feel overwhelmed with repetitive tasks that take us away from helping students and the recovery time shifts focus from our critical mission. However, it doesn't have to be this way. In fact, you probably already are familiar with the solution because of it's ubiquity in everyday life. Technology, sometimes scary and mysterious can be demystified by borrowing from best practices in the tech sector to streamline tasks which can free us up to focus on what really matters: student success</p>

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

Time/ Location	Event
2:00pm-2:50pm Olmstead	<p><b>Your Students in the Drivers’ Seat: Unleashing the Power of Personalized Learning</b> Joel Johnston</p> <p>Come see the power of genuine personalized learning. It may be the catchy phrase now, but hear the story of one student who persevered by understanding himself as a learner through an advanced learning system that has helped over 450,000 for over 20 years. Like him, participants will complete a web-based learning inventory, develop a Personal Learning Profile, and discuss their outcomes. They will decode a sample assignment and select personalized learning strategies to complete it. This approach empowers participants to stand and face their challenges through effective self-awareness—achieved through genuine personalized learning.</p>
2:00pm-2:50pm Tesla	<p><b>Motivation Matters: Helping Students Discover Their Motivation to Succeed</b> Megan McClure, Kelley Hartnett</p> <p>When students need academic assistance beyond the normal study skill toolbox or course content, maybe it’s time to look at WHY they aren’t performing to the best of their ability- could it be a matter of motivation? This session will describe Motivation Matters, a workshop series offered for students on academic probation. A description of the development and implementation of the workshop will be provided, as well as content for each of the six class meetings. Feedback from informal evaluations will be presented with subsequent changes made. Challenges and lessons learned will also be included</p>
2:00pm-2:50pm DeVeaux	<p><b>Fostering Academic and Campus Community Support for First Year Students.</b> Arielle Roberts, Nanjie Caihua</p> <p>For the presentation, we will discuss Rensselaer Polytechnic Institute’s current Learning Assistant Program. Our Learning Assistant Program was developed to assist our first year students in becoming active, independent, and successful learners. Learning Assistants (LA's), who are upperclassmen students, are assigned to specific residence halls, and assume responsibility for interacting with the residents of that hall. The LA duties are to provide academic related programs and assistance to all freshmen, including meeting the needs of international and minority students. LA’s also function as a liaison between the Advising and Learning Assistance Center and their first year students.</p>



# Conference Schedule

## Thursday, 4 Oct.— Concurrent Sessions

Time/ Location	Event
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2:00pm-2:50pm Schoellkopt	<b>Charting the Production of Learning Center Knowledge</b> Ana Torres Ayala
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Work shared in publications and conferences contributes to the production of knowledge on learning centers. In this session, we will explore how learning center knowledge has been presented in professional publications within the field. The results of an analysis of the topics in recent TLAR articles and NCLCA conference presentations will be discussed. These salient topics in the field of learning support will be compared to previously stated definition(s) of learning centers. Attendees will develop a better structural understanding of the learning center field.

2:00pm-2:50pm Whitney	<b>Unleashing the power of e- Learning and gamification</b> Mark Woolwine
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This session will review the current research on e-Learning and gamification and demonstrate how the University of Louisville has used this research to develop a robust online series of study skills workshops for students.

2:00pm-2:50pm Event Center CR	<b>Embracing Servant Leadership</b> Betty Zane Taylor
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Embracing the concept of facilitating Servant-Leadership is a daily practice or a lifestyle (Greenleaf 1970). The definition of Servant- Leadership is a natural feeling that one wants to serve, to serve first the prioritized needs of others. It is viewed as a genuine behavior. The ten characteristics: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people and building community. The mechanism of servant-leadership functions by putting their followers first. This approach encourages deep-seated interests in helping others to excel. It is an engaging approach of leadership with positive outcomes and a time of refreshing for participants.

2:00pm-2:50pm Hennepin	<b>Knack</b> Samyr Qureshi
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## Thoughts on Education

“You cannot make people learn. You can only provide the right conditions for learning to happen.”

-Vince Gowmon

# Conference Schedule

## Thursday, 4 Oct.— Concurrent Sessions

### Time/ Location Event

3:00pm-4:30pm  
Cascades II

#### **Online Tutoring Standards**

Lindsay Laney, Ray Sanchez

In Spring 2018, a robust group of learning assistance practitioners and for-profit online tutoring company representatives convened at the Association for College Tutoring and Learning Assistance (ACTLA) conference to discuss the creation of Online Tutoring Standards. The topics discussed included accessibility, delivery, evaluation, interaction, and training. There are more topics to discuss. Please join us as we continue the important work to further develop the topics discussed at the ACTLA conference and flush out additional standards.

3:00pm-3:50pm  
Schoellkopt

#### **University Culture for Student Success: Faculty Collaboration and Embedded Support**

Shane Conto, Steven Mark

How do we increase self-efficacy and persistence of students learning mathematics? For decades, weak students were placed into a remedial, not for credit mathematics course. Through researching best practices and collaborating with faculty, we proposed an alternative approach: placement into a credit-bearing mathematics course coupled with embedded support. This partnership fast-tracked student success and improve outcomes.

3:00pm-3:50pm  
Cataract

#### **Uniting Tone and Message in Resilience Programming**

Joshua Edwin, Sara Remedios, Stephen O'Connell

Optional resilience programming can be extremely beneficial for vulnerable students--assuming that they choose to opt in. This session explores techniques for uniting the tone and message of a learning center's communication to the student body in order to draw students into an optional resilience program and also help make the program effective. A successfully deployed combination of tone and message can create a natural-seeming continuum of support for students that encourages them to pursue resilience programming.

### Thoughts on Education

“Learning and Innovation go hand in hand. The arrogance of success is to think that what you did yesterday will be sufficient for tomorrow.”

-William Pollard

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

### Time/ Location

### Event

3:00pm-3:50pm  
Red Jacket

**Comprehensive and Engaging Tutor Training that's Manageable for Learning Centers**  
Tadiyos Gebre

Providing comprehensive training for your tutors is key to improving the experience of your students and your learning center outcomes. This presentation will share how to maximize the reach and effectiveness of your tutor training, including using an online, self-paced tutor training course that is endorsed by CRLA. Learning centers face barriers developing in-house training, such as lacking time and resources, finding a time that all tutors can attend, or providing a one-time training that meets all tutors' needs. This presentation will share strategies to provide ongoing training for tutors that address these challenges within a learning center's capacity.

3:00pm-3:50pm  
Cascades I

**Releasing the Power of the Mind: How Mindset & Emotional Intelligence Can Impact Student Success**  
Julie Hohmann, Rex Mann

Perhaps one of the more challenging tutoring situations is seeing students who have set academic goals for themselves but are unable to reach them due to their inability to manage their emotions and get in the right mindset. This session will discuss how emotional intelligence plays a key role in academic performance and how using tutoring techniques to intentionally nudge students towards a growth mindset can help them become more resilient and motivated to succeed.

3:00pm-3:50pm  
Whitney

**From Start to Finish, Implementation of a Course for Students on Academic Probation**  
Melanie Marine, Gena Frey

Six years ago, UW Oshkosh began a multi-year effort to increase the retention rate. One of the goals was to target students on Academic Probation and entice them to take a one-credit course called "Higher Ed and You." Through hard work, trial, error and many partnerships on campus, the two-credit Strategies for Academic Recovery course was born. It is not only a High Impact Practice; it's also an important piece of our retention efforts. To date, roughly 75% of the 100 students who take this class each year, raise their cumulative GPA...and we make money on it!

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

Time/ Location	Event
3:00pm-3:50pm DeVeaux	<p><b>The Power of Student Employment: Strategies for Developing Career Readiness</b> Monica Quintero</p> <p>This presentation will explore practices and techniques for enhancing the professional development of student tutors and other student employees. Strategies for developing career readiness and identifying learning outcomes for student employees will be discussed, including an introduction to the National Association of Colleges and Employers (NACE) competencies of career readiness and the Iowa GROW method for guided reflection. Participants will also be invited to share their own strategies for professional development to further the spread of ideas and resources surrounding these important opportunities for student employees.</p>
3:00pm-3:50pm Porter	<p><b>Campus-wide Mentoring Buy-in: An institutional framework</b> Michael Saenz, Julie Murphy</p> <p>The University of Texas at Dallas Institute for Peer Mentoring is a model designed to streamline the peer leader training process and develop high quality peer leaders across campus. This session explains how the model works and how participants can build a campus-wide peer mentoring institute that fits their needs.</p>
3:00pm-3:50pm Olmstead	<p><b>Assessment Driven Administration: Training, Marketing, and Collaboration</b> Ben Smith, Amy Gaffney &amp; Jennifer Ambrose</p> <p>While assessment can reveal what is working well within a Center, it can also reveal opportunities for enhancing services. This presentation will provide attendees with results from one such formative assessment effort conducted by three academic resource center directors at a small liberal arts college. The session will include an overview of the assessment approach as well as the application of the results toward improving training of peer tutors, marketing of support programming, and overall collaboration between the three centers.</p>

### Thoughts on Education

“Anyone who stops learning is old, whether this happens at twenty or eighty. Anyone who keeps on learning not only remains young, but becomes constantly more valuable regardless of physical capacity.”

-Harvey Ullman

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

Time/ Location	Event
3:00pm-3:50pm Governors	<p><b>Learning Alone: Academic Capital and Learning Assistance Program Success</b> Jack Trammell</p> <p>Social capital is a well-known variable that contributes to life success. The academic equivalent-academic capital- is a relatively new concept, but vitally important in 2018 to academic success. Learning centers already inherently create academic capital, but need to become much more intentional. This session will present methods to accomplish that goal.</p>
3:00pm-3:50pm Hennepin	<p><b>Tips, Tricks, and Tech: Rev up Your Online Tutoring Program!</b> Stacie Varnson</p> <p>Presentation, demonstration, and sharing of tools, technology, and strategies to provide tutoring online. There are lots of apps and programs (many of them free) to share screens, video chat, record/play back, demonstrate techniques, work problems, and review writing. Online techniques work for both online and on-campus students, and can help learning centers extend their services beyond their physical location and regular operating hours. Everyone has a favorite app or program, but there are so many of them out there that it can be hard to find just the right thing. Getting people together to share their favorites and what works for them will provide attendees with a nice group of tools to either get started with online tutoring, or enhance their existing program.</p>
4:00pm-4:50pm DeVeaux	<p><b>Affiliate meeting - Florida</b> This is a time for your affiliate to get together at the National conference</p>
4:00pm-4:50pm Governors	<p><b>Affiliate meeting - Louisiana</b> This is a time for your affiliate to get together at the National conference</p>
4:00pm-4:50pm Schoellkopt	<p><b>Affiliate meeting - Maryland</b> This is a time for your affiliate to get together at the National conference</p>
4:00pm-4:50pm Olmstead	<p><b>Affiliate meeting - Ohio</b> This is a time for your affiliate to get together at the National conference</p>
4:00pm-4:50pm Cascades I	<p><b>Affiliate meeting- Southeastern</b> This is a time for your affiliate to get together at the National conference</p>
4:00pm-4:50pm Red Jacket	<p><b>Informational meeting on how to organize a new NCLCA Affiliate</b> Pat Maher</p> <p>Learn from the experienced. This session is for anyone interested in organizing a new NCLCA Affiliate in areas currently not represented by one of the six affiliates.</p>
4:00pm-4:50pm Event Center	<p><b>Affiliate Meeting Texas</b> This is a time for your affiliate to get together at the National conference</p>
4:00pm-4:50pm Taylor	<p><b>Affiliate Meeting Utah</b></p>

# Conference Schedule

## Thursday, 4 Oct.—Concurrent Sessions

Time/ Location	Event
4:00pm-4:50pm Whitney	<b>ATP Certification Opportunities: Why, How, and Now!</b> Justine Chasmar  The presenter will overview how to create and submit a certification application and preview up and coming certifications through Association for the Coaching and Tutoring Professions (ACTP).
4:00pm-4:50pm Cataract	<b>CRLA: From Belief to Certainty: CRLA Mentor &amp; Tutor Training Program Certification</b> Roberta Schotka  Implementing mentor and tutor training programs that are researchbased and strategically deployed can have a powerful impact on your learning assistance program. Explore the College Reading and Learning Association’s Tutor Training Program Certification (ITTPC) and Mentor Training Program Certification (IMTPC). Learn what is involved in developing these programs including the benefits of certification; the stages and levels of certification available to institutions; the four essential components of a certified program; the application and review process and the fees associated with certification. Come join the 1,500 plus certified ITTPC and IMTPC programs in the US and abroad!
4:00pm-4:50pm Hennepin	<b>Scholarship in Developmental Education: SHSU's Online Developmental Education Administration Doctoral Program</b> Patrick Saxon, Jane Neuburger  Developmental education has advanced in terms of research, scholarship, and professional development opportunities. As this occurs, research that identifies and validates best practices and contributes to student success is more likely to emerge and proliferate. This session will contain information about these advances and a discussion of a doctoral study opportunity. In particular, information on the Sam Houston State University fully online Doctor of Education in Developmental Education Administration program will be offered. This program is accessible to any and all interested professionals in the field of developmental education and learn.
5:15pm-8:15pm	NOTT Culinary Institute
5:30pm-10:30pm	NOTT Dinner and Magic Show

# Conference Schedule

## Friday, 5 Oct. — Concurrent Sessions

### Time/ Location Event

6:00am-7:00am Departing from Sheraton Hotel lobby	<p><b>Dana and Lindy Fun Run:</b> Jumpstart your conference day with a brisk walk or jog! No walker too slow, no runner too fast, so please join us!</p>
7:30am-8:00am	<p><b>Registration desk open:</b> <i>Desk will close during the Business Meeting</i></p>
7:45am-8:45am Event Center	<p><b>Breakfast &amp; Business Meeting:</b> <i>Business portion of the meeting will begin promptly at 8:00am</i></p>
9:00am-9:50am	<p><b>Breakout Session X</b></p>
9:00am Hospitality Suite	<p>“Music by Oliver Lynn”</p>
9:00am-9:50am Governors	<p><b>Metacognition: the Foundation of the 21st Century Learning Center</b> Melissa Brocato</p> <p>“In order for the 21st century learning center to thrive and succeed, it must adopt a role defined by its ability to address current learning issues within the context of its environment... One of the most pressing challenges in higher education today is that many students who begin college do not know how to learn in their new environment (Dunlosky, Rawson, Marsh, Nathan, &amp; Willingham, 2013; Jaffee, 2012). All of these challenges must be addressed for learning centers to accomplish their underlying goal — to empower students with effective, transferable strategies and resources for educational success and to facilitate independent, lifelong learning (Brocato, Roche, &amp; McGuire, 2014).”</p>
9:00am-9:50am Cataract	<p><b>Defining &amp; Refining Learning Center Programs via Business Modeling</b> Daniel Buffone, Melissa Meireles</p> <p>Learning Centers are often required to respond to student academic struggles by designing, implementing, and assessing programs in the moment. When in the moment programs are not often designed, reviewed, and assessed at the highest level. Through developing a modified version of formal business modeling diagrams we have gained clarity, efficiency, and a circular workflow. We have taken functional flow diagrams, cross-functional flow diagrams, and process flowcharts to map one of our six programs: Exam reviews. The visual mapping paired with process documents provides guidance, responsibility, and organization to run an effective support program.</p>

# Conference Schedule

## Friday, 5 Oct. —Concurrent Sessions

Time/ Location	Event
9:00am-9:50am DeVeaux	<p><b>Enhancing Student Transition: Transfer Support in an Academic Health Science Center</b> David Byrd, Vanessa Meling, Cody Chumbley &amp; Derek Holbrook</p> <p>The Student Success Center for the School of Nursing at UT Health San Antonio serves as a focal point for aiding underrepresented transfer students in their transition to an academic health science center. In this presentation, we will cover the history and theoretical underpinnings that led to the creation of the Student Success Center, the programming and technological elements within the Student Success Center and how each influences student transition and academic success, and the future of the Student Success Center when it comes to providing support for underrepresented transfer students.</p>
9:00am-9:50am Tesla	<p><b>Do You Have What it Takes to Jumpstart your Brain for Educational and Personal Success</b> Marcia Harris</p> <p>YOUnique Whole Brain Life Skills inspires leaders to embrace and jumpstart their amazing brain. Use of this Whole Brain strategy results in personal growth and insight, a great value.in leading student workers. The end result for the trainers, tutors, and mentors will be the ability to maintain a positive and energetic mindset as they use the presented strategy along with this newly developed resource. Learning Center Leaders and their employees will be prompted to act with a sense of urgency in pursuing their assignments and inspire others to do the same. Our focus is to first understand the needs and goals of others in order to provide the tools and opportunities leading to educational and personal success.</p>
9:00am-9:50am Porter	<p><b>Academic Coaching: Metacognition in the form of Motivational Interviewing</b> Kelley Hartnett</p> <p>Today's university student enters college-level work expecting to approach it with the same effort they did at the high school level, only to realize they don't have the necessary tools or skills to perform as well as they expect. Our Learning Centers do a great job of helping students when it comes to course material, but what are we doing when the students' needs go beyond content-when our students need more of a holistic approach? This session will talk about using Motivational Interviewing skills to teach college students how to learn, when they already know what to learn.</p>
9:00am-9:50am Whitney	<p><b>Campus Connections; How Do They Benefit the Student and the School</b> Lois Jones</p> <p>Retention and Student Success are more than completing classes and having a good GPA. In order for our students to feel successful, they need to have a <b>connection</b> to someone on campus. To establish a connection, there needs to be a relationship. Knowing the student's name, acknowledging the student's effort with praise and encouragement, are just two of things that will let the student know they are valued. This presentation will provide ways to establish a relationship with the students, research to support the student benefits of establishing a relationship, as well as, the impact on student success and retention.</p>



# Conference Schedule

## Friday, 5 Oct.—Concurrent Sessions

### Time/ Location Event

9:00am-9:50am  
Schoellkopt

**Creating a New Supplemental Instruction Program and the Effects of SI on Student Success**  
Curtis Line, Jr.

Delaware Technical Community College is a two-year college that has served the needs of Delawareans for over 50 years. Throughout these years, low pass rates in certain courses have been a noticeable problem. In order to help mitigate this problem, the college implemented a new program in supplemental instruction. SI is a peer-led academic support service characterized by study skills sessions incorporating group collaboration and various learning strategy activities. In this presentation, I will describe the process in creating a brand new SI program, the effects that the SI program had on student success in the first two years, and the lessons learned by the SI leaders and coordinators.

9:00am-9:50am  
Cascades II

**Creating a Feedback Loop: Assessment Culture and Professional Development for Peer Tutors**  
Stephen O'Connell, Sara Remedios Bloom & Joshua Edwin

Peer tutors are the front lines of academic support. Among their crucial responsibilities is providing feedback to their tutees on content mastery and study practice. How can we ensure tutors are offered the same opportunity for constructive feedback and are given thoughtful opportunities to hone their professionalism and develop skills to be used when entering the workforce? This presentation will share insights and best practices on building a feedback loop and cultivating an assessment culture for student employees in a learning center, focused especially on tutor-tutee relationship building, group tutoring strategies and best-practices, and tutee skill development over time.



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# Conference Schedule

## Friday, 5 Oct.—Concurrent Sessions

Time/ Location	Event
9:00am-9:50am Cascades I	<p><b>Who's in Charge Here? You Are. Session focus: definitions of leadership, styles of leadership, and learning center leadership</b> Mike Ruwe</p> <p>You are a leader. But what does that mean? We will explore the definition of leadership. Once we know what a leader does, examining various leadership styles will inform us how a leader does it. Finally, the uniqueness of leading a learning center provides its own rewards and challenges. Tutor training procedures, utilizing technology, budget issues, and campus duties are some of the concerns that learning center leaders share. The session will conclude with a discussion of best practices for each of our unique leadership situations.</p>
9:00am-9:50am Red Jacket	<p><b>It Takes a Village: Building Campus Partnerships</b> Gloria Thomas, Pam Ball</p> <p>Essential for any learning center are thriving partnerships and collaborative relationships with faculty, staff and students across campus. The LSU Center for Academic Success, an NCLCA Learning Center of Excellence, uses various strategies to engage various audiences, solicit feedback, gain buy-in, and develop advocates for the learning center's programs and services. Topics to be discussed include communication strategies and effective partnerships, CAS advisory and working groups (including our Faculty Partners, Academic Support Interest Group, and Student Advisory Board) and collaborative outreach activities (such as an Academic Kickoff and a Counselor Kickoff).</p>
9:00am-9:50am Hennepin	<p><b>Unleashing the Power of Mentorship: The SI Leader Mentee Program</b> Brecken Wellborn</p> <p>This presentation overviews the University of North Texas SI Program's development and initiation of a new mentorship opportunity. The program matches current senior level SI leaders with high performing newer SI leaders with the goal of providing benefits for both the mentor and mentee – the chance for continued professional development for newer student staff and the opportunity for our senior SI leaders to further develop their mentorship skillset. The presenters will explore the mentee program's inspiration, pilot stage, and refinement, as well as review feedback from the student leaders involved in the program.</p>

# Conference Schedule

## Friday, 5 Oct.—Concurrent Sessions

### Time/ Location

### Event

9:00am-9:50am  
Olmstead

**The UHD Peer Tutor Project : An Exploration of Mathematics Tutor Development and Reflection through Video Analysis**  
Leslie Woodard

Although ongoing professional developments in terms of a career and business growth are natural practice, ongoing training of student staff on a college or university campus is minimal. At the University of Houston-Downtown (UHD), within the Academic Support Centers (ASC), there is movement from single isolated training at the beginning of the semester, to include ongoing trainings throughout the semester. These ongoing trainings include monthly group and one on one (O3) sessions that encourage peer tutor growth and development, making service to students more effective. The video analysis training from ASC staff helps uncover evidence of tutor andragogical content knowledge of student representation. Using hierarchal cluster analysis generated by the repertory grid, qualitative relationships between polar constructs of student representation and tutor andragogical content knowledge as elements are quantifiable, encouraging data driven decision making in tutor training. Furthermore, learning trajectories can then be streamlined based on student representations of what they do and do not know about concepts in calculus, algebra, and statistics courses. These ongoing video analysis trainings can promote necessary peer tutor development, strengthening student foundations in reasoning, proof, communication, problem solving, and connection. This increases not just ABC rates but also more interest in course topics.

9:00am-9:50am  
Event Center CR

**NCLCA Past President Panel Discussion with Members**  
Pat Maher

The Annual Conference is a great time to network with Learning Assistance Professionals from all over the country. We all know that decisions are better and ideas can improve when we consider a diversity of perspectives. In this session take part in an informal conversation with a panel of NCLCA Past Presidents. Participants will have the opportunity to bring their questions, concerns or ideas and discuss them with this panel of Learning Center Leaders and with one another.

10:00am-10:50am

**Breakout Session XI & Digital Poster Session II**

# Conference Schedule

## Friday, 5 Oct.—Concurrent Sessions

### Time/ Location

### Event

10:00am-10:50am  
Cataract

#### **Building Bridges: Mentoring New Professionals into the Field of Learning Assistance**

Geoff Bailey, John Segovia, Carol, Dochen & Russ Hodges

The formal study of postsecondary academic mentoring has been traced back to the University of Michigan’s engineering faculty in 1911 (Crisp & Cruz, 2009). Research has indicated positive outcomes from mentoring between college faculty and various student populations in regard to students’ persistence and academic achievement (Coles, 2011). This presentation provides guiding principles to mentor young professionals and/or graduate students to enhance their experience in the field of postsecondary learning assistance. These principles include defining, initiation, and cultivating the relationship; abiding by confidentiality; committing to honesty; listening and creating a working partnership—among others.

10:00am-10:50am  
Red Jacket

#### **Flourish by Diversifying Your Funding Sources**

Courtney Barry

Move your learning assistance illusory goals to reality by actively diversifying your funding sources with both internal and external funding resources. Connect with your colleagues by sharing and expanding your efforts in obtaining diverse income streams. This session will center on sharing advice about key funding sources to promote, strengthen, and transform your learning center’s student support services, course redesign, technology expansion and more.

State and local funding are decreasing so learning assistance professionals need to seek out innovative funding sources to provide retention and student success initiatives. As learning assistance professionals, we need to cultivate an entrepreneurial spirit to diversify our funding sources to implement student success initiatives.

10:00am-10:50am  
Cascades I

#### **How to Keep Students Wanting More?**

Alicia Cesar, Ojuolape Mayungbo

College students face various obstacles throughout their academic careers, especially if they are first-generation college students. There is a significant amount of research that indicates that institutions of high education need to connect out of class experiences with in-class academics. Arthur Chickering’s (1969) student development theory has provided evidence on what needs to take place to bridge the connection between academic and social in an attempt to increase success and retention of opportunity program students at an urban commuter college.

# Conference Schedule

## Friday, 5 Oct.—Concurrent Sessions

Time/ Location	Event
10:00am-10:50am Governors	<b>I Don't Need Another Boot Camp - Developing Programs to Engage Student Veterans</b> Mike Dvoracek  Student veterans are a unique sub-set of non-traditional students. Most have some gap between their last formal academic experience and full time college enrollment. Their military experience has taught them to solve problems on their own, which often leads to a reluctance to seek help when struggling academically. Texas A&M has developed several programs to proactively engage these students to improve their academic success, persistence, retention and graduation. We will discuss these programs, look at their success to date, and share ideas for how learning centers can improve outreach and service to these students.
10:00am-10:50am Hennepin	<b>Data from the Trenches: A Close-up Look at Intel from Metacognitive Learning Assistance Programs</b> Leonard Geddes  Learning centers are uniquely positioned to solve the challenges their institutions face. The daily interactions learning assistance staff have with students can provide critical keys to student success, retention, persistence and more. This workshop shares how extracting data from the trenches has made long term improvements in student learning, dispelled persistent, destructive myths, elevated learning centers, and solved entrenched institutional problems. Participants will be able to: * Understand the powerful service they can provide their institutions, * Compare their data report with metacognitive data reports, and * Present new ways to tackle entrenched problems upon returning to their institution.
10:00am-10:50am Schoellkopt	<b>Thinking Sustainably: Creating the Paperless Office with TutorTrac</b> Tiffany Patterson Hedges  Do you wish for a paperless processing system? Why not put TutorTrac features to work for you? From initial hiring documents to tutor certification documentation such as College Reading and Learning Association (CRLA), attendees will learn how our tutoring program went paperless by using the Consultant Certifications and Docs tabs in the TutorTrac application to greatly simplify our records process. A step-by-step guide on how to make this change happen for your own system, as well as how to use the reporting features in TutorTrac to prepare employee record inventory, will be presented.

# Conference Schedule

## Friday, 5 Oct.—Concurrent Sessions

Time/ Location	Event
10:00am-10:50am Whitney	<p><b>Unleashing the power of tutors: creating a strong team out of a diverse group</b> Anna Phan</p> <p>Professional development and team collaboration are important parts of building a strong tutoring team. This session will provide training strategies for both individual tutors and tutoring teams as a whole with specific activity examples for each. Methods to get tutors' buy-in as well as specific challenges to anticipate will also be introduced. We will also examine feedback gathered from a survey to consider see tutors' perspectives on the value of a variety of training experiences.</p> <p>Interactive discussion opportunities will be integrated throughout the session.</p>
10:00am-10:50am Cascades II	<p><b>Jumpstart: A One-Week, Low Cost Bridge Program for Nontraditional Learners</b> Sara Remedios, Bloom, Joshua Edwin &amp; Stephen O'Connell</p> <p>Transitioning to the college classroom can be especially challenging for students who identify as first-generation, low-income, and/or nontraditional. For many of these students, the most common pre- matriculation support intervention – the summer bridge program – is not an option due to financial and family responsibilities. As well, offering such programs can be prohibitively time- and resource-intensive for many learning centers. In this presentation we will introduce participants to the ARC Jumpstart Series, a one-week bridge program for under-resourced and nontraditional learners that offers a replicable model for a high quality, low cost, limited duration support intervention.</p>
10:00am-10:50am Porter	<p><b>Unleashing Learning: The Power of an Online Learning Frameworks Course</b> Holly Shinn, Amarilis Castillo</p> <p>The presenters taught an online learning frameworks course. The purpose of the course was to enable students to develop effective academic strategies and behaviors for college success. Using the text of the course creators, what was previously a face-to-face class was adapted by one of the presenters into an online pedagogical tool that includes a balance between theoretical underpinnings and the experiential application of learning strategies. Session discussions and activities will include the focus of the course, which was on research and theory in the psychology of learning, cognition, and motivation; factors that impact learning; and application of learning strategies.</p>
10:00am-10:50am Olmstead	<p><b>The Impact of Mindset on Learning: It All Starts With Belief</b> Becky Varian</p> <p>The Center for Student Progress at Youngstown State University has had academic coaches working with at-risk students since 2001. Although the coaches were adept at using learning theory, meta cognition and neuroscience (as related to learning), a consistent method of motivating students was missing. The presenter will share how the academic coaches at the Center for Student Progress implemented Carol Dweck's Mindset Theory in 2016 as a way to motivate at-risk students.</p>

# Conference Schedule

## Friday, 5 Oct.—Concurrent Sessions

Time/ Location	Event
11:00am-11:50am	<b>Breakout Session XII</b>
11:00am-11:50am Red Jacket	<b>Data-Powered Decisions: Transitioning to a Hybrid Tutoring Model</b> Brandon Johnson  Amid a university budget reduction, the Center for Academic Achievement (CAA) at Florida Gulf Coast University recently augmented its tutoring program from drop-in only, to a hybrid of drop-in and appointment-based tutoring. This presentation will discuss the assessment, evaluation, and rationale behind this dramatic shift in how we provide tutoring. Additionally, participants will learn about the outcomes of the programmatic changes which, despite a reduced tutoring staff, yielded a 13 percent increase in tutoring contacts compared to the previous year.
11:00am-11:50am Hennepin	<b>Leveraging Resources to Maximize Student Support</b> Valerie Johnson, Melissa Berry  This presentation will outline the implementation process for adding online, real-time support using a software platform within the existing infrastructure of a learning center. With the added expectation of meeting students where they are, the demand for expanded student support services continues to rise while budgets remain static.
11:00am-11:50am Cascades I	<b>Unleashing the Power of Assessment to Improve your Learning Center</b> Ana Mack  Learning center administrators engage in assessment and program evaluation in response to institutional initiatives driven by accreditation agencies and pressure to demonstrate the impact of their services. This presentation will provide an overview of the assessment process at a learning center in a large public university. The discussion will focus on the development of student learning outcomes, data collection, measurement instruments, reporting, as well as the use of assessment results for quality improvement of programs and services

### Thoughts on Education

The secret of genius is to carry the spirit of the child into old age, which means never losing your enthusiasm.

-Aldous Huxley

# Conference Schedule

## Friday, 5 Oct.—Concurrent Sessions

Time/ Location	Event
11:00am-11:50am Cataract	<p><b>Responding, Not Reacting: Empowering Our Peer Tutoring and Writing Center Student Employees to Respond Proactively to Challenging Client Behaviors</b></p> <p>Tamara Miller-Bowden, James Truman</p> <p>As Learning Center professionals we often work closely with other campus student support offices and programs to empower our staff to work with all students—and that often includes students whose behaviors might be unusual or extreme. If we are going to continue to create inclusive spaces for all student learners, it is imperative we build systems that unleash the ability of our tutors to work with all students more effectively and keep all those involved emotionally and physically safe. This interactive session will consider our mission to create an inclusive, inviting environment where all students thrive.</p>
11:00am-11:50am Schoellkopt	<p><b>Empowering International Students: Open Discussion on Learning Center Practices for International Students</b></p> <p>Gary Ritz</p> <p>This session will explore current research and practices related to academic success for international students (with specific emphasis on Chinese students). Miami University-Ohio has a large population of international students coming from China each year with unique academic needs. The Rinella Learning Center at Miami has seen a large number of these students struggle academically and started to explore some of the concerns and unique struggles these student have had in/out of the classroom. This session will discuss some of these struggle areas including the international student transition-to-college struggles, language barriers, campus belonging, and plagiarism. Also included will be some basic Mandarin language skills/ words/phrases that might be used by centers to help these students feel welcome in seeking help at a learning center. The session will encourage attendees to share their current practices when addressing the unique needs of this special student population.</p>
11:00am-11:50am Whitney	<p><b>Are we Making a Difference? Using the LASSI to Measure Success in a Study Skills Seminar</b></p> <p>Rodriguez Beatriz, Casey, Chaviano</p> <p>GT2100: Seminar on Academic Success is a course designed for students returning from academic dismissal. The success of the course was previously measured by a student's GPA and graduation rates, which didn't accurately reflect learning outcomes. This session will explore how the Learning and Study Strategies Inventory (LASSI) is used as a more accurate effectiveness assessment tool. Participants will have an opportunity to learn about different ways to implement assessments beyond grades and gain information that is diagnostic and informative.</p>



# Conference Schedule

## Friday, 5 Oct.—Concurrent Sessions

### Time/ Location

### Event

11:00am-11:50am  
Governors

#### **Enhancing International Student Academic Success**

Vicenta Shepard, Juliette Acosta-Santiago, Aaron Armbrister, Han Ng & Adrian Perez

FIU's learning center recently established a partnership with an on campus bridge program that aims to support international students' acclimation to the university's academic and cultural environment. After a year of collaboration, tutors have inductively identified obstacles that international students have experienced during their transition to the college environment, varying on regional differences and subject matter. The session has three goals: identify the most significant obstacles that foreigners experienced in comparison to their American peers, share the most effective methods and strategies to mitigate these challenges, and explore other approaches that learning centers could utilize to address these concerns.

11:00am-11:50am  
Porter

#### **The Power of Policy: Helping Tutors Set Boundaries**

Amanda Sinodis

Writing/study skills tutors often get emotionally invested in the work and success of their students. Such investment may result in tutors providing too much help for students, or even doing more work than students do during tutoring sessions. At Wake Tech Community College, we clarified our policies through improved training and professional development to help tutors establish boundaries and better assist students in their learning process. This presentation will detail how Wake Tech trained tutors in these policies and provide tips for maximizing student learning and independence.

11:00am-11:50am  
Olmstead

#### **A Team Effort: Hiring Students Who Will Make Great SI Leaders**

Chelsey Vincent, Kendall Billingsley

A unique aspect of Supplemental Instruction (SI) is its interconnectedness with students, SI Leaders, faculty, SI Mentors, and SI Supervisors. Each group of people are important team members that make up the SI Program at our institutions. When hiring students to become SI Leaders, it is especially important to get input from each team member. Participants in this session will be introduced to a team leadership model and how this model can guide the decisions that we make for SI Programs as it relates to the hiring process.



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# 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.net).

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:

Karen Agee

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

Johanna Dvorak

John Gardner

Rebecca Goosen

Al Granowsky

Phoebe Helm

Jeanne Higbee

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

Penny Turrentine

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

# CLADEA Organization & Fellows

## CLADEA 2018 New Inductees



Dr. Sonya L. Armstrong is an Associate Professor in the Graduate Program in Developmental Education within the Department of Curriculum and Instruction at Texas State University, where she also serves as the director of the Doctoral Program.

She earned her doctorate in literacy education from the University of Cincinnati. Before that, she earned two M.A. degrees in English (literature and editing and publishing). Over the years, she has served as a practitioner in first-year and developmental education contexts at community colleges and universities, including teaching developmental reading, basic writing, and learning strategies courses, as well as directing a college reading and learning program. She has also collaborated with college faculty in these areas on professional development and advanced study, including the development of the Certificate of Graduate Study in Postsecondary Developmental Literacy and Language Instruction at Northern Illinois University.

Her research focuses on college literacy-learning and practice. She is currently undertaking an investigation of the alignment of reading expectations and texts in developmental reading and career technical education courses. With colleagues, she has published in journals such as the *Journal of Developmental Education*, the *Journal of Adolescent and Adult Literacy*, *Teaching English in the Two-Year College*, and *Research in the Teaching of English*. She is co-editor of *Teaching Developmental Reading: Historical, Theoretical, and Practical Background Readings* (2<sup>nd</sup> edition, 2014).

She has served in leadership positions including Associate Editor of the *Journal of College Reading and Learning*, and Publications Director for the College Reading and Learning Association.

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Jan Norton's experiences include over 25 years of developing and managing learning assistance services at Missouri Western State University and the University of Wisconsin Oshkosh. Always a strong advocate for pursuing program improvement through multiple evaluation approaches, her graduate degree in Educational Research allowed her to focus on such interests. Other training and education include the Kellogg Institute, the Winter Institute, TIDE, NACADA training, NCLCA Summer Institute, and ACT Assessment Institute; she also served as a trainer for Winter and NCLCA institutes. As an academic advisor for Mathematics and Computer Science at the University of Iowa, her expertise positioned her to assist significantly with an assessment of advising in the College of Liberal Arts and Sciences.

# CLADEA Organization & Fellows

-Continued from previous page.

Jan supported learning assistance and developmental education practitioners in a variety of ways. She reviewed certification applications for CRLA and NADE; she assisted programs as an evaluation consultant and an accreditation reviewer. Within CRLA, she led two SIGs (Learning Assistance Center Management and Research & Evaluation) and served as a president for Iowa/Missouri.

Now retired, Jan continues to enjoy learning and serving. Currently, she is on the editorial board for the Journal of Developmental Education and reviews applications for NCLCA Leadership certification. She and Karen Agee wrote a chapter on program assessment for the Spring 2018 Handbook of College Reading and Study Strategy Research (3rd ed.). Jan recently took office as the Secretary for CRLA's Heartland chapter. She offers webinars about evaluation topics for learning assistance and presents information at regional and national conferences.



Jacqueline 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 20 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.

Her contributions to NCLCA over the past 25 years have been quite varied. Dr. Harris served as president from 1999 – 2000 and was instrumental in the process of transitioning the Midwest College Learning Center Association into NCLCA, the national organization it is today. She has organized and served as a mentor for three Summer Institutes and was a Keynote Speaker for the 2015 annual conference. She received NCLCA's Learning Center Leadership Certification Level 4, Lifetime Certification, and recently served as the chair of the LCLC program. In 2017, she was honored to receive NCLCA's Lifetime Achievement Award.

Following her retirement from Ball State, she worked part time for the Military Family Research Institute at Purdue University to build and support programs that served student veterans who were transitioning into higher education. She helped create the Focus Forward Fellowship program which now involves women student veterans across the nation. Throughout her career, Dr. Harris valued mentoring and raising awareness of the field of learning assistance.

## 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.

2018 Recipients:

- 4 Year—Winner:  
Rutgers, the State University of New Jersey Learning Centers  
The Learning Centers at Rutgers University - New Brunswick
- 2 Year—Winner:  
Tutorial and Academic Success Center (TASC) at Pitt Community College

### 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.

#### 2018 Recipient:

First Place: Missouri Southern State University – Student Success Center

Second Place: Rowan College Gloucester Center - Academic Support Center

Third Place: Bethel University - Center for Academic Student Achievement

### Thoughts on Education

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

-Benjamin Franklin

# Awards Luncheon

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## 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.

### 2018 Recipient:

**David Reedy**  
Certified Learning Center Professional  
Level 4 Lifetime Certification



David Reedy earned his Bachelor of Music Education degree from George Mason University in Fairfax having grown up nearby in Manassas, VA. After moving to Lima OH to work as a retail manager for 4 years, a Master of Music Education and Master of Science in Educational Administration were earned while teaching students with special educational needs. In 2000, David left the K-12 system to work as a Director of the Learning Center for a local community college and started his collaboration with NCLCA soon becoming Treasurer then serving as VP/Pres/Past Pres and currently is completing a 4th term as Treasurer. David has presented with NCLCA, ATP, and SI-International in addition to numerous sessions locally and in Ohio. During this time, the college president urged David to complete a PhD which he did through Walden University in 2009. David left Lima for a few years and finished almost 30 years of work in education with Columbus State Community College. David now a Sr. Core Adjunct with Northcentral University online starting while still working full time and now, having retired is able to continue with NCU and has been a snow bird heading to Winter Haven FL for the past 5 years. Leaving the board this year, David has recently earned his LCLC 4, served as external reviewer for 5 institutions including the U.S. Naval Academy and Texas A&M at Qatar, and has agreed to continue to work coordinating the Webinar Series for NCLCA and plans to be at future conferences in that role only. He also plans to continue singing semi-professionally and working with music ministry at his churches in Ohio and Florida.

### Previous recipients:

*Frank Christ: 2003*  
*Martha Maxwell: 2004*  
*Carol Cashen: 2005*  
*Charlotte Short: 2008*

*Johanna Dvorak: 2011*  
*Alan Craig: 2014*  
*Jacqueline Harris: 2017*

## 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.

2018 Winner:

Bellarmine University  
First Year Predictive Model

Honorable Mentions:

- ◆ Florida Atlantic University  
Merging Our Learning Center's Existing Core Competencies and University Adopted Technologies to Create a Sustainable In-House Online Academic Support Program
- ◆ Rasmussen College  
An LTI (Learning Tools Interoperability) for Online Peer Tutoring

## 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.

2018 Recipients:

Emmy Dixon - University of North Georgia-Gainesville

Rex Mann – University of Louisville, REACH

## Thoughts on Education

“Education today, more than ever before, must see clearly the dual objective: education for living and educating for making a living.”

-James Mason Wood



# Awards Luncheon

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## **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.

### 2018 Recipients:

Madison Ackerman; Learning Commons Coordinator, SUNY Niagara County Community College

## **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.

### 2018 Recipients:

Justine Chasmar and Benjamin Smith

“Applications of Quantitative Reasoning in Learning Assistance”

## **Level Four - Life Time Certification:**

Dorothy Briggs

Johanna Dvorak

Stephanie Hopkins

Christine Murphy

Daniel Sanford

David Reedy

# Learning Center Leadership Certification

## New LCLC Certifications Since 2017 Conference

### Level 1

**Cody Cassidy** (December 2017)  
**Geselle Coe** (July 2018)  
**Brandy Espinosa** (September 2017)  
**Varlene Patricia Hartley** (September 2018)  
**Kristen Horton** (December 2017)

### Level 2

**Bethany Marston** (Renewal September 2017)  
**Tera Lessard** (Renewal October 2017)  
**Emmanuel Mejeun** (October 2017)  
**Ana Torres Ayala** (April 2018)  
**Robert Plienis** (Renewal April 2018)  
**Lois Jones** (April 2018)  
**Lara Vance** (July 2018)  
**Kolene Mills** (September 2018)

### Level 3

**Kimberly Bethea** (Renewal August 2018)  
**Stacey Blackwell** (June 2018)  
**Katie Boswell** (June 2018)  
**Rebecca Cofer** (January 2018)  
**Michele Doney** (Renewal May 2018)  
**Diana Garland** (Renewal August 2018)  
**Elizabeth Fallon** (June 2018)  
**Keira Hambrick** (September 2017)  
**Kristine Keuntjes** (January 2018)  
**Stephanie Walker** (November 2017)  
**Jon Mladic** (Renewal January 2018)  
**Amanda Shah** (May 2018)  
**Katherine Boswell** (May 2018)

### Level 4

**Dorothy Briggs** (June 2018)  
**Johanna Dvorak** (October 2017)  
**Stephanie Hopkins** (April 2018)  
**Christine Murphy** (August 2018)  
**David Reedy** (August 2018)  
**Daniel Sanford** (June 2018)

# 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

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 (CLADEA organization):</b> 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 (CLADEA organization):</b> Their mission is to improve the quality of practice in the field of developmental education.
NCLCA	<b>National College Learning Center Association (CLADEA organization):</b> 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

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ACTLA - Association of Colleges for Tutoring and Learning Assistance

ATP - Association for the Tutoring Profession

Brainfuse

CRLA—College Reading and Learning Association

EBSCO Learning Express

Engineerica Systems

H&H Publishing Company

Innovative Educators

Let Me Learn

NADE - National Association of Developmental Education

NCDE

Pinecrest Street Company

RedRock Software

Townsend Press

Tutor Matching Service

Tutor.com

TutorMe

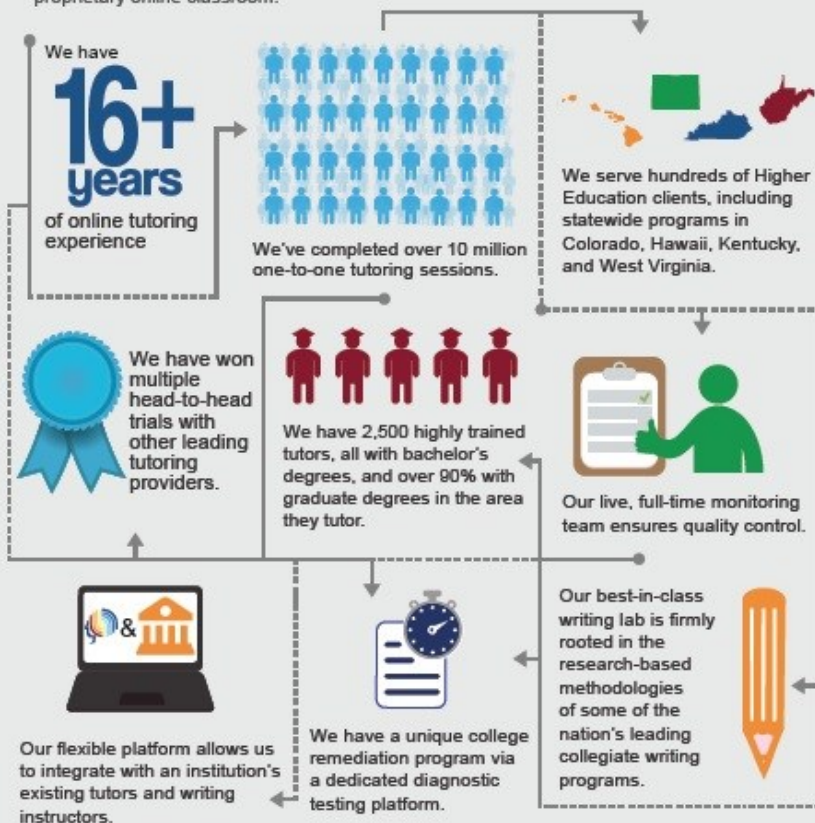
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# Affiliates



Don't forget to join us for the Florida affiliate meeting on October 4th from 4:00 - 4:50 p.m. in the Deveaux room during the NCLCA Conference!

## SAVE THE DATE

### 2019 FCLCA Conference

April 11<sup>th</sup> & 12<sup>th</sup>, 2019

Hosted by: **USF** UNIVERSITY OF SOUTH FLORIDA

Keep an eye out... Call for proposals will be opening soon!

For updates, follow us...

@floridacollegelearning

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

## MARYLAND COLLEGE LEARNING CENTER ASSOCIATION



October 4th at 4:00 pm

We invite you to join us at the regional affiliate meetings during the NCLCA Annual Conference!

Meet colleagues in Maryland and surrounding regions and learn about our upcoming conference, which will be held in March 2019 at Stevenson University



## #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.

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

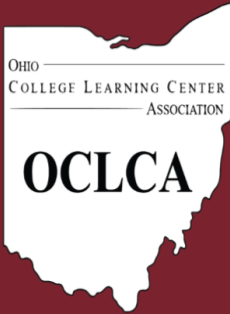
NCLCA encourages you to contact the Executive Board for information, advice, and assistance with the process.

# OCLCA

Ohio College Learning Center Association

**Embarking on our 2nd  
Year!**

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



**\*\*REMINDER:**  
Attend the  
OCLCA Affiliate  
Meeting on  
Thursday, 10/4  
at 4pm in  
OLMSTEAD!



SECLCA  
Southeastern College Learning Center Association

**SAVE  
THE  
DATE!**

**June 6-7, 2019**

Regional Conference hosted by:



Interested in joining  
the **SECLCA regional  
affiliate?** Contact Dr.  
Elizabeth Coghill  
[coghille@ecu.edu](mailto:coghille@ecu.edu) for  
more information

**\*\*\*Reminder:** Attend  
the SECLCA Affiliate  
Meeting on **Thursday**  
10/4 at 4PM in  
[Cascades I](#)

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

Wisconsin College

**WCLCA**

Learning Center Association



# Night on the Town

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**Tuesday, October 2, 2018**

## *Niagara County Community College Transportation*

Round trip transportation between Sheraton at the Falls Hotel and Niagara County Community College.

Time: 3:30 p.m. - 5:30 p.m.

Price: \$16.46

Register: [www.graylineniagarafalls.com](http://www.graylineniagarafalls.com)



Niagara Falls • Buffalo

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**Wednesday, October 3, 2018**

## *Niagara Falls, Canada Adventure Tour*

Round trip transportation between Sheraton at the Falls Hotel and Niagara County Community College.

Time: 9:30 a.m. - 3:30 p.m.

Price: \$92.82

Register: [www.graylineniagarafalls.com](http://www.graylineniagarafalls.com)



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# Night on the Town

**Wednesday, October 3, 2018**

*Maid of the Mist with Walking Tour*

Round trip transportation between Sheraton at the Falls Hotel and Niagara County Community College.

Time: 4:00 p.m. - 6:00 p.m.

Price: \$22.19

Register: [www.graylineniagarafalls.com](http://www.graylineniagarafalls.com)



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## LEARNING CENTER JOB BOARD

NCLCA is accepting learning center job postings. Jobs will be posted on the NCLCA website for a minimum of 30 days after receipt or until the application deadline. The newest postings are at the top of the page. To advertise your position here, please send the following to the Publications Officer, [Gregory Farrell](#):

Position Title

- Institution and location
- Application Link
- Deadline for application (if applicable)

# Night on the Town

*NOTT Post-Conference*

**Friday, October 5, 2018**



Experience the White Water & Power Vista with a wide array of interactive exhibits, including a surround sound 4D virtual roller coaster. Learn the history of Niagara Falls and how the power of the Falls is converted into energy.

Tour departing from Sheraton Hotel.

Time: 1:30 p.m.—6:30 p.m.

Price: \$82.62

Package includes round trip transportation, admission to the Niagara Jet Adventure Jet Boat Ride, services of a fully licensed driver/guide, and driver/guide gratuities. Admission to the NY Power Vista is Free.

---



Success Strategies for your Campus

## 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*

*Request Assistance*

*Web-based*

*Early Alert*

## 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*

*Automated Reports*

*Student Surveys*

*Text Alerts*

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

## Success



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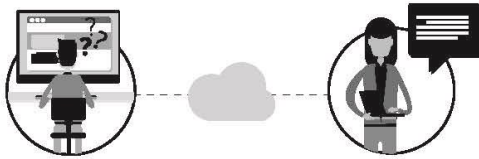
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Smarthinking's online academic tutoring services offer students on-demand, individual instruction and support from expert writing and subject matter tutors, across virtually all leading disciplines—anytime, anywhere.

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.

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Or, you may request more information by emailing [stimplementation@pearson.com](mailto:stimplementation@pearson.com).

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-  **Mathematics & Statistics**
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-  **Science**
-  **Spanish**
-  **Writing**



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*15th Annual Conference*  
MARCH 17-20, 2019  
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**LAS VEGAS, NEVADA 4.25.19 - 4.27.19**



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Kay Lopate Ph.D



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October 4-7, 2019  
Louisville, Kentucky

