Floorplan

HYATT REGENCY LOUISVILLE
320 West Jefferson Street
Louisville, Kentucky 40202, USA
T +1 502 581 1234
F +1 502 581 0133
louisville.regency.hyatt.com

FLOOR PLAN
First Floor
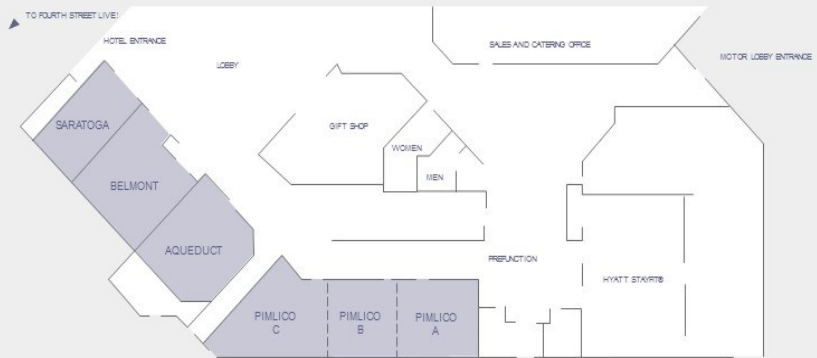
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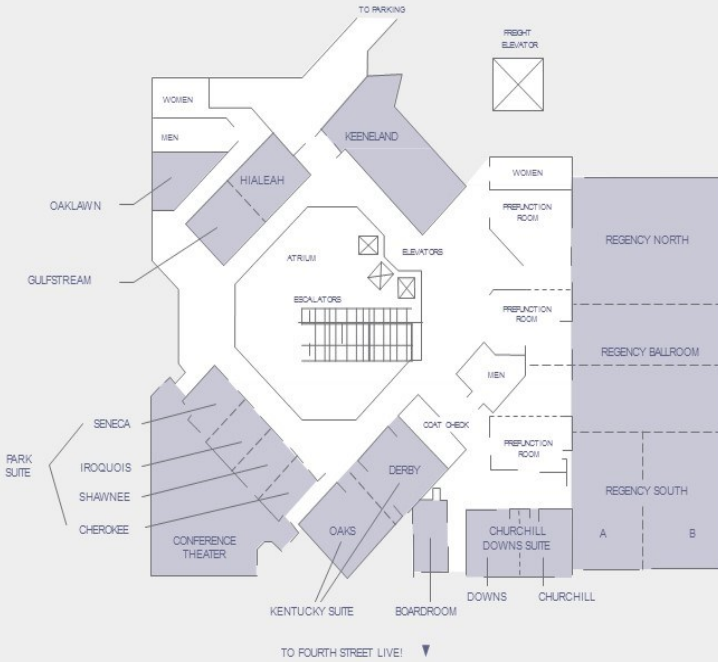louisville.regency.hyatt.com

FLOOR PLAN
Second Floor

TO PARKING

FREIGHT ELEVATOR

WOMEN

MEN

KEENELAND

WOMEN

HIALEAH

PREFUNCTION ROOM

REGENCY NORTH

OAKLAWN

ATRIUM

ELEVATORS

GULFSTREAM

PREFUNCTION ROOM

REGENCY BALLROOM

ESCALATORS

MEN

SENECA

COAT CHECK

PARK SUITE

IROQUOIS

DERBY

PREFUNCTION ROOM

REGENCY SOUTH

SHAWNEE

CHEROKEE

OAKS

CHURCHILL DOWNS SUITE

A

B

CONFERENCE THEATER

KENTUCKY SUITE

BOARDROOM

DOWNS

CHURCHILL

TO FOURTH STREET LIVE! ▼

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Conference Committee Members

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- Alan Craig
- Johanna Dvorak
- Jackie Harris
- Laura Sanders
- Kathleen Volk

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- Rosa Santos
- Karen Agee

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- Karen Agee
- Kolene Mills
- Jon Mladic
- Jay Singh

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- Emily Grubs
- Julie Hohmann
- Lauren Hansen
- Yeshua Machado
- Rex Mann
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- Bill Neater
- Stephanie O'Donnell
- Tyler Price
- Dana Talbert
- Lara Vance
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- Roberta Allen
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- Tamara Bowden
- Amanda Cech
- Jennifer Dempsey
- Stephanie Hopkins
- Ana Mack
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- Jordon Walters
- Mark Woolwine

guidebook

Download it today at **https://guidebook.com/g/nclca2019/**

Use Guidebook to build your personal schedule, and access all of the dynamic information available.

Use Guidebook to interact with other members - be sure to register as an attendee on Guidebook, share picture, message other members, and share contact info with others.

Lastly, be sure to use Guidebook as your session evaluation tool. Instead of filling out the session evaluation on paper, access the session you attended on the schedule (or your schedule, if added), and click on **SESSION EVALUATION SURVEY** at the bottom. You don't need to worry about writing the exact title and presenters - the evaluation is automatically tied to the session! Save time and finish the session evaluation on Guidebook!

Vice President's Welcome

It is truly an auspicious occasion to host this year's conference in Louisville, Kentucky. For some of you, Louisville is a familiar place filled with lifelong traditions, fond memories, good food and drink, vibrant arts and culture, music festivals galore, and "the most exciting two minutes in sports." For those who will be visiting our city for the first time, you will discover a city whose potential knows no bounds. A city that has embraced inclusivity in both word and action. A city poised to accomplish amazing things for its citizens.

Sound familiar? The aspirations of our location mirror those of the citizens – both far and wide – who seek a better life and diverse career opportunities. It reminds me of the excitement and potential of the students we welcome to our respective campuses each year. It reminds me that everyone has the ability to achieve success; a success predicated on self-exploration, struggles, frustrations, accomplishments, building resilience, community building, and learning to leverage new opportunities. Collectively, our students often mirror our communities in terms of the ups and downs they experience, the setbacks and the growth experiences, and – perhaps ultimately – the omnipresent change that is a part of life.

Yet, many of our students experience significant struggles when they enter postsecondary education. Academic rigor, financial hurdles, family issues, identity crises, health issues, and bureaucratic frustrations are common. As learning center professionals, we are called to serve students who experience such challenges. We do so in unique ways that bridge traditional academia and student affairs; that place a student's *holistic* success at the forefront of each conversation, each tutoring session, each class we teach, each reminder of why the effort is worthwhile, and each moment that leads to the turn of a tassel and the receipt of a coveted and hard-earned diploma.

Each year, learning center professionals gather at our annual conference for renewal and invigoration as well as for gathering new ideas and finding solutions to challenging issues. We are a community who knows that student success is not just a buzzword or a single metric. Success is the amalgam of teachable moments, encouragement, content building, critical thinking, and personalization of an advanced degree that will lead to a lifetime of greater opportunity.

I encourage you to take full advantage of the diverse array of professional development opportunities and networking that are the hallmark of our organization. But don't just stop there! I challenge you to also seek out opportunities to invest in committees and leadership positions that help nurture and support NCLCA and, in turn, the students who matriculate to our respective campuses and need your guidance to achieve their dreams.

On behalf of your NCLCA board, it is my distinct pleasure to welcome you to Louisville for the 2019 conference!

Best regards,

Geoff Bailey, PhD

Vice President and Conference Chair

Executive Board

CONTACT

NCLCA 2018-2019 Executive Board

	Name	Questions	Email
	Geoffrey Bailey Vice-President	Questions about the annual conference.	**VP@nclca.org**
	Martin Golson President	Questions about NCLCA.	**President@nclca.org**
	Michael Frizell Immediate Past-President TLAR Editor	Questions about Institute and executive board elections. Questions about publishing in TLAR, The Learning Assistance Review (NCLCA's professional journal).	**PastPresident@nclca.org**
	Stephanie Hopkins Recording Secretary	Questions about NCLCA Bylaws, Constitution, meeting proceedings.	**Secretary@nclca.org**
	Juan Jimenez Treasurer	Questions about conference payment, donation of raffle items or door prizes for conference, organization budget and finances.	**Treasurer@nclca.org**
	Dana Talbert Membership	Questions about conference registration and organization membership.	**Membership@nclca.org**
	Diana Garland Professional Development	Questions about concurrent and poster sessions for the conference; grants, scholarships and awards; webinars.	**PD@nclca.org**
	William Neater Marketing	Questions about exhibiting at the conference; organization marketing.	**Marketing@nclca.org**
	Gregory Farrell Publications	Questions about the conference program, website, and the NCLCA Newsletter.	**Publications@nclca.org**
	Laura Sanders Certifications	Questions about LCLC (Learning Center Leadership Certification) and LCE (Learning Centers of Excellence).	**Certifications@nclca.org**

Racing toward STUDENT SUCCESS

NCLCA CONFERENCE

October 4–7, 2019
Louisville, Kentucky

NATIONAL COLLEGE LEARNING CENTER ASSOCIATION

NCLCA

SUPPORTING LEARNING CENTER PROFESSIONALS

Keynote Address

KEYNOTE

NCLCA 34th Annual Conference
Louisville, KY

Georgia State University

Dr. Timothy Renick

Senior Vice President for Student Success and
Professor of Religious Studies

Georgia State University

Georgia State University

Timothy Renick is Senior Vice President for Student Success and Professor of Religious Studies at Georgia State University. At Georgia State, he has served as Chair of the Department of Religious Studies and Director of the Honors Program. Since 2008, he has directed the student success and enrollment efforts of the university, overseeing among the fastest improving graduation rates in the nation and the elimination of all achievement gaps based on students' race, ethnicity or income level.

Dr. Renick has testified on strategies for helping university students succeed before the United States Senate and has twice been invited to speak at the White House. His work has been covered by the New York Times, the Wall Street Journal, Time, and CNN and cited by President Obama. He was named one of 2016's Most Innovative People in Higher Education by Washington Monthly, was the recipient of the 2015-16 Award for National Leadership in Student Success Innovation, and was awarded the 2018 McGraw Prize in Higher Education.

He currently is principal investigator for a $9 million U.S. Department of Education grant to study the impact of predictive-analytics-based advisement on ten-thousand low-income and first-generation students nationally. A summa cum laude graduate of Dartmouth College, Dr. Renick holds his M.A. and Ph.D.

Eliminating Equity Gaps through Data and Institutional Change

For the past decade, Georgia State University has been at the leading edge of demographic shifts in the southeast. While doubling the numbers of non-white and low-income students it enrolls, the university has simultaneously committed to the use of data to inform systematic institutional change. In the process, Georgia State has raised graduation rates by 23 percentage points and closed all achievement gaps based on race, ethnicity, and income-level. It now awards more bachelor's degrees to African Americans than any other non-profit college or university in the nation. Through a discussion of innovations ranging from chat bots and predictive analytics to meta-majors and completion grants, the session will cover lessons learned from Georgia State's transformation and outline several practical and low-cost steps that campuses can take to improve outcomes for underserved students. Moreover, learning centers nationwide play a pivotal role in providing essential services that enhance student success. Challenges and opportunities for leverage key data analytics will be shared.

The audience will learn:
· How new technologies and analytics-informed initiatives in the student success space allow for the systematic delivery of personalized attention to students
· Data-based approaches to institutional self-assessment
· The return on investment of these initiatives both from a fiscal and human perspective

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 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 Certification
- 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 2020 ISSUE. PLEASE SUBMIT YOUR MANUSCRIPT BY _JANUARY 15, 2020_

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

Pre-Conference Workshop

FRIDAY, OCT 4 - PRE-CONFERENCE SESSIONS	
Time/ Location	**Event**
7:30am—6:00pm 2nd Floor	**Registration Desk open**
8:00am—11:00am Gulfstream-Hiale	**Conducting an Equity Audit in a Learning Center** *Rebecca Elliot & Samantha Marita*- All institutions strive to achieve educational equity for students. One way practitioners can assess inequity is through an equity audit. Traditionally used in the K-12 setting, equity audits are designed to identify areas of educational inequity. The Learning Commons adapted the equity audit framework to examine different academic support services to identify areas of programmatic or achievement inequity. This pre-conference session will expose participants to the equity audit framework, show how the framework can be adapted for learning centers, and help participants develop an assessment plan to conduct an equity audit in their own learning center.
8:00am—11:00am Oaks	**How to Structure an Online Summer Bridge Program** *Michael Giannetto*-This pre-conference session will provide the scaffolding for coordinating and supervising an online summer bridge program where most of the students and student employees are not local. This would include staffing structure, online systems, communication channels, documentation management, assessment, outreach to both student and employees, training and partnerships. In 2019, we currently have 2 professional staff members, 3 graduate students and 58 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
8:00am—11:00am Derby	**A Walk Through the Process of Applying for CLRA International Tutor Training Program Certification** *Amy Spencer*-In the race towards student success, quality tutoring is critically important. This workshop is intended to assist those who are interested in having their tutor training meet the international standards set by CRLA. The presenter will walk through each section of the CRLA ITTPC application to clarify the type of information application reviewers are looking for in each section and to help applicants avoid common misunderstandings. She will provide examples of a variety of acceptable ways to meet the certification criteria as well as tips to facilitate the overall process of creating and formatting documents for ease of submission.

Pre-Conference Workshop

Time/ Location	Event
FRIDAY, OCT 4 - PRE-CONFERENCE SESSIONS	
8:00am—11:00am Churchill Downs Suite	**How Emotional Intelligence and Mindset Help Student Stay on Track Toward Success** *Julie Hohmann & Rex Mann-***Emotional Intelligence (EI)** is quite possibly the key to success, joy, and satisfaction in life. What would our world look like if we had more students and colleagues who had high EI? During this highly interactive session, we will set the stage by defining what EI is and why it is so critical for personal, academic, and professional development. We will also highlight Dr. Carol Dweck's research on how EI plays a critical role in moving towards a growth mindset. Our session will conclude with research showing how sleep hygiene can impact academic and professional success.
8:00am—11:00am Seneca	**Academic Coaching Training: Helping Students Cross the Finish Line** *Natasha Ziegler & Dr. Brandon Johnson-*Academic coaching programs are becoming more common among the services learning centers offer. Coaching provides students with essential skills that address many non-cognitive areas, preparing them for success in and outside of the classroom. The Center for Academic Achievement (CAA) at Florida Gulf Coast University has developed a structured academic success coaching training program grounded in theory, best practices, experiential learning, and assessment. Attendees will learn about the elements of the CAA coaching program, participate in several training/development activities, and engage in discussion about implementation and results. Participants will also have time to reflect on implications for their respective campuses.
11:00am—12:00pm Ballroom	**LUNCH**
12:00pm—3:00pm Gulfstream-Hialeah	**Designing Learning Environments That Support Neuro-Diverse Student Success** *Dr. Elizabeth Coghill, Amber Arnold & Abby Benzinger-*The number of college students with learning differences has grown and learning center professionals are challenged to create postsecondary learning environments that support the academic success of all students. As learning center professionals, we must better understand the needs and demands of neuro-diverse students and envision methods and strategies that address the learning requirements of all students. This preconference session will examine neurodiversity and executive functioning in higher education, explore learning ecosystems and Universal Design for learning approaches, and provide the opportunity for goal setting and vision promotion for attendee campuses.

Pre-Conference Workshop

Time/ Location	Event
FRIDAY, OCT 4 - PRE-CONFERENCE SESSIONS	

Time/ Location	Event
12:00pm—3:00pm **Oaks**	**Creating an Assessment Strategy for Your Academic Coaching Program** *Mary Fischer*-Academic coaching is a high-impact practice that is growing in popularity at institutions looking to improve retention. Yet, many academic coaching programs struggle to conduct meaningful assessment of student learning. The presenter will share her process for assessing student learning in her individual coaching practice, and discuss how she scaled her approach to develop departmental assessment of academic coaching effectiveness with academic recovery and early alert populations. Session participants will reflect on their academic coaching program goals, and will be guided through the steps of creating an assessment plan that meets the needs of their unique learning center or program.
12:00pm—3:00pm **Derby**	**The Race is Only as Good as the Track: Online Learning Assistance by Design** *Wendy Simmerman*-A successful race begins with a well-designed racetrack long before champions are crowned. Implementing online learning assistance is often reactionary, spurred by external forces or imperatives that lead programs to cobble together online tutoring programs that never quite hit the mark. This highly interactive, collaborative workshop will utilize principles of instructional design to help participants envision and craft proactive, data informed, sustainable plans for online learning assistance worthy of a triple crown.
12:00pm—3:00pm **Churchill Downs Suite**	**Learning Center Leadership Certification** *Dr. Jennifer Haley*-Are you seeking a certification for YOU, as professional in the field of learning center administration? NCLCA's Learning Center Leadership Certification (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.

Pre-Conference Workshop

FRIDAY, OCT 4 - PRE-CONFERENCE SESSIONS

Time/ Location

12:00pm—3:00pm
Seneca

Learning Centers in the 21st Century Symposium
Michael Frizell– Past and Present President's Council members. Learning centers at institutions of higher education serve as interactive, academic spaces designed to reinforce and extend student learning in physical and/or virtual environments. These environments offer a wide variety of comprehensive support services and programs to enhance student academic success, retention, and completion rates. Learning centers are designed to reinforce the holistic academic growth of students by fostering critical thinking, metacognitive development, and academic personal success. This pre-conference session, presented by past presidents of the National College Learning Center Association, discusses the application of best practices, student learning theories, and addresses student-learning needs from multiple pedagogical perspectives through an interactive presentation followed by a question and answer period. How do you describe your learning center? Does it match NCLCA's definition?

3:30pm—5:30pm

<div align="center">

Campus Visit
UNIVERSITY OF LOUISVILLE REACH
(RESOURCE FOR ACADEMIC ACHIEVEMENT) TOUR

</div>

5:30pm—6:00pm
Regency Foyer

New Member Welcome, Graduate Students and Professionals with 1-3 years of experience. "Featuring live music with the Louisville Leopards"

6:00pm—7:00pm
Top of Escalators

Exhibitor Grand Opening *Bill Neater*

7:00pm—9:00pm
Regency Ballroom

Welcome Reception

9:00pm—11:00pm
Regency Ballroom

The Bourbonauts! (live music)

9:30pm-11:00pm

4th Street Live

Conference Schedule

Time/ Location	Event
6:00am—7:00am	**Dana and Lindy Fun Run**
7:00am—5:00pm 2nd Floor	**Registration Desk Open**
7:30am—8:45am Ballroom	*Breakfast*

Breakout Session

9:00am— 9:50am Theatre

Introduce Faculty to the Power of Teaching Bloom's Taxonomy to Transform Learning
Saundra McGuire-The cognitive domain of Bloom's Taxonomy categorizes six different levels of learning. It is a powerful lens through which students can view the difference between learning behaviors that were successful in high school and those that are required in college. When students learn about Bloom's they understand why study strategies that were successful in high school are not successful in college. Although understanding Bloom's Taxonomy is transformative for students most college faculty do not teach it. This presentation will discuss how learning center staff can teach Bloom's to faculty in a way that encourages them to share it with students.

9:00am— 9:50am Oaks

Creating Academic Excellence from Outside the Classroom
Leonard Geddess-Research indicates that eighty-five percent of college academic work occurs away from class. This means that students' success inside the classroom is largely dictated by how they learn away from class. Outside-the-classroom educators such as learning center professionals, tutors, academic coaches, supplemental instructors, study hall workers, etc., can play significant roles in enhancing student learning. This workshop shows them how to use their unique interactions with students to drive them toward academic success.

9:00am— 9:50am Derby

Using Graphic Organizers in Academic Coaching: Taking the Reins for Active Student Learning
Ashley Babcock; Sara Northern; Ramon Daines-A potential barrier to skill mastery is that students are often passive participants in the learning process instead of taking the reins and being active learners. One solution is using visual tools that help promote relationship development (graphic organizers) during academic coaching or tutoring sessions. The goal of using graphic organizers is to empower students to be self-directed learners in their studies. In this presentation, participants will be provided tools for developing and implementing graphic organizers into academic coaching or tutoring sessions to put students in the saddle and on track to success!

Conference Schedule

Time/ Location	Event
9:00am— 9:50am **Churchill Downs**	**The Learning Commons: A Creative Redesign of Tutoring Services** *Shellie Keller-*This interactive workshop is focused on how to maintain a students first approach in program design that incorporates institutional voices and priorities. The presenter will share the narrative of how aligning the needs of our students, staff, faculty, and tutors with the needs of the institution led to a substantial redesign of our learning spaces and services over time. Expect great takeaways, such as collaborative ways to engage in continuous improvement, innovative ideas for redesign of learning spaces, methods for both collaborating with colleagues and establishing buy-in for change, and strategies for improving student engagement and learning
9:00am— 9:50am **Seneca**	**Motivation Matters Curriculum** *Megan McClure-*This session will provide the curriculum for Motivation Matters, a workshop series offered for students on academic probation. A brief description of the implementation of the workshop will be provided, as well as lesson plans, activities, source material, and video links. Subjects include motivation, self-discipline, habits, purpose, goals, and values.
9:00am— 9:50am **Shawnee-Cherokee**	**Working with Faculty to Foster Growth Mindset and Metacognition in the Classroom** *Gina Burkart-*As academic institutions struggle to retain students, it becomes imperative to help students develop grit and develop a strong emotional intelligence. This session will show how learning center professionals can partner with faculty to help students understand how meta cognition facilitates growth mindset and how they can take control of their own learning and develop grit so that they can persist to graduation.
9:00am— 9:50am **Aqueduct**	**Surviving the CAS Assessment & Using the Findings to Create Opportunities** *Andrew Blazie* -The presenter will share his personal experience and the importance of conducting a comprehensive, self-assessment study of a learning assistance program (LAP). The audience will learn how the self-study committee was formed, how the assessment was conducted, and how the assessment can confirm superior and satisfactory best practices and identify areas of deficiencies in the LAP. The presenter will also highlight implementation timelines to fix deficiencies, and how to use the discovered inadequacies in current practice to justify the need for correction and possible expansion of tutoring services to stakeholders and lead decision makers at their institution.
9:00am— 9:50am **Iroquois**	**VENDOR**

Conference Schedule

SATURDAY, OCT 5 Concurrent Sessions	
Time/ Location	**Event**
9:00am— 9:50am Pimilico	**Bias Education for Tutors: Establishing a Safe, Supportive Learning Center Community** *Abe Saunders*-Incidents of bias happen every day; consequently, learning centers are not immune to the effects of macroaggressions and implicit bias. To what extent is your organization proactive in safeguarding against incidents of bias? This session will: 1) identify examples of how bias may manifest in tutoring relationships; 2) provide concrete action steps taken by one learning center to neutralize bias; and 3) make a case for the importance of incorporating multicultural competence/bias intervention into your training programs to help tutors feel equipped, supported, and empowered to effectively identify –and when appropriate - manage these difficult scenarios.
9:00am— 9:50am Belmont	**Clean Plate Club or Small Plates: How Do Your Tutors Consume their Training?** *Lindy Coleman*-Are you a proud member of the Clean Plate Club? Happily eating what is placed in front of you, at designated meal times? Or do you prefer the 'small plates' approach—selecting among a variety of small portions to create a customized meal? Which description best fits your tutor training? Do you train your tutors at a training retreat, in a class, throughout the semester, or in some other format? How did you choose your method? Does it support your tutors in becoming CRLA certified? And, most importantly, does your method provide hearty, satisfying, and well-balanced training for your tutors? Let's munch on methods and modalities, and discuss what's working, what's not, and what could be better—so come and get it while it's hot!
9:00am— 9:50am Gulfstream-Hiale **Rapid Fire**	**Scaffolding Cells: An Academic Partnership between Biology Faculty and the Office of Learning Resources** *Kristen Goldberg*-BIO 101 has been a historically challenging course for freshmen. While SI is well attended for the course, more support was needed to combat a high D/F/W rate. In conjunction with the BIO professors. the Office of Learning Resources created a menu of options students could attend in order to drop an exam grade. Menu options included tutoring, SI, one-on-one Learning Strategy Consultations, and a specially designed metacognition workshop meant to help students analyze prior test performance and studying and make intelligent changes to better future efforts. Those students who took advantage of the initiative scored an average of over half a final course grade higher and were 64% less likely to withdraw from the course than their peers.
9:00am— 9:50am Gulfstream-Hiale **Rapid Fire**	**Racing Across the Active Learning Bridge: How the Math Department and Math Learning Center Teamed Up to Win the Race for Student Success in Calculus** *Brittanney Adelmann*-This presentation discusses the use of Learning Assistants (LAs) in Calculus in order to change from the standard lecture format to a new active learning format. Learn what an LA is and how they differ from SI and other forms of peer assisted learning. See what the math learning center's role is and the outcomes for students and the center as a result of this relationship. Get in the pit with us as we share how we teamed up with the math department to weave LAs into lecture time and win the race for student success in Calculus!

Conference Schedule

Time/ Location	Event
SATURDAY, OCT 5 Concurrent Sessions	

Time/ Location	Event
9:00am-9:50am **Keeneland**	**Exit 2021 "Your Future": Using Learning Center Experiences to Help Student-Tutors Shape Their Career** *James Otwell-*For many undergraduate tutors, working in a learning center is the first experience they have with working in a professional environment; therefore, what they experience as learning center employees can play a profound role in setting them up for their future careers. The skills and experiences that they gain from their work can shape both their academic success and career development. The environment provide opportunities for administrators to harness tutored development in ways that go beyond tutor-student interactions. This session will explore the many pot entail career development outcomes inherent to working as a student-tutor, and how facilitating this development has a positive impact on staff morale and retention. It will invite participants to collaboratively brainstorm ways in which they may already be fostering career development in their learning centers, and ways to increase this development.
10:00am-10:50am **Theatre**	**Betting on the Dark Horse: Tips for Retaining Adult Immigrant Students** *Emily Suh; Russ Hodges-*This presentation shares a case study of adult-arrival immigrant students transitioning from adult English as a Second Language into developmental classes at a community college. Although the students were not new to the college, they struggled to understand academic and cultural expectations as they moved into credit-level courses. The cases illustrate ways that learning support professionals can facilitate these students' sense of belonging and academic achievement as they enter U.S. higher education. The session presents tips for helping students access resources and navigate changing institutional spaces during transition. The session also highlights benefits of retaining this unique group of students.
10:00am-10:50am **Oaks**	**Run for the Roses: Trailblazing Personalized Spaces in Online Tutoring** *Crissine Cairns; Amy Sexton; Melody Pickle, Abbe Breiter-*Join presenters from a fully interactive and online university learning center that consists of five distinct centers as they discuss the navigational challenges and surprising collaborations and findings from building a more personalized online tutoring space with responsive resources. Four veteran administrators discuss how they have innovated within online learning spaces. They will share how students navigate and move between their online courses and the tutoring and resource spaces. Each presenter will highlight a dynamic service such as how students connect with tutors, receive personalized video feedback, join live webinars, and find responsive web resources.
10:00am-10:50am **Derby**	**The Kortschak Model, a multi-disciplinary approach to providing academic support** *Julie Loppacher-*The Kortschak Center for Learning and Creativity (KCLC) uses a multi-disciplinary approach to helping students that learn differently meet their academic and creative potential. This work shop will dive into the innovated structure and approach that the Kortschak Center uses to support students that learn differently (and all interested USC students) to achieve their academic and creative potential. Through the three tenants of Research, Training and Service and a multi-disciplinary approach the KCLC is revolutionizing academic support in higher education. This workshop will provide participants an opportunity to assess their current campus or community resources that could be leveraged to provide innovative and cost effective support to today's student! Discussion and activities related to working with 'Gen-Z' students, faculty engagement as well as developing key campus partnerships.

Conference Schedule

SATURDAY, OCT 5 Concurrent Sessions

Time/ Location	Event
10:00am-10:50am **Churchill Downs**	**Assessing Why Students (Don't) Return to Tutoring Centers** *James Howard; Jade McPherson*-Learning centers benefit from understanding why students return to their centers and, just as importantly, why students don't return. This presentation will provide an overview of factors that may affect the rates at which students return to learning centers. This overview is rooted in an ongoing assessment of students attending centers within Tutoring Services in University College at the University of North Georgia. In short, we are surveying students who have returned in two successive semesters and students who have not returned after a semester in order to figure out what factors influence student utilization of academic success services.
10:00am-10:50am **Seneca**	**Defining Tutoring in Three Words: Socratic, Heuristic, Maieutic** *Amy Spencer*-In this session, the presenter will demonstrate one of our foundational tutor training sessions, in which we stress the importance of questioning, exploration, and independence in promoting learning. In this interactive session, participants will play the role of new tutors-in-training to experience "hands-on" the meaning of the terms Socratic, heuristic, and maieutic, and how to apply these principles in their work with students. In addition, the presenter will provide connections to research and best practice in the field of learning assistance, as well as information on how our training meets requirements for program certification through CRLA (College Reading & Learning Association).
10:00am-10:50am **Shawnee - Cherokee**	**Not Just an Excuse for a Big Party: How to Run a Successful Open House** *Charles Haas*-An open house is a great way for students, faculty, and staff to interact with your tutors and discover all the wonderful offerings of your learning center. This session will show you how to plan, market, and run a successful open house. You will learn how to walk the fine line between "big party" and "professional learning atmosphere" in order to show students and colleagues a fun, welcoming environment. You will also receive a useful open house planning checklist that can be adapted to any institution.
10:00am-10:50am **Aqueduct**	**VENDOR**
10:00am-10:50am **Iroquois**	**VENDOR**

Conference Schedule

Conference Schedule

Time/ Location	Event
10:00am-10:50am **Keeneland 2**	**Who's ZOOM 'in Who?** *Lee Cope-*During the Fall 2018 semester, Appalachian State University administrators made the decision to strategically rename the "Office of Distance Education" to "App State Online." As a part of this process it was expected that all academic support services available to traditional on-campus students would also be available to non-traditional off-campus students. University Tutorial Services was immediately faced with the two major challenges: 1) how do we provide quality online tutoring, and 2) how do we track the usage/gather visit data? Appalachian had a site license for ZOOM, a video conferencing platform that touted superior reliability and ease of use. In addition, App State UTS had been using TutorTrac as the foundation for their scheduling and record keeping for many years. App State UTS put out the distress call and Red Rock/TutorTrac responded! This session will explore the development of an online tutoring platform at App State and how an interface with TutorTrac allows staff to collect data, and keep track of "Who's 'ZOOM 'in Who?"
11:00am-11:50am **Theatre**	**The Most Powerful Data for the Right People at the Right Time** *Jenny Haley-*Usage. Retention. Four-year graduation. Grade outcomes. Inspirational testimonials. Demographics. Do you have a rich flow of data at your fingertips, but you are not sure which kind of data to share with whom, and when? Does it all get buried like a hidden treasure in your annual report? In this session we will discuss the critical importance of data sharing in terms of type, audience, and timing. Come and learn from my successes and failures, and then utilize my "data sharing planner" to begin to reflect on the most powerful way to share your learning center's data with your constituents*.*
11:00am-11:50am **Oaks**	**ACTLA Online Tutoring Standards** *Edward Pohlert-*Colleges and for-profit tutoring companies alike should abide by proven, expert identified effective practices for online tutoring to maximize student engagement and success. The Association of Colleges for Tutoring and Learning Assistance (ACTLA) has lead the effort to provide clear guidelines for the field. Come and learn how to apply the standards.

"Service to others is the rent you pay for your room here on earth."

-Muhammad Ali

Conference Schedule

SATURDAY, OCT 5 Concurrent Sessions	

Time/ Location	Event
11:00am-11:50am **Churchill Downs**	**Steering Your Training Towards CRLA Mentor & Tutor Training Program Certification** *Lisa Sharfstein*-Implementing mentor and tutor training programs that are research-based 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 a broad overview of 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 more than 1,500 certified ITTPC and IMTPC programs in the US and abroad!
11:00am-11:50am **Seneca**	**Supporting Students Who Learn Differently Through Holistic Approaches** *Christian Enevoldsen; Elizabeth Hansen*-This presentation will explore the TECHniques Center's strong approach to supporting students who learn differently and have diagnosed learning disabilities, AD/HD, and/or who are on the Autism Spectrum. We will first begin with an overview of the components of our program and the overarching focus on holistic student support. We will break down how our tutors, our counselors, and our connections on campus each serve a big part in supporting our goal of student success in each area of their life. We will close with practical takeaways that can be incorporated into programs of varying size.
11:00am-11:50am **Shawnee - Cherokee**	**Connecting the Dots: Preparing for the under-prepared** *Daryl Bruner, Renee Just*-When academic success professionals work collaboratively with faculty, we can better connect the dots between how students present in the classroom and what services are most needed to support student success. This session examines the 'how's and why's' related to students entering higher education under-prepared for the academic rigors of journey ahead. If high school students believe academic records are irrelevant, it undermines the need (incentive) to exert effort in studies and academic habits. The result: institutions are forced to incorporate additional academic success services, as well as extended services provided through the student affairs.
11:00am-11:50am **Aqueduct**	**Teaching Strategies that Support Learning and Growth in College-Success Courses** *Robin Sayers, Lauren Hensley*-This session will share results from a qualitative study focused on students' perceptions of effective instructional practices in college-success courses. Using practice-based methodology, a team of current and former college success instructors analyzed undergraduate students' open-ended responses on an anonymous end-of semester evaluation. The findings highlighted how instructional features, intellectual experiences, and teaching practices supported students' autonomy, competence, and relatedness. This session will describe the underlying theoretical framework for the study, share 10 themes that can be used to guide effective college-success instruction, and engage participants in reflection and discussion of their own teaching practices and goals.
11:00am-11:50am **Iroquois**	VENDOR

Conference Schedule

Time/ Location	Event
11:00am-11:50am **Pimilico**	**A 21st Century Learning Center Training Program: Incorporating Mixed Reality Simulation into Tutor and SILeader Training** *Armando Garza; Roman Sarmiento; Juan De La Rosa*-The presenters will share their experiences using a mixed-reality simulation program for tutor and SI Leader training and will include video clips of the training sessions. Information will be provided on how the trainings were developed and will provide tutor/leader feedback about the training experience. Audience members will also have an opportunity to interact in a "live" simulation during the presentation.
11:00am-11:50am **Belmont**	**Intensives: Enhancing STEM Tutoring Quality in Knowledge and Pedagogy** *Michael Carey; Luis Fuentes*-When rocketing toward student success, tutoring is often a vital aspect. Tutors giving incorrect information is worse than giving no information at all. Even if the information is sound, performing all the work for the student provides only a modicum of help. At the FIU University Learning Center, tutors in STEM fields participate in tutor training sessions called "Intensives." Intensives are sessions that typically last five to six hours, led by a lead tutor and/or faculty member. They refresh the tutors' knowledge of a particular subject -- Calculus for Business, Physics with Calculus II, etc. -- while also providing them with pedagogical skills and the ability to collaborate with fellow tutors. The tutors employ skills such as decoding problems, using resources, and interacting with others that they will impart on their students, thereby helping the students become more self reliant.
11:00am-11:50am **Gulfstream-Hialeah** **Rapid Fire**	**Leveraging the LMS to Promote Tutoring** *Roberto Rivera*-In this rapid-fire discussion, we will discuss our efforts to adopt technologies included via our Learning Management System (Blackboard) to make easier for students to access tutoring services. We have leveraged Blackboard to create online tutoring session, create training for staff, and advertise our LC.
11:00am-11:50am **Gulfstream-Hialeah** **Rapid Fire**	**Adding Horse Power to Trainings: Integrating Canvas into Ongoing Training** *Kelsey Fischell*-In Fall 2017, our Writing Center noticed that we were struggling to maintain a consistent writing center experience from consultant to consultant—from the way they explained grammatical conventions to their level of expertise in the various stages of the writing process. Our solution was supplement our current trainings, which focused on the tutoring process and writing pedagogy, with a restructuring of our Canvas page. By introducing grammar quizzes, discussion posts, and training modules that could be completed in the down-time between sessions, we were able to maximize consultant work time and create a more uniform tutoring experience for students.

Conference Schedule

SATURDAY, OCT 5 Concurrent Sessions	

Time/ Location	Event
11:00am-11:50am **Keeneland**	**Using Foundational Theoretical Perspectives to Guide Best Practices for Academic Success Coaches** *Jack Truschel-*The presentation will focus on the following: the definition, objectives and goals of coaching; the theoretical bases that guide academic success coaching and conducting academic success coaching sessions. The first segment of the presentation will focus on providing an operational definition for Academic Success Coaching and establishing the rationale based on the literature for such a definition. The next segment will focus on coaching being a technique that can enhance academic skills, assist with putting academic plans into action, and build academic hardiness. Based on several theoretical perspectives, a guide will be presented that outlines a general plan for each subsequent coaching session. If time permits, there will be a discussion on best practice for Academic Success Coaches. The best practice will be summed up as utilizing coaching techniques that are action oriented, forward thinking, links thinking with results, and focuses on possibilities.
12:00pm-1:30pm **Regency Ballroom**	**Lunch & Keynote Speaker-Livestream** *Dr. Tim Renick*
1:40pm-2:30pm **Theatre**	**Open time to move equipment**
1:40pm-2:30pm **Oaks**	**A New Approach to Assessing Student Outcomes in Academic Coaching** *Lisa Johns-*Student support programs often assess efficacy by reporting student usage, evaluation responses, and participant GPAs and retention/graduation rates. Such data does not directly address whether students are grasping the necessary study skills for which they seek academic coaching. Our team developed an evaluative process that targets coaching impact on the study skills our students needed. This presentation will reveal a unique approach to program evaluation based on students' presenting challenges. Grounded in Wlodkowski's work on motivation, we have developed and utilized a ranking rubric to measure coaching participants' skill mastery across an academic year at a 4-year public institution.
1:40pm-2:30pm **Derby**	**Shifting Mindsets of Academic Services: A Case for Inclusivity-based Tutor Education** *Dominique Clayton; Kristen Wallitsch-*Learning, Writing and Tutoring Centers have encountered the "remedial" space stigma; developed for marginalized students who were "underprepared" for college. While research has dispelled this stigma, perceptions on college campuses are slow to move away from the difference as deficit mindset. Consequently, when we train peer tutors, how are we teaching them to engage in inclusive tutoring practices that equitably serve diverse student populations? This session will show how we have integrated inclusivity into tutor education through a curricular-based lens to create a foundation for ongoing student identity development and reflection, integrate inclusivity practices, and provide transferable skills for tutors.

Conference Schedule

SATURDAY, OCT 5 Concurrent Sessions

Time/ Location	Event
1:40pm-2:30pm Churchill Downs	**The Impact of Motivation on Help-Seeking Behavior by College Students** *Elizabeth Fallon-*Supporting student success in the classroom and the learning center is best achieved when we understand the motivational characteristics of college students. Deci & Ryan's (1985, 1991, 2000) research on academic motivation provides a conceptual framework for defining and measuring motivation in college students. In this session the presenter will define types of intrinsic and extrinsic motivation and describe how motivation types influence student academic and help-seeking behaviors. The presenter will also profile motivational characteristics of successful college students which will help identify best practices and effective messaging to promote all students, including at-risk students, to achieve their academic goals.
1:40pm-2:30pm Seneca	**GROUP Tutoring for Student Success: How to Guide for Building a Tutor Training Session** *Christie Maier; Rachael Deel-*A successful group tutoring model allows students to learn from and alongside their peers in a comfortable learning environment. This session will cover one institution's model on how to prepare tutors to effectively build and facilitate a positive group learning environment using the GROUP acronym: Greet & Gather, Restructuring the environment, Outcomes, Understand strengths and knowledge gaps, and Probing questions. Attendees will discuss each design element of the GROUP acronym and engage in several active learning strategies in order to better understand how to apply the model in their learning center.
1:40pm-2:30pm Shawnee - Cherokee	**Universal Design Off to the Races: Disability Diagnoses is not a Panacea** *Christie Hill-Troglin Cox; Rene LeBlanc-*In this presentation, we will focus on allowing participants to make meaningful and measurable connections to the principles governing Universal Design for Learning (UDL). We will offer strategies to practitioners for facilitating students' knowledge and increasing their academic success. Presenters will also share methods for reaching students exhibiting specific characteristics and behaviors and thus eliminate the need to know their diagnoses—disability is irrelevant. What is important is that we accommodate for all students and, most importantly, meet them where they are at academically and socially in order to ensure their success.
1:40pm-2:30pm Aqueduct	**Promoting Success in Historically Challenging Courses** *Julie Radwanski-*This session will introduce a new way learning centers can improve outcomes for students enrolled in historically challenging courses, especially in the STEM field. Through participation in a pilot program over the 2019 spring semester, several learning centers have tested out and implemented a new online resource that provides engaging, straight-to-the point video content, practice problems, and helpful accompanying PDF study guides for such college courses.

Conference Schedule

SATURDAY, OCT 5 Concurrent Sessions	
Time/ Location	**Event**
1:40pm-2:30pm Iroquois	Vendor
1:40pm-2:30pm Pimilico	**Cross Lanes to Keep Students on Track: Partnering with University Housing** *Lara Vance; Brandon Thompson*-We will describe the various ways that EKU's Student Success Center and Housing & Residence Life collaborate to serve students. Programs include a mentoring program for students on the Autism Spectrum; residence hall mentors; CRLA IMTPC alignment; Resident Advisor cross-training; RA chats that connect students to SSC services; SSC workshop offerings in residence halls; and in-house, online (no-cost) referrals.
1:40pm-2:30pm Belmont	**Tutor training programs in Japan and the United States** *Yumi Ishinge; Tanigawa Hirotoshi; Kabeya Kazuhiro*- Recently, higher education in Japan has been evolving rapidly. One specific area is the proliferation of learning support centers. Accordingly, the demand for qualified tutors and the importance of tutor training programs has been identified. Therefore, we have been creating online materials designed for tutor training. In this roundtable, we introduce the online materials and discuss the similarities and differences between tutor training programs in Japan and those in the United States. Together with participants, we will then discuss how they have organized the tutor training programs in their institutes.
1:40pm-2:30pm Gulfstream-Hialeah Rapid Fire	**Welcoming/inclusive LC spaces** *Ashley Long*-Inclusive LCs go beyond simply putting a sticker outside the space that designates it as "safe". Learn how one LC created strategic partnerships across campus to design, implement, and sustain an LGBTQ+ SAFE ZONE Ally program with limited budget and staffing. Resources will be provided to attendees of this rapid-fire session.
1:40pm-2:30pm Gulfstream-Hialeah Rapud Fire	**Setting the Standards: A Collaborative & Ethics-Minded Peer Leader Workshop** *Elizabeth Berry*-The material in this presentation may be easily adapted from its tutoring origins to fit the needs of any learning center program.
1:40pm-2:30pm Keeneland	**Keynote follow-up with *Tim Renick*** *Dr. Tim Renick* (keynote speaker)-A follow-up to his Keynote presentation. Tim Renick will be available for a group discussion.
2:40pm-3:30pm Theatre	**Win, Place & Show: Creating Interactive Online Tutor Training** *Mark Woolwine; Greg Carmichael; Jennifer Branscum* -Odds are, you have an online component to tutor training. Does that online component win, place, or show? We wager that after this presentation, you'll have the blinders off and be well on your way to the winner's circle. We won't horse around—instead we will discuss CRLA requirements and how interaction increases comprehension and learning. Then we'll show how REACH (at the University of Louisville) got back in the saddle and redeveloped their online tutor training to keep learners engaged. It's a sure bet.
2:40pm-3:30pm Oaks	**Doing More With Less: A campus wide mentor training institute** *Michael Saenz*-The UT 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 to do more with less and how participants can build a campus wide peer mentoring institute that fits their needs.

Conference Schedule

SATURDAY, OCT 5 Concurrent Sessions	

Time/ Location	Event
2:40pm-3:30pm **Derby**	**Engaging Students in Metacognitive Literacy: A Journey from Academic Probation to Success** *Christine McLaughlin; Kristy Forrest; Ashley Hoffer*-At some point in students' academic careers, they are confronted by the rigors of college; many experience self-doubt and academic paralysis that lead to academic probation. To reverse academic unraveling and accompanying feelings of shame, students benefit from a two-pronged approach to academic support. Along with one-on-one coaching, students enrolled in a course as part of Merrimack College' Phoenix Program participate in a skills- and theory based curriculum that highlights metacognitive strategies as tools to overcome feelings of helplessness, poor study habits, and unsuccessful patterns of problem-solving in order to discover a fresh perspective and a renewed sense of academic potential.
2:40pm-3:30pm **Churchill Downs**	**Flip this House: How One Learning Center Renovated Itself** *Marissa Jiminez; Taia Reid; Diana Hernandez*-With the growth of departmental tutoring centers on the Old Dominion University campus, came the end of our centralized tutoring program. Like most learning center administrators, we were challenged to find new ways to support student learning. What services do we provide, what services do students need, and how do we lay a foundation for future-proofing those services? New homeowners often strive to 'make a house a home." We'll discuss our experiences when confronted with our new house - our challenges, successes, and our plan to furnish a new home for students.
2:40pm-3:30pm **Seneca**	**The Seven Kingdoms: A Quest to Establish Unified Tutoring Resources** *Juliana Studer*-Here's a scenario for you: a university with 5,000 undergraduates has no centralized home for tutoring resources. As a result, 7 fully functioning tutoring services develop which employ nearly 300 tutors. The conundrum? Most of these services were reacted out of the goodness of department members' hearts and budgets. And even with this many resources, a number of high-demand topics have yet to find a home in a specific tutoring center. This is the story of one administrator's quest (which was, fortunately, supported by an army of other administrators) to bring them together.
2:40pm-3:30pm **Shawnee-Cherokee**	**Under construction: Building strong relationships for effective tutoring** *Emily Grubs; Stephanie O'Donnell*-The first tutoring session is critical to establishing expectations and building rapport. This begins with the collaborative relationship working towards helping students gain the skills needed for independent learning and success. This interactive session will focus on the importance of training and the development of tutors regarding relationship building through exploration of emotional intelligence and cultural competencies. When working with diverse populations, tutors must examine their own academic privilege, unconscious bias towards underrepresented populations on college campuses, and degree of empathy. Strategies and techniques will be shared by graduate student tutors on how to create successful first tutoring interactions.

Conference Schedule

Time/ Location	Event
2:40pm-3:30pm Aqueduct	**Utilizing Free Technology to Move to an Appointment-Based Tutoring Program** *Janet Bowers*Learn how one math learning center used a free, innovative technology to implement appointment-based tutoring to increase their students' access to more personalized peer tutoring. Through a customized website and mobile app, students can now browse tutors' profiles, message them, book in-person or online sessions, and more.
2:40pm-3:30pm Iroquois	**Vendor**
2:40pm-3:30pm Pimilico	**"A Star Student is Born:" Helping Students Navigate Learned Helplessness through the Social Penetration Theory** *Terrica Watkins; Gloria Thomas*-In 2018, Bradley Cooper and Lady Gaga mesmerized audiences in their captivating remake of the hit classic, "A Star Is Born." In the musical, Jackson discovers in Ally, an undiscovered "diamond in the rough" and transforms her into a confident performer ready to reclaim her music career. Similar to Ally, many students experience Learned Helplessness that affects their personal and academic success. This session will explore how academic coaches can assist students' to overcome Learned Helplessness. Participants will be provided with an overview of the Social Penetration Theory, and metacognitive strategies designed to facilitate academic performance, self-efficacy, empowerment, and authenticity.
2:40pm-3:30pm Belmont	**Establishing a Regional Affiliate of NCLCA** *Stephanie Walker; Stephanie Daniels; Jeremy Joseph; Amanda Haney-Check; Rachel Cordy* -Are you interested in establishing a regional affiliate of NCLCA in your state or region? Join the Ohio College Learning Center Association (OCLCA) Board of Directors in a discussion about our experience through the affiliation process. Since we started our journey in January 2017, we have established 501(c)3 status, held two annual conferences, hosted a webinar, and have ambitions for more membership driven initiatives to establish. Whether a regional affiliate in your area is at the idea stage or has an established interest group, this discussion will openly address the questions and challenges you may be facing in progressing toward affiliation.

Conference Schedule

SATURDAY, OCT 5 Concurrent Sessions

Time/ Location	Event
2:40pm-3:30pm **Gulfstream-Hialea** **Rapid Fire**	**Cross-Campus Partnerships: Bringing Services Outside of the Learning Center** *Lindsay Singh*-Over the past few years, the Center for Academic Achievement expanded existing partnerships with multiple offices. This has allowed us to connect with hundreds of students over a 2-4 hour period. One partnership is with housing & NRHH to offer monthly "Study-Sesh" events. Offering students drop-in tutoring for 15 courses over three floors of a residence hall and providing study snacks. We developed semester signature events last year, bringing department services to the campus' central lawn. Partnerships included Student Involvement with lawn games & food trucks, and additional campus partners for tabling and activities.
2:40pm-3:30pm **Gulfstream-Hialea** **Rapid Fire**	**Partnering with FYE for Student Success** *Anne Hinze*-I will talk about ways the Academic Resource Center (ARC) partners with the First Year Experience (FYE) Seminar to support student success. This includes using the same practices in coaching areas like time management, study skills, and test taking strategies. It also includes using technology and the LMS which is used in the delivery of content in FYE and also utilized in virtual study groups and tutoring. In addition, peer advisors serve as teaching assistants and coaches in both the FYE and ARC; I will share how this partnership reaches more students.
2:40pm-3:30pm **Keeneland**	**Survey Research for Program Evaluation: Cautions & Encouragements** *Jan Norton*-Sometimes asking people about their experiences and opinions is a great way to explore program effectiveness. Sometimes it's not the best way, or sometimes the process is more trouble than it's worth. And there are questions that you must answer first. Should the responses be anonymous? How many questions should I ask? What's the best time to survey students, faculty, and staff? This session will explore the ups and downs of creating, distributing, and interpreting surveys.
3:40pm-4:30pm **Theatre**	***Overcoming Obstacles in Online Tutoring*** *Kelsey Torgerson*-As online education grows, learning centers are adapting their tutoring practices. Many see the advantages of having an in-house online tutoring program, yet encounter many obstacles that online tutoring presents. Some common hindrances include limited time and money, meeting the unique needs of online students, the questionable effectiveness of online tutoring, finding the best tools and platforms to use, the awkwardness of online communication, and not knowing how to train online tutors. This presentation, based on best practices and published research, will discuss specific strategies and tools to overcome these difficulties in order to cultivate a successful online tutoring program.
3:40pm-4:30pm **Oaks**	**Using a Collaborative Approach to Develop and Implement an Early Alert Program for a High DFW Course** *Mary Fischer; Brianne Parker*-Coastal Carolina University recently embarked on an experimental early alert pilot aimed at addressing the university's highest D, F, withdrawal (DFW) course: college algebra. This pilot, a collaboration between the academic coaching department, math faculty, and the math learning center, allowed faculty and academic support staff an opportunity to define low-success behaviors that impact academic performance in this particular course, identify students meeting these indicators, and provide targeted outreach and intervention to underperforming students. The presenters will discuss how they collaborated with faculty partners to determine intervention checkpoints and indicators, develop program goals and assessment, track academic resource use, and implement academic intervention.

Conference Schedule

SATURDAY, OCT 5 Concurrent Sessions	
Time/ Location	**Event**
3:40pm-4:30pm **Churchill Downs**	**The race to finding the perfect peer leaders: 1 Zebra and 100+ students later** *Jamila Anderson; Borislava Miltcheva; Una McGeough*-During our presentation we will share the methods we used to create a more interactive and collaborative approach to interviewing over 100 student applicants for our academic support programs. Through our changes we discovered the importance of creating spaces where students can be authentic in their pursuit of leadership roles and not feel the pressure of competition. In the session we will describe the model we had previously been using and why it was not working well, what our goals were in revamping the model, and what particular changes we made to the interview process and activities. We will also describe outcomes of this change, and areas for further improvement.
3:40pm-4:30pm **Seneca**	**Best Practices for a Gender-Inclusive Learning Center** *Paige Schilt; Rachel Jenkins; Nisha Abraham*-A 2019 Pew research poll found that 35% of Gen Z respondents personally know someone who uses gender-neutral pronouns, and 59% believe forms or online profiles that ask about a person's gender should include options other than "man" or "woman." In this context of growing gender diversity, it is more important than ever that learning centers create inclusive spaces that support all students in reaching their academic potential. In this session, staff from the Sanger Learning Center at UT Austin will share our process, discuss institutional constraints, and brainstorm next steps.
3:40pm-4:30pm **Shawnee -Cherokee**	**The Benefits of Utilizing Learning Management Systems in Peer Tutor Training** *Kaitlyn Crouse* - **2019 Hunter Boylan Research Award**-This presentation will focus on using Learning Management Systems (LMS), such as Blackboard or D2L, in tutor training programs. This is a way for learning centers to utilize the LMS their institution already pays for and uses into tutor training. The benefits of online learning and LMSs will be addressed, as will the challenges and ways to combat those challenges. In addition, this presentation will highlight how the Learning Assistance and Resource Center at West Chester University of Pennsylvania (WCUPA) uses D2L in its tutoring training. Finally, there will be a demonstration of the LMS and tutoring training at WCUPA.
3:40pm-4:30pm **Aqueduct**	**What's After The Finish Line? Mentoring Student Success Professionals** *Heather Holmes; Kevin Knudsen*-This presentation will demonstrate how a learning center director has adapted the Appreciate Advising Principles (Bloom, J.L., Hutson, B. L., & He, Y. 2008) disarm, discover, dream, design, deliver and don't settle to facilitate mentoring of undergraduates, graduate assistants and professional staff to the next level in their careers. Each stage of the model will be explained through a mentorship lens. The appreciative advising model is a strength based approach that brings out the best in employees, promotes career development and builds relationships to help employees cross the finish line to careers in learning assistance and student success.
3:40pm-4:30pm **Iroquois**	VENDOR

Conference Schedule

	SATURDAY, OCT 5 Concurrent Sessions
Time/ Location	**Event**
3:40pm-4:30pm Pimilico	**Using Foundational Theoretical Perspectives to Guide Best Practices for Academic Success Coaches** Come Play! How to Use Experiential Education to Make Peer Educator Training Fun & Memorable *Rebecca Tedesco*-Let's play! Learn how to transform your tutor, mentor, or SI training using experiential education. Participants will leave with sample curricula and a list of free or inexpensive experiential training tools. The presenter will model creative techniques for putting trainees in groups, cultivating self-reflection, and activities for building your team.
3:40pm-4:30pm Belmont	**At-Risk Student Outreach: Finding Creative Ways to Connect Students with Resources** *Rachel Cordy; Amanda Shah*-At Kent State University, our Institutional Research staff determined that students who are enrolled in two or more DFW courses in the same semester are at a greater risk of not persisting when compared to their peers. For the last three semesters, the Academic Success Center has used various outreach methods to help engage students with the existing academic support resources available to them. The presenters will briefly discuss the strategies used to date and share the outcomes achieved. The session will conclude with brainstorming and discussion on the best ways to connect at-risk students with your learning center's services.
3:40pm-4:30pm Gulfstream-Hialeah Rapid Fire	**The Road to Success: Helping Students Manage Stress and Build Resilience** *Trina Bryant*-There are a variety of forces that can hinder student success in academia. One force is anxiety. According to the most recent study by the American Psychological Association, anxiety is the top concern among 41% of college students. In light of this reality, More schools are looking for ways to incorporate mindfulness and mental health support holistically throughout the college experience. Through strategic partnerships, with the school's counseling center, the health center, and/or the athletics department, support centers can provide a space where students can develop the necessary skills to manage stress, build resilience, and achieve academic success.
3:40pm-4:30pm Gulfstream-Hialeah Rapid Fire	**Promoting Medical Student Success Through Wellness Initiatives** *Derek Holbrook*-Student wellness initiatives have become increasing more important on college campuses. Higher education intuitions have started using wellness programming as interventions to increase student retention and promote holistic healthy lifestyles. Using Bill Hettler's dimensions of wellness framework, the Undergraduate Medical Education (UME) office at the UT Health School of Medicine in San Antonio, TX took a holistic approach to wellness by supporting students in all these dimensions: Physical, emotional, spiritual, financial, environmental, occupational, intellectual, and social. Our goal is to encourage self-care and resilience by helping students develop skills that address all their educational wellness needs and beyond.
3:40pm-4:30pm Keeneland	**Increasing student success through Living Learning Community Partnerships** *Jennifer Brown*-Best practices and data will be provided to discuss the success of a partnership between a Student Success Center and a living learning community. Information on how to increase student success and retention through targeted tutoring and coaching.

Conference Schedule

SATURDAY, OCT 5 NIGHT ON THE TOWN	
Time/ Location	**Event**
5:00pm-8:00pm	**NOTT Sour Mash Tours** An exclusive event that begins with a private, catered dinner at Feast BBQ and continues with a guided experience of bourbon flights at two premier bourbon bars.

6:00pm-9:15pm	**NOTT Mary Miller Riverboat Cruise & Dinner**

A two-hour cruise on the Ohio River serves as the perfect antidote to the hustle and bustle of everyday life. Includes a delicious dinner!

9:00pm-11:00pm Spire	**Hospitality Suite**

Conference Schedule

SUNDAY, OCT 6 Concurrent Sessions	
Time/ Location	**Event**
6:00am-7:30am	**Dana and Lindy Fun Run**
7:30am-11:30am **Second floor**	**Registration Desk Open: Desk will close during the awards luncheon**
7:30am-8:45am **Ballroom**	**Breakfast**
9:00am-9:50am **Theatre**	**Using Collaborative Learning Online to Increase Student Success** *Kristen Martin*-How do you convert an academic support service whose pedagogy is grounded in active and collaborative learning and whose operation depends heavily on in-person relationships to an online format without abandoning the integrity and core values of the program? This presentation walks through the process UAH's Supplemental Instruction program, Peer Assisted Study Sessions (PASS), used to shift our services online. It will focus on how we adapted our core values to an online format, how we addressed logistical challenges, how we engage students collaboratively through technology, and how learning centers and faculty can work together to encourage student involvement.
9:00am-9:50am **Oaks**	**Academic Coaching: A Holistic Approach Achieved by Networking Across Campus** *Tyler Kern-Julie Visor Graduate Student Award; Elizabeth Fallon*-This presentation will focus on an overview of a peer-led Academic Coaching program and the program's approach to increasing student success at a Midwestern public university. The framework of student success is predicated upon a holistic perspective of student development which requires helping students set expectations and providing encouragement (Tinto, 2010) as well as building strong support networks on campus (Crusoe, 2007). The Academic Coaching program has strategic partnerships with many on-campus student services offices. Students receive customized support when peer Academic Coaches work hand-in-hand with campus partners. Peer Academic Coaches benefit from hands-on professional development provided by campus partnerships.
9:00am-9:50am **Derby**	**Strategic Integration: Collaborating With Our Colleagues to Promote Student Success** *Hunter Boylan*-Typically, if collaboration between support services and instructional faculty takes place, it is random. Utilizing faculty to help communicate key messages to students should, however, be a systematic and cooperative endeavor. This presentation addresses the integration of courses and support services in a strategic manner. It provides a rational for integration, gives examples of how such integration might take place, and provides guidance in developing strategic integration on participants' campuses.

Conference Schedule

Time/ Location	Event
SUNDAY, OCT 6 Concurrent Sessions	
9:00am-9:50am Seneca	**From an attendee perspective: Reflection on the Kellogg Institute** *Diana Garland*-Every wondered what the Kellogg Institute involved. Learn about the institute from an attendee's perspective.
9:00am-9:50am Shawnee- Cherokee	**A Success Model for A Support Center** *Laura Price*-The Writing Center at Florida South Western State College is part of a unique Academic Support Program model. In this presentation, we will look at the FSW Writing Center model, specifically as a part of a larger Academic Support department rather than an English department, its staffing model of full and part time permanently employed writing tutors, our use of student-centered Consultation Documents, and how the FSW Writing Centers include English faculty via a liaison and Academic Support Advisory Committee. The presenters will also share assessment data to show how our model contributes to student success and retention.
9:00am-9:50am Aqueduct	**Getting race ready: Support your team so they can support students** *Lindsay Singh*-The work we do with students can take a mental and physical toll on us. It's important for us to take care of ourselves and feel a sense of belonging with our team, so we can continue to help each student we serve. This session will guide you through self-care activities utilized within the Center for Academic Achievement at FGCU and how you can incorporate similar practices. Participants will gain personalized self-care strategies to utilize for their team building efforts. This session is about developing personal wellness, destigmatizing mental health for staff, and creating a plan to implement department self-care.
9:00am-9:50am Iroquois	**Vendor**

LEARNING CENTER JOB BOARD

NCLCA is accepting learning center job postings. Jobs will be posted on this site 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 at **publications@nclca.org:**

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

Conference Schedule

Time/ Location	Event
9:00am-9:50am Pimilico	**Cardinal Directions: Developing Effective Communication and Leadership Skills** *Stephanie O'Donnell; Emily Grubs*-Communication and leadership development are important skills for tutors and learning assistants to gain confidence and explore throughout their undergraduate experience. Every individual has a preferred style when collaborating with others through team projects and one-on-one interactions. It is essential for student and professional leaders to understand their own styles, and the way others view them. This interactive session will mimic a 50-minute training and development session where participants will actively engage in several hands-on and self-reflective activities. Materials will be shared by graduate students to facilitate similar activities during recruitment and training.
9:00am-9:50am Belmont	**Bridging the Intergenerational Divide In Learning Centers** *Hannah Stubley; Ashley Long*-Learning Center professionals support all aspects of student development, beyond academic success. To enrich the student experience, we must adapt to moving and changing expectations for professional development and student support that may deviate from previously established norms. This roundtable aims to create a space for intergenerational dialogue to bridge that gap between early career and experienced learning center professionals. Audience driven active discussion topics could include: equity, LGBTQ+ inclusion, universal design, intersecting identities, unwritten/hidden curriculum, first generation students, race, class, disability, self-care, privilege, power, oppression, English-language learners, gender, sexuality, or other current topics.
9:00am-9:50am Gulfstream-Hiale Rapid Fire	**A Mixed Methods Approach to Analyzing the Effectiveness of SI versus Drop-In Math Tutoring** Janet Bowers; Stacey Sirois-This work was conducted to inform financial decisions regarding the continued funding for both a drop-in math tutoring center and a Supplemental Instruction program for Calculus I and Calculus II. We used a mixed-methods approach to triangulate students' perspectives on the two services with math performance. The quantitative methods included propensity score matching, regression analysis, and descriptive statistic comparisons. The qualitative methods included semi-structured interviews and surveys with students who had used both services. Results indicated that fewer students used the SI, but those who were "regulars" appreciated (1) peer to peer collaboration; (2) SI leader generated questions.

Conference Schedule

SUNDAY, OCT 6 Concurrent Sessions	
Time/ Location	**Event**
9:00am-9:50am Gulfstream-Hiale Rapid Fire	**Assessment: A Nightmare Turned Dream** **Brianne Parker-**Assessment is often difficult for learning centers due to the nature of the resources offered and the inability to sometimes follow a student's progress through the learning process. This roundtable will include a quick discussion of different assessment practices adopted by Coastal Carolina University for the overall tutoring center and, more specifically, the writing center. Participants will be asked to join the conversation and share ideas for assessment within learning centers and give feedback about the current assessment being used at Coastal Carolina. Due to budget cuts several years ago, our center had to dig deeper into assessment in order to justify the need for our original operating budget. This was not an easy task, and we wish we had had more ideas from other institutions.
9:00am-9:50am Keeneland Round Table	**NCLCA Leadership Certification** *Jenny Haley, Jackie Harris, Martin Golson, Juan Jimenez, Jan Norton*-Learn about the benefits of NCLCA's leadership certification from a panel of experts.
10:00am-10:50am Theatre	**Peer Mentor Program: From the Starting Gates to the Backstretch** *Criquett Lehman; Kelly Peterson; Sjohonton Fanner*- Hear about the steps taken to start a peer mentor program at a 2-year college that is designed to provide support and guidance to students as they adjust to college life. The presentation will include lessons learned to ensure you do not stumble out of the starting gates. Steps include how to successfully jockey the selection and training of mentors, recruitment and documentation of experiences regarding mentees, program assessment, and collection of data to demonstrate program growth and impact on student success.
10:00am-10:50am Oaks	**Escaping Academic Transition Traps: Navigating Colleges' Hidden Gaps and Troublesome Traps** *Leonard Geddess*-By the time students enter college, they have invested more than 20,000 hours in academic work. However, the experiences and skills that produced their work in their previous environments won't sustain them in college. Students eventually realize they must adjust. But what practices should they keep? What perspectives should they discard? And what operations should they reconfigure? Avoiding and Escaping Academic Transition Traps equips students to recognize, avoid and, if needed, escape the six traps that prevent most college students from succeeding. Participants in this lively session will be able to 1) pinpoint traps that are currently ensnaring students at their institutions, and 2) develop escape plans to free themselves from any and all traps.

Conference Schedule

SUNDAY, OCT 6 Concurrent Sessions	

Time/ Location	Event
10:00am-10:50am Derby	**Comprehensive Tutor Training that's Manageable for Learning Centers** *Jen Mann*-Providing comprehensive training for your tutors is key to improving the experience of your students and your learning center outcomes. This session will share how to maximize the reach and effectiveness of your tutor training, including using an online, self-paced tutor training course.
10:00am-10:50am Seneca	**Improving the Race with Research: Fact Finding and Storytelling in Center** *Melody Pickle; Abbe Breiter; Amy Sexton; Chrissine Cairns*-Our Academic Success Center works every year to create a culture of demonstrated effectiveness and excellent student services. However, high use numbers and consistently student reported satisfaction rates of 98% still fell short the numbers really needed "prove" tutoring success by connecting it to retention and graduation rates. Recently, our Success Center implemented a single, online tutoring platform, which allowed us to collect in-depth student use data. This data was then analyzed by university data scientist. This presentation explains this collaborative, ongoing research and analysis process, the successful results, and emerging definitions center success as shaped by data infused stories.
10:00am-10:50am Shawnee - Cherokee	**Social Media From Scratch: A Recipe for Success!** *Elizabeth Berry*-In this session, the presenters overview their restructuring and revamping of the University of North Texas Learning Center's social media strategy. This newly established approach moved social media from an afterthought to both a valuable marketing tool and a way to showcase the department's successful student leaders. This presentation overviews the steps, missteps, and research involved in developing a social media plan from scratch.
10:00am-10:50am Aqueduct	**Procrastination: The Thief of Academic Success** *Zeina Ghoul*-In the age of instant gratification, college students are procrastinating now more than ever. Procrastination is "the voluntarily delay of action on academic tasks despite expecting to be worse off for that delay" (Steel, 2007). Often times, procrastination is a cycle that leads to a host of impairments including a decreased learning achievement, student retention, and quality of life. While researchers have found differences in why students procrastinate, it is agreed that low self regulation is a key component. With research-based techniques including mindfulness, self-awareness, mental rehearsal, and accountability groups, college students can better manage procrastination and increase their academic success.

Conference Schedule

SUNDAY, OCT 6 Concurrent Sessions	
Time/ Location	**Event**
10:00am-10:50am Iroquois	Vendor
10:00am-10:50am Pimilico	**Creating Standards for a Respectful Learning Center Community: A Proactive Approach** *Abe Saunders-*It is possible that a student, while using your services, may behave in a manner that is not respectful nor conforms with your learning center's expectations and values. To what extent is your organization proactive in safeguarding against incidents of harassment and/or bias? This session will provide concrete action steps taken by one learning center and make a case for the importance of taking time to ensure your peer tutors/student leaders can feel prepared, supported, and empowered to effectively manage these difficult scenarios.
10:00am-10:50am Belmont Round Table	**Gathering Your Imput: Lets Talk NCLCA Professional Development** *Diana Garland -*Share your ideas on how NCLCA can provide you with the professional development you and your staff are seeking. NCLCA wants to be your professional development provider.
10:00am-10:50am Gulfstream-Hiale Rapid Fire	**Big Learning Center, Small Staff: Creative Ways to Boost Student Success** *Kaitlyn Crouse-Machcinski-*The Learning Assistance and Resource Center (LARC) at WCUPA employs over 100 tutors in 50 subjects. There is only three professional staff members: the director, assistant director, and department secretary. With much work, the professional staff needs to be creative in delegating. One way they do this is the use of Peer Tutor Coordinators, a leadership position that veteran tutors can apply for. In addition, there are Graduate Assistants and Interns on the staff. This is a win-win for all involved, because the professional staff is able to prioritize and delegate work and the students gain leadership skills and experience.
10:00am-10:50am Gulfstream-Hiale Rapid Fire	**The Study Plan Consultant program: Inexpensive and Effective Coaching** *Yve Solbrekken-*The Study Plan Consultant program is an extremely economical and effective program that provides students with the tools to structure their studying and a plan to prepare well for exams and papers. The SPC program is unique in that everybody loves it: students, advisors, professors, administrators. Get a lot of bang for your buck by putting such a program in place at your institution (of any size!)

Conference Schedule

SUNDAY, OCT 6 Concurrent Sessions	

Time/ Location	Event
10:00am-10:50am **Keeneland**	**LCE Certification** *Laura Sanders*-Are you looking for recognition for your excellent learning center? Join Laura Sanders as she discusses the process to earn and the benefits of NCLCA's Learning Center of Excellence.
11:00am-11:50am **Theatre**	**Racing Toward Success with Online Tutoring** *Julie Hohmann*-Imagine using your own tutors to provide online tutoring… With recent technological advancements, an increasing number of learning centers are experiencing the benefits of online tutoring. One Learning Center director will share best practices for implementing an online tutoring program that benefits ALL tutors and students. Developing partnerships, moving to a free, user friendly, academic focused platform, as well as adjusting training and outreach, increases the successful utilization of online tutoring.
11:00am-11:50am **Oaks**	**Developmental Education Policy Reforms: Implications for Learning Centers** *Russ Hodges; Michael McConnell; Christie Hill-Troglin Cox; Rene LeBlanc*- Multiple-level, noncredit courses implemented to ameliorate problems with students' poor academic preparation have been the target of much criticism as student outcomes have not met expectations in terms of student persistence, retention, and certificate and degree completion. As a result, developmental education (DE) has been under scrutiny as many have called for reform efforts. By examining recent legislation, documents, and mandates, researchers collected recent data from all 50 states. This session highlights the current landscape of DE policies through a state-by-state snapshot. Participants will gain a better understanding of policies being implemented
11:00am-11:50am **Derby**	**Leading and Leaving with Grace: Structuring Effective Transitions of Power** *James Breslin; Kristen Wallitsch*- The pressures on learning center leaders to enhance student success and develop innovative programs and services are only intensifying in higher education. While each learning center team member is critical to the unit's efficacy, learning center leaders' portfolios require broad and deep knowledge of theory and research, emerging practices, and campus contexts. Leadership transitions can be immensely disruptive or an opportunity for renewal, reinvigoration, and rededication to the work we love. Engage with two presenters who have recently navigated a transition and consider how we are all responsible for creating structures that can thrive independent of us as individuals.

Conference Schedule

Time/ Location	Event
11:00am-11:50am Churchill Downs	**Growth and Development of a Peer Writing & Communications Lab** *Scott McDonald*-Writing support on campus can sometimes present unique challenges between academic units and other support services on campus. This presentation is designed to outline steps that the Student Success Center at the University of South Carolina has taken to develop a Peer Writing & Communications lab in conjunction with the existing Writing Center on campus. Essential partnerships, assessment considerations, peer staffing/training, and more will all be discussed.
11:00am-11:50am Seneca	**Empowering Peer Mentors to Take Charge and Learn to be Leaders** *Donald Pearl; Justin Boone*-Experienced students are a valuable source of mentorship and supervisory assistance in the Center for Academic Success (CAS). We have created an extensive program of training that utilizes experienced student staff to provide mentorship for incoming student employees that allows the professional staff to devote more time to administrative work and allows two full time professionals to effectively supervise the more than 120 students who work in CAS. This enables CAS to direct more funds to direct student support in the form of additional tutors and PLUS leaders. This also develops the supervisory and communication skills of the peer mentors.
11:00am-11:50am Shawnee - Cherokee	**Paths to Becoming a CLADEA Fellow** *Johanna Dvorak; Jacqueline Harris; Jan Norton*-Want to make a difference in our field? The CLADEA Fellows Award represents the highest level of achievement in college learning assistance. It is awarded by the Council of Learning Assistance and Developmental Education Associations (CLADEA). As one of six association members, NCLCA can nominate one individual every two years for this award. Only 58 members have received this award since its inception by Martha Maxwell in 1998. In this session, two CLADEA Fellows, nominated by NCLCA, will share their paths toward becoming a CLADEA Fellow. Find out more about expectations, requirements, the nomination and selection process for this achievement.
11:00am-11:50am Aqueduct	**Leadership in Learning Centers** *Megan McClure; Mike Dvoracek*-This session will describe leadership as it relates to learning centers. The relationship between leadership and management will be discussed, as well as what leadership looks like from a 'big picture' perspective. In addition, specific suggestions for engaging in leadership at home institutions will be provided. Suggestions will be applicable for all learning center professionals, independent of job title.

Conference Schedule

SUNDAY, OCT 6 Concurrent Sessions	

Time/ Location	Event
11:00am-11:50am **Pimilico**	**ARC Assessment Week: A Step-by-Step Guide to Running an Annual Assessment Retreat** *Sara Remedios Bloom*-Strong program assessment data is essential to the health of any learning center, equipping staff to strengthen programming and advocate for resources to institutional stakeholders. This session will share a model for leading LC staff through an annual program assessment retreat, including what questions to ask, how to clean and prepare data, how to compare growth year-over year, how to productively frame team discussions, and how to package and share results.
11:00am-11:50am **Belmont**	**If You Build It, They Will Come: How to Foster Buy-In For Graduate Academic Coaching** *Olivia Fitch*-Though students at all educational levels benefit from academic coaching, it is consistently underutilized at the graduate level (Lehan, Hussey, and Shriner, 2018). I use my three years of experience developing a graduate academic coaching program as the springboard for discussion. -We start by elucidating common obstacles to graduate academic coaching utilization. -We discuss how conducting periodic need's assessments promote on-boarding of graduate faculty, and -How early exposure to resources promotes graduate student utilization.-We discuss how to customize services to your student population. Finally, we close with techniques to update and assess your services to maintain stakeholder buy-in.
11:00am-11:50am **Gulfstream-Hialeah** **Rapid Fire**	**"No One is Successful Until We All Are Successful" Ways to Help at Promise Students Survive and Thrive in College** *Renee Henton*- Advisors discuss various methods used on how to support students of color, non-traditional students and students who speak languages other than English be successful in college. Some of these methods include hosting monthly activities for women and men's groups and providing positive affirmations for the students.
11:00am-11:50am **Keeneland**	**Peer Tutoring (PT) Connection: Campus Collaboration at its Best!** *Kathy Friedenreich, Tamara Bowden and Kristine Ball* -As learning center professionals, we know the positive impact that results when we connect with others who strive to attain similar goals, exceed expectations, and improve upon existing services. At Auburn University we chose to formalize collaboration among campus entities that provide tutoring and other course-support initiatives and services. This interactive session will describe the evolution and progression of Auburn University's "PT Connection," designed to bring together key players across a large campus who coordinate and manage peer tutoring and academic support services. Monthly meeting agendas include, among other topics, key trends, policies, procedures, training initiatives, and assessment options.

Conference Schedule

Time/ Location	Event
SUNDAY, OCT 6 Concurrent Sessions	

Time/ Location	Event
12:00pm-1:30pm **Regency Ballroom**	**Awards Luncheon**
1:40pm-2:30pm **Seneca**	**Developing GRIT: Helping Students Gain Resilience, Inspiration, and Tenacity** *Tyler Laughlin; Brittney Oliver-*A major obstacle for student success is overcoming previous failure. That's because failure can cause students to assume a self defeating mindset. GRIT is a workshop we created to help students on academic probation overcome a self-defeating mindset and develop a healthier attitude toward failure—that it is just an event that can actually bring out the best in us. This session will describe the creation of the GRIT workshop, provide a brief overview of the content covered in it, and share some of our takeaways based on feedback from students.
1:40pm-2:30pm **Shawnee-Cherokee**	**Focusing on Student Success through Reorganization and Transition** *Cynthia Perry-*With new initiatives focused on student success at a Tennessee community college, The Learning Center (TLC) has been reorganized and relocated from the academic affairs division to a new student success division. This transition has required TLC to maintain its connections with faculty members, but also to build relationships within the new division and partnerships across campus. Learning center personnel effectively communicate the center's importance in student success, as well as position the center as a major contributor to the college initiatives. Attendees will engage in discussion about positioning their own centers as critical contributors to student success efforts.
1:40pm-2:30pm **Aqueduct**	**Leading your Center through Change** *Katie Dufault-*Transitions and change aren't just a challenge for the students our learning centers support – they can also be a challenge for our staff. Learning center directors are rarely trained in change management but are often faced with leadership challenges around change. This session will cover Bridges' Transition Model and lessons learned on how it applies to learning centers going through transitions**.**
1:40pm-2:30pm **Iroquois**	**Vendor**

Conference Schedule

SUNDAY, OCT 6 Concurrent Sessions	
Time/ Location	**Event**
1:40pm-2:30pm **Pimilico**	**The Race Starts Here: Strategies for Marketing Your Learning Center** *Rachel Jenkins-*Learning centers must have a well defined mission and multiple channels to share that mission with campus partners. Under current leadership, UT Austin's Sanger Learning Center (SLC) has rebranded itself with a clearer, more inclusive, and more positive message to students, staff, faculty, and administrators. SLC marketing has become more strategic and targeted as we endeavor to share our resources across an increasingly decentralized campus.
1:40pm-2:30pm **Belmont**	**Academic Recovery Plan for At-Risk Students** *Julie Clevenger, Jamie McCoy-*Students facing reentry to college following academic suspension face numerous challenges in order to return to good academic standing. The Academic Recovery Plan (ARP) was developed as a way to address the academic and life obstacles that many students face when trying to return to school. The (ARP) is a cross departmental program that is relatively easy to administer yet produces positive results. This session will provide the history and development of the ARP program, the various people involved, walk through of how the program works including documentation and skill enhancement areas, and an examination of our institutions longitudinal data.
1:40pm-2:30pm **Gulfstream-Hialeah**	**NCLCA and CLADEA - ACTP**

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Conference Schedule

Time/ Location	Event
1:40pm-2:30pm **Keeneland**	**Cancelled**
2:40pm-3:30pm **Theatre**	**Helping Students Cross the Finish Line with Online Services** *Ana Mack-*The Student Academic Resource Center (SARC) at the University of Central Florida (UCF) has incorporated online solutions to respond to the challenges of becoming more accessible and serving a larger student population. This presentation will provide an overview of the various online learning initiatives developed at UCF, including online tutoring and Supplemental Instruction (SI), access to review sessions via live streaming, and other synchronous and asynchronous learning support services available on demand 24/7.
2:40pm-3:30pm **Oaks**	**Incorporating Reflection into Peer Coaching Roles** *Shruti Nelson-*This session will discuss the implementation of a Reflection Project in the Peer Success Coaching program at Purdue University. Students respond to a weekly discussion post and meet with a group of their colleagues to discuss questions about their academic coaching relationship with their peers, guided by the discussion post. The project has helped foster camaraderie among coaches and encouraged them to work together to share best practices for working with the students they coach. Participants will leave the session with an understanding of how they can use reflection-based training models in their own student leader programs in learning centers.
2:40pm-3:30pm **Derby**	**Positionality, Power, & Impacting Success: Leveraging Students as Colleagues** *James Breslin; Maryann Kope-*Contemporary learning centers rely on student-staff to deliver services, promote our programs, and connect with their peers, and yet we as professionals have a dearth of models about how to maximize these relationships. A team of scholar practitioners have developed a new conceptual model for how we make sense of our relationships with the students who work in our centers. This session examines this model, data from a survey about current attitudes in the field about student-staff, and a includes discussion on the ways that shifting our paradigms and attitudes around positionality and power can lead to greater success for all.

Conference Schedule

Time/ Location	Event
2:40pm-3:30pm **Belmont** **Round Table**	**Devising, Implementing, and Assessing Diverse Supports to Create Student Success in Developmental Math** *Daniel Buffone*-This roundtable discussion will focus on three major concepts, 1) defining developmental math 2) use of formal interventions such as supplemental instruction and peer-led team learning 3) creating a culture of study by incentivizing learning. Through defining developmental math, we would explore curricula and understand the impact of these courses on future student success. Our development of both supplemental instruction and peer-led team learning we will discuss communication requirements between departments, common setup and implementation struggles, support benefits, and overall student outcomes. Lastly, we will explore how to develop a culture of math study via exam review and corrections.
2:40pm-3:30pm **Gulfstream-Hiale**	**Professional Development in Student Success and Doctoral Study in Developmental Education** *Patrick Saxon, Sam Houston State University, NOSS* Student success has advanced in research, scholarship, and professional development opportunities. This session will cover the recent transition of the National Organization for Student Success (formerly NADE) and provide information on graduate study in developmental education leadership and the SHSU fully online doctoral program in Developmental Education Leadership.
2:40pm-3:30pm **Keeneland**	**The Track Can Be Muddy** *Kathryn Zepeda*-Sometimes the track to success can be a muddy one. Using a holistic approach, our coaching staff works diligently to meet the students who are struggling on their terms, allowing the student to reflect and acknowledge their part in their lack of success. We are the "Cheer Leader" the positive force, and sometimes we are just an ear for them to vent. We work with students to help them figure out what they need, not what we think they need. This presentation will bring forward the interventions and coaching methods that are used at Texas A&M University San Antonio.

Conference Schedule

SUNDAY, OCT 6 Concurrent Sessions	
Time/ Location	**Event**
3:40pm-4:30pm **Theatre**	**Affiliate Meeting - Florida** This is a time for the affiliate groups to get together feel free to join a group that represents your location. Or join Michael Frizell as he discusses how affiliate groups get started.
3:40pm-4:30pm **Oaks**	**Affiliate Meeting - Louisiana** This is a time for the affiliate groups to get together feel free to join a group that represents your location. Or join Michael Frizell as he discusses how affiliate groups get started.
3:40pm-4:30pm **Derby**	**Affiliate Meeting - Maryland** This is a time for the affiliate groups to get together feel free to join a group that represents your location. Or join Michael Frizell as he discusses how affiliate groups get started.
3:40pm-4:30pm **Churchill Downs**	**Affiliate Meeting -**
3:40pm-4:30pm **Seneca**	**Affiliate Meeting - Ohio** -This is a time for the affiliate groups to get together feel free to join a group that represents your location. Or join Michael Frizell as he discusses how affiliate groups get started.
3:40pm-4:30pm **Shawnee - Cherokee**	**Affiliate Meeting - Southeastern** This is a time for the affiliate groups to get together feel free to join a group that represents your location. Or join Michael Frizell as he discusses how affiliate groups get started.
3:40pm-4:30pm **Aqueduct**	**Affiliate Meeting - Texas** This is a time for the affiliate groups to get together feel free to join a group that represents your location. Or join Michael Frizell as he discusses how affiliate groups get started.
3:40pm-4:30pm **Iroquois**	**Affiliate Meeting - Utah** This is a time for the affiliate groups to get together feel free to join a group that represents your location. Or join Michael Frizell as he discusses how affiliate groups get started.

Conference Schedule

Time/ Location	Event
SUNDAY, OCT 6 Concurrent Sessions	
3:40pm-4:30pm **Pimilico**	**Affiliate Meeting - Wisconsin** This is a time for the affiliate groups to get together feel free to join a group that represents your location. Or join Michael Frizell as he discusses how affiliate groups get started.
3:40pm-4:30pm **Belmont**	**Affiliate Meeting - Missouri** This is a time for the affiliate groups to get together feel free to join a group that represents your location. Or join Michael Frizell as he discusses how affiliate groups get started.
3:40pm-4:30pm **Gulfstream-Hiale**	TBA
3:40pm-4:30pm **Keeneland**	**How to Organize a new NCLCA Affiliate** *Michael Frizell-*This is a time for the affiliate groups to get together feel free to join a group that represents your location. Or join Michael Frizell as he discusses how affiliate groups get started.

THE NCLCA 2019 ELECTION COMMITTEE IS PLEASED TO ANNOUNCE
— **THE RESULTS OF THE 2019 ELECTION...** —

VICE PRESIDENT | **LINDY COLEMAN**
MARKETING OFFICER | **WILLIAM J. NEATER III**
PUBLICATIONS OFFICER | **AMY CATON**
RECORDING SECRETARY | **STEPHANIE HOPKINS**

— **C O N G R A T U L A T I O N S !** —

Conference Schedule

SUNDAY, OCT –NIGHT ON THE TOWN	
Time/ Location	**Event**

5:00pm-8:00pm

Night On The Town

Cuvee Wine Pairing Dinner - Our exceptional dinner and wine pairing will delight your taste buds and expose you to award-winning wines by master sommelier, Scott Harper (one of only 230 master somms in the world!).

5:00pm-8:00pm

Night On The Town

Cooking at the Cottage Learn to prepare culinary masterpieces from our nationally-renowned chefs that emphasize local cuisine and Southern hospitality.

9:00pm-11:00pm
The Spire

Hospitality Suite

Conference Schedule

Time/ Location	Event
7:30:00am-8:00am **2nd floor**	**Registration Desk Open**
Ballroom **7:45:00am-8:45am**	**Breakfast & Business Meeting**
9:00am-9:50am **Gulfstream-Hiale**	**Revving Up Peer Coaching: Training Peer Tutors a Academic Coaches** *Jered Wasburn-Moses; Wanda Crawford; Robin Theobald*-Peer academic coaching programs are an increasingly common resource in institutions' efforts to improve retention. Coaching programs focusing on academic success began in the early 2000s, with 85% starting after 2005 (Robinson, 2015). Just this past year, the ATP was renamed to the ACTP to highlight a new focus on (academic) coaching. While most schools still rely on professional or graduate-student coaches (Robinson), the presenters' institution trains experienced undergraduate tutors and writing consultants to fill this additional role. This session will detail their institution's program, focusing on the training curriculum: its structure, content, delivery and assessment.
9:00am-9:50am **Oaks**	**Using Alternative Quantitative and Qualitative Methods to Assess the Impacts of Supplemental Instruction** *Nisha Abraham*-While Supplemental Instruction (SI) is an internationally recognized program with an inherent assessment method (DFQW% rates), we are interested in finding alternative mixed methods of assessment. Research on SI is challenging, as some aspects include attendee self-selection, resistance to peer and collaborative learning, and variation of professor involvement, marketing, SI leaders and materials. The SI program at the Sanger Learning Center has used more efficient attendance collection, database management systems, student demographics, and course data to try new methods of assessment. We have been able to publish our findings, improve the program and hope to share our process.
9:00am-9:50am **Derby**	**Story Telling with Data: Capturing the Power of a Story for a Communication Win** *Gary Ritz;* Jen O'Brien; Kevin Lema-We hear all the time about "telling our story" - but what does that mean? Are we doing it? How can we do it better? By using the idea of "assessment story telling", learning centers may be able to communicate assessment data in a better way compared to just sharing raw data. This interactive session will begin to explore using our assessment data and everyday experiences to better tell our learning center stories to internal and external audiences.

Conference Schedule

MONDAY, OCT 7 Concurrent Sessions	

Time/ Location	Event
9:00am-9:50am **Churchill Downs**	**Winning the Triple Crown: Building Cohesion across Tutoring, Supplemental Instruction, and Writing Support** *Lindsay Singh; Kelsey Fischell; Gail MishlerIn* July of 2018, FGCU's Writing Center officially merged with the Center for Academic Achievement, the learning center at FGCU. In the months that followed, the tutoring services Coordinators worked to merge their pre-existing processes. A key example of our merger efforts was our work to develop a new training initiative that would address the unique needs of each area: Tutoring, Supplemental Instruction, and Writing Support. Using the CAA's pre-existing CRLA framework, we worked to develop a training and tutoring process that would both create uniformity across our three services and create a more cohesive experience for tutees and tutors.
9:00am-9:50am **Seneca**	**The Race Isn't Won Until the Analysis is Done: Calculating ROI and other vital information for your center** **Martin Golson-**Learning Center Directors need to be able to clearly articulate the effect their programs have on students, departments, and the university. This session will show how to collect, analyze, and present data, including ROI and Course Risk Factor in order to facilitate data-driven decisions on campus.
9:00am-9:50am **Shawnee-Cherokee**	**Out Of The Gate, And Into The Lead: How e-Learning Can Help You Win The Race** *Mark Woolwine-*Did you know that the term e-Learning has only been around since 1999? How about the fact that e-Learning is one of the fastest growing industries in the world? Shockingly, e- Learning has grown by 900% since 2000. I would suffice to say that e-Learning is here to stay. What is e-Learning? E-learning can include a lot of various types of content. Most types of e-learning have a few things in common: 1). They're self-paced, so that learners can dictate how and when they go through content, 2). They're interactive, allowing learners to do more than just read through text. In this session we will discuss the use of e-Learning in college learning centers and ways that your learning center can begin to implement and create interactive and highly creative e-Learning for both the tutors (tutor training) and students**.**

Thoughts on Education

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

   -Vince Gowmon

Conference Schedule

Time/ Location	Event
MONDAY, OCT 7 Concurrent Sessions	
9:00am-9:50am Iroquois	**Racing Toward Collaboration: Effective Strategies for Implementing Intercampus Partnerships** *Dana Talbert* -Collaboration amongst higher education is emerging as a powerful means of providing effective services and supporting students' educational experiences. While collaboration has become more common than ever, higher education professionals still face challenges in building sustainable and mutually beneficial relationships. This presentation offers insight on collaborating with both academic and student affairs. Attendees will learn about strategies for establishing intercampus collaborations as well as understanding the potential impact of those efforts. This presentation will also cover who the Student Success Center's early alert program collaborates with at UofSC and share example materials to aid in your own future collaboration efforts.
10:00am-10:50am Gulfstream-Hiale	**Meeting Online Students Where They Are: Remote Support Options for a New Age in Higher Education** *Elizabeth Berry*-The University of North Texas Learning Center is on a mission to better serve our ever-growing online and non-traditional populations. Many initiatives have been designed to accommodate students' busy schedules through personalized support, asynchronous services, and engagement through live-streaming and social media. As part of the presentation, we will also address programs that don't translate well to an online format and how we manage them. Highlighted services include: a hybrid model of SI sessions, a newly-designed Speed Reading course hosted in Canvas, targeted course intervention, and a new approach to our Early Alert Response System, among others.
10:00am-10:50am Oaks	**Baby Huey to Seattle Slew: Using a Small Budget to Champion Student Success** *Lara Vance*-EKU's Student Success Center is a one stop location not only for students to receive tutoring and mentoring services but also to ask questions about the wide variety of issues that impact them, including financial issues, counseling needs, food and housing insecurity, etc. The birth of the SSC, however, started three years ago with no funding and one employee in a microfilm room. Since then, we have logged over 25,000 student visits. Find out how we developed our mission, our partnerships, found funding, and marketed our services. Ideal for new learning centers and learning center administrators.

Conference Schedule

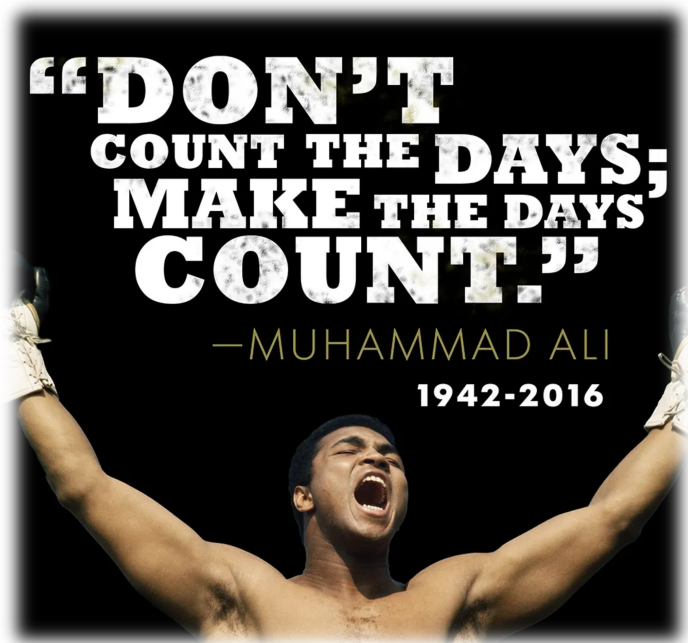| MONDAY, OCT 7 Concurrent Sessions	
Time/ Location	**Event**
10:00am-10:50am **Derby**	**Maximizing Resources: Appointment Cancellation Research and Policy** *Marc Howlett*-With constrained budges, learning center administrators must "do more with less." Maximizing the time center tutors and coaches spend working with students is one method for increasing efficiency and impact. For centers with appointment based services, cancellations and no shows often reduce the amount of direct service to students. This session presents results of original empirical research on cancellations of peer tutoring and academic coaching appointments. Additionally, the session provides an overview of learning center cancellation policies to help build a foundation for connecting empirical research, learning center data, and policy.
10:00am-10:50am **Churchill Downs**	**Winning the Race by Finding Willing Campus Partners** *Joel McGee*-Most learning centers do not have adequate staff or resources to impact all of the students who need assistance. This session will discuss ways our center is able to extend our "reach" by helping facilitate campus partners (advisors, faculty, learning communities, and student affairs offices) to provide academic support services.
10:00am-10:50am **Seneca**	**"I Didn't Have To Study In High School": Structuring Effective Conversations for Student Success** *Shruti Nelson; Karen Jacobsen; Mary Grace Terhaar*-"I don't have time to study." "I studied for hours and still got a D." "When am I ever going to use this class?" As learning center professionals, we hear these struggles every day from students and want to support them as best as possible. In this interactive presentation, we will share how to build relationships with students who are facing academic challenges such as time management, effective studying, and avoiding procrastination. Participants will walk away with innovative ideas for structuring meaningful conversations to foster student success.
10:00am-10:50am **Shawnee - Cherokee**	**Transform Your Tutor Curriculum: Simple Tweaks With Big Learning Payoffs** *Melissa Sprock; Gretchen Wegner*-Students are arriving at college with alarming study skill deficits. As learning centers, how do we prioritize an overwhelming amount of best practices in order to fill these gaps? What are the most efficient ways to teach simple, actionable skills that improve student performance and grades? Learn how one college, in collaboration with a unique academic coaching program, did just that. After revamping its learning center, tutoring requests are up 244% and the center continues to grow. Come learn about this practical partnership, and walk away with a list of simple tweaks that provide big payoffs in student learning.

Conference Schedule

MONDAY, OCT 7 Concurrent Sessions	

Time/ Location	Event
10:00am-10:50am **Iroquois**	**Come Play! How to Use Experiential Education to Make Peer Educator Training Fun & Memorable** *Rebecca Tedesco* -Let's play! Learn how to transform your tutor, mentor, or SI training using experiential education. Participants will leave with sample curricula and a list of free or inexpensive xperiential training tools. The presenter will model creative techniques for putting trainees in groups, cultivating self-reflection, and activities for building your team.
11:00am-11:50am **Gulfstream-Hiale**	**#Relationshipgoals: Embedding Academic Coaching into the Classroom** *Rachael Deel - Julie Visor Graduate Student Award; Bailey Ubellacker;* Chance Davenport; Julie Bradley-In the current landscape of increasing enrollment for underprepared students in 4-year institutions it is critical that learning centers engage in innovative best practices to support students and leverage resources already at their disposal. The goal of this session is to provide an overview and evaluation of our institution's journey towards an embedded academic coaching model within our Academic Preparation Program (Math, Reading, and Writing Developmental Education). Evaluation of the first year will include compliance data, course success, retention, as well as reflections from course instructors and academic coaches. Successes, challenges, and directions for the future will be discussed.
11:00am-11:50am **Oaks**	**Removing the Stigma of Receiving Help Using Academic Mentors** *Fredrick Holloman; Donald Pearl*-Students identified needing academic support the most are often hesitant to ask for or enthusiastically receive it, as this tends to reinforce a power dynamic that places the student in a dependent role and the professional in a superior role. For many students, especially those considered first-generation or low-income, academic support under the traditional framework increases stigma and lowers self-esteem. The new structure emboldens students who ordinarily would be on the receiving end of academic support to serve as producers of support and as a result, the new role makes it easier for them to receive help from the professional.
11:00am-11:50am **Derby**	**Enhancing Student Success Through Skill Stops** *Sarah Sanders*-How do we help students grow as learners to build study skills while in college? One of the things that CASA has implemented is Skill Stops. Skill Stops are sessions that students attend to brush up on study skills or learn new steps to make their college career successful. The presenter will discuss the types of Skill Stops that CASA offers as well as presentation tools to use for Skill Stops. This interactive presentation will involve group discussion as well as a question and answer session to provide the tools necessary to begin or enhance Skill Stops in learning centers.
11:00am-11:50am **Churchill Downs**	**Data is as Data Does - Examining Data Collection and Analysis** *Robert Jordan*-Behind every successful learning center is a constant stream of data that is vital to the ong-term success of a program. Proper data analysis is used to justify budget requests, show successes, and, to show what areas of a program need to be reevaluated. This presentation will discuss important types of data and examine ways to analyze that data. It will discuss the differences between positive and negative outlook data and the most effective way to present each. The usage of statistical software such as SPSS/SAS/R-Studio/Excel will be discussed and group discussion on important statistical tests will close the presentation.

Conference Schedule

Time/ Location	Event
11:00am-11:50am Seneca	**Effective Academic Coaching to Help Students Win in STEM** *Gloria Thomas-*Courses in science, technology, engineering and mathematics (STEM) are often challenging environments for novice learners. However, learning assistance professionals can help students build effective strategies in STEM by evaluating existing student learning behaviors, identifying thought patterns that limit learning, and help students understand the expectations for critical thinking in STEM courses. Metacognitive strategies gleaned over a 16-year career teaching college-level chemistry and supporting student development in STEM will be shared, including resiliency, growth mindset, learning the process, and building mental and visual models.
11:00am-11:50am Shawnee - Cherokee	**NCLCA, CLADEA - NCDE - TBD**

Night on the Town

NOTTs
(Night On The Town)
NCLCA 34th Annual Conference
Louisville, KY

Saturday, October 5

Sour Mash Tours

An exclusive event that begins with a private, catered dinner at Feast BBQ and continues with a guided experience of bourbon flights at two premier bourbon bars.

Time:	5:00PM - 8:00PM
Price:	Event: $65 Transportation: $14
Register:	bit.ly/SourMashNOTT
Openings:	20

Mary Miller Riverboat Cruise and Dinner

A two-hour cruise on the Ohio River serves as the perfect antidote to the hustle and bustle of everyday life. Includes a delicious dinner!

Time:	6:00PM - 9:15PM
Price:	$45
Register:	Via NCLCA PayPal
Openings:	50

Sunday, October 6

Cuvee Wine Pairing Dinner

Our exceptional dinner and wine pairing will delight your taste buds and expose you to award-winning wines by master sommelier, Scott Harper (one of only 230 master somms in the world!).

Time:	5:00PM - 8:00PM
Price:	$100 incl. Transport.
Register:	Via NCLCA PayPal
Openings:	25

Cooking at the Cottage

Learn to prepare culinary masterpieces from our nationally-renowned chefs that emphasize local cuisine and Southern hospitality.

Time:	5:00PM - 8:00PM
Price:	TBD
Register:	Via NCLCA PayPal
Openings:	28

DYK?!?

Louisville's Mega Cavern is a former limestone mine that boasts 4 million square feet and is home to a zip line ride, bicycle park and storage facilities for everything from documents to yachts. Because of the structural supports, it's classified as a building – a 100-acre building that runs beneath both the Louisville Zoo and Watterson Expressway.

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-Thyer
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

myACTP.com

College Reading & Learning Association

NOSS
NATIONAL ORGANIZATION FOR STUDENT SUCCESS

National Center for Developmental Education

National College Learning Center Association

2019 Awards Luncheon

Frank L. Christ Outstanding Learning Center Award

2 year:
Academic Support Services Centers
Hudson County Community College

4 year:
Learning Assistance and Resource Center
West Chester University of Pennsylvania

NCLCA President's Outstanding Learning Center Award for Specialized Populations

Kortschak Center for Learning and Creativity
University of Southern California

Lifetime Achievement Award

Elaine Richardson

Innovative Use of Technology Award

First Place

Florida Atlantic University

Patrick Dempsey and Ronald Johnson

"Connecting Students to Success: Developing a Mobile Hot Spot Loan Program to Provide Free Internet to Students"

Second Place
University of Texas Rio Grande Valley
Armando Garza, Juan De La Rosa, and Dr. Roman Sarmiento
"A 21st Century Learning Center Training Program: Incorporating Mixed Reality Simulation Training into Tutor and SI Leader Training"

NCLCA/LSCHE Website Excellence Awards

First Place
Center for Student Progress
Youngstown State University

Second Place
Academic Support
Auburn University

Third Place
The Office of Student Success
Shepherd University

2019 Awards Luncheon

NCLCA Lifetime Achievement Award

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

2019 Recipient:

Elaine Richardson

Elaine Richardson earned her Bachelor of Science in Biology at Memphis State University. She then went on to earn a Master of Science in Dairy Science and later a PhD in Animal Physiology at Clemson University. Elaine began her career in higher education as a Research Technologist at Clemson University in 1972. She soon transitioned to an instructional role, becoming a professor of Animal and Veterinary Science. In 1998, Elaine entered the field of learning support, when she accepted the Coordinator position for Clemson University's CU 101 (University Success Skills). Then, in 2002 she became the Director of Clemson's Academic Success Center, where she served until 2014. Elaine's love for students and for the learning support community led her to NCLCA where she continues to serve. Her contributions to NCLCA include serving as Vice-President, President, and Immediate Past President from 2009-2012; Chair of the committee to develop the Learning Center of Excellence Program from 2010-2014; Co-chair of the NCLCA Webinar program from 2014-2016; Chair of the Learning Center of Excellence Program from 2015-2018; Certification Chair on the NCLCA Board from 2015-2018; and Learning Center of Excellence Review Committee from 2015 to the present. Under Elaine's direction, two of her tutors won the ATP Tutor of the Year Award and one student won the 2006 International Outstanding SI Leader award. Additionally, her learning center has won the International Outstanding Supplemental Instruction Program Award, the NCLCA/LSCHE Website Excellence Award, and the Frank L. Christ Outstanding Learning Center Award. Elaine co-organized and drafted the bylaws for the South Carolina College Learning Center Association. She has devoted her life to serving her students, colleagues, and profession.

Previous recipients:

Frank Christ: 2003

Martha Maxwell: 2004

Carol Cashen: 2005

Charlotte Short: 2008

Johanna Dvorak: 2011

Alan Craig: 2014

Jacqueline Harris: 2017

David Reedy: 2018

2019 Awards Luncheon

KAREN QUINN NCLCA INSTITUTE SCHOLARSHIP
Keri Zenner, Coordinator, Academic Assistance, Office of Academic Success, University of Minnesota Morris.

BRENDA PFAEHLER PROFESSIONAL DEVELOPMENT GRANT

Mary Gallagher research project: *"STEM Identity Narratives of Diverse Women Pursuing a STEM Degree Through Vertical Transfer"*
Awarded to: Diana Garland leadership project: "Kellogg Institute Informing Educational Leaders"

HUNTER BOYLAN RESEARCH SCHOLARSHIP

Mrs. Kaitlyn Crouse-Machcinski: "Utilizing Learning Management Systems in Tutor Training Programs"

JULIA VISOR GRADUATE STUDENT CONFERENCE PROPOSAL AWARD
Awarded to: Rachael Deel, for "#Relationship goals: Embedding Academic Coaching into the Classroom"

Tyler Kern, for "Academic Coaching: A Holistic Approach Achieved by Networking Across Campus"

Learning Center of Excellence

Rinella Learning Center at Miami University

October 2019 - December 2022

Center for Academic Success at Louisiana State University

January 2019 - December 2023

Academic Success Center at Texas A & M

January 2019 – December 2023

Learning Center Leadership Certification
Lifetime Certification

Gary Ritz, 2018

Lauren Hensley, 2018

Jennifer Bebergal, 2019

Valerie Balester, 2019

Learning Center Leadership Certification

New LCLC Certifications Since 2017 Conference

Level 1

Cody Cassiday (December 2017)

Geselle Coe (July 2018)

Varlene Patricia Hartley (September 2018)

Kristen Horton (December 2017)

Level 2

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)

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

NCLCA President's Outstanding Learning Center Award for Specialized Populations
The purpose of the NCLCA President's Outstanding Learning Center Award for Specialized Populations is to give national recognition to the work done by learning centers that provide learning services to a limited specialized population and to foster their future growth and development.

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.

NCLCA Learning Center Collaboration Grant
The purpose of the NCLCA Learning Center Collaboration Grant is to provide financial assistance for at least two learning center professionals from two separate post-secondary institutions who will collaborate and share the load of conducting research or the development of program initiatives.

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.

Karen Quinn NCLCA Institute Scholarship
The purpose of the Karen Quinn Scholarship is to provide an opportunity for professionals in their first two years of working in a learning center to receive financial assistance for professional development in greater depth.

NCLCA emergency Relief Grant
The purpose of this between $500-$1000 grant is to help learning centers who have suffered due to a natural disaster replace material quickly.

Learning Centers of Excellence Certification
This certification is designed to Promote professional standards of excellence for learning centers; recognize the need for flexibility and inclusiveness in meeting these standards; encourage centers to develop, maintain and assess quality programs and services to enhance student learning; honor the history of established and unique centers; and to celebrate the outstanding achievements of centers that meet and exceed these standards.

NCLCA Glossary

| Term	Definition
ACTP	**ACTP (Association for the Coaching and Tutoring Profession) Formerly Association for the Tutoring Profession** (CLADEA organization): Their mission is to provide a communication platform linking tutors, tutor coordinators, and administrators who are committed to the development of the independent learner.
Awards Banquet	Luncheon (included as part of your registration fee) with speakers to honor those members who have won various grants and awards from NCLCA.
Board Meeting	NCLCA Executive Board meetings generally take place once per month via teleconference, online, or in person. The board also meets at the annual conference.
Breakfast	FREE to you! Breakfast at the conference is an opportunity to meet conference attendees and presenters, and of course, to munch muffins and fuel up on coffee. Breakfasts are often sponsored by exhibitors.
Brenda Pfaehler Professional Development Grant	The purpose of the NCLCA Brenda Pfaehler Professional Development Grant is to foster the professional growth of our members. It will be awarded to members of NCLCA to assist in research, leadership, and/or curriculum innovation. Each year, NCLCA sets aside $1,000 to fund one or more projects.
CLADEA	**Council of Learning Assistance and Developmental Education Associations**: CLADEA serves as a clearinghouse for shared information and collaboration among professional associations in the field. Our mission is "to foster mutual support among national and international organizations dedicated to postsecondary learning assistance or developmental education" (www.cladea.net). Representing thousands of professionals on CLADEA are six member organizations: ACTLA, ACTP, CRLA, NCDE, NCLCA, NOSS
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	**College Reading and Learning Association** (CLADEA organization): Their purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members.

NCLCA Glossary

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	**International Writing Centers Association**: This organization was founded to foster communication among writing centers and to provide a forum for concerns.
Julia Visor Graduate Student Award	All graduate students who present at the NCLCA annual conferences are eligible for this award. A total of $200 is available for the award which is intended to encourage graduate student participation by helping to cover travel related expenses.
LCLC	**Learning Center Leadership Certification:** Available only through NCLCA, this certification provides validation and credentialing of individuals' expertise in leadership in the field of learning assistance. With the ability to apply at any of four levels, the LCLC is suitable for individuals ranging from little or no experience and expertise in the field to those with extensive knowledge and ability.
Learning Center	NCLCA defines a learning center as a place where students can be taught to become more efficient and effective learners. Learning Center services may include tutoring, mentoring, supplemental instruction, academic and skill-building labs, computer-aided instruction, success seminars/programs, advising and more.
Learning Center Website Awards	Co-sponsored by NCLCA and LSCHE, these awards honor learning support centers who have developed outstanding websites.
Lifetime Achievement Award	This award honors a learning center professional is honored who has contributed an extraordinary amount of service to the learning center profession, including research, publications, service, and leadership.

NCLCA Glossary

Term	Definition
LSCHE	**Learning Support Centers in Higher Education**: On this web portal, you can review the history of learning support centers in higher education along with relevant definitions of learning assistance and many other supportive articles. It's searchable too!
NCLCA Members' Meeting	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.
NOSS (*formerly NADE)*	**NOSS (National Organization for Student Success,** (CLADEA organization): Their mission is to assist education professionals in making a positive difference in the lives of students. Formerly the National Association for Developmental Education."
NCDE	**National Center for Developmental Education** (CLADEA organization): Their mission is to improve the quality of practice in the field of developmental education.
NCLCA	**National College Learning Center Association** (CLADEA organization): Our mission is to support learning assistance professionals as they develop and maintain learning centers, programs, and services to enhance student learning at the post-secondary level.
Newsletter	An official publication of NCLCA, the newsletter is issued 3-4 times per year and includes many informational articles and features.
Night on the Town (NOTT)	Options for group dining and entertainment with signup before and during the conference in most cases.
Plenary Session	This session includes the Conference Welcome, Updates, and a Keynote Speaker.
Pre- and Post-Conference Institutes	These workshops are held before and after the official start and end of the conference. They generally last three hours and allow participants to develop their own materials and programs.
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.

NCLCA Glossary

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	*The Learning Assistance Review:* scholarly refereed journal and an official publication of NCLCA.
Welcome Reception	FREE to All! The NCLCA President will welcome all conference attendees. This is a great chance to mingle with people at the beginning of the conference while enjoying light refreshments.
WOWs	NCLCA Webinar and Online Workshop Series.
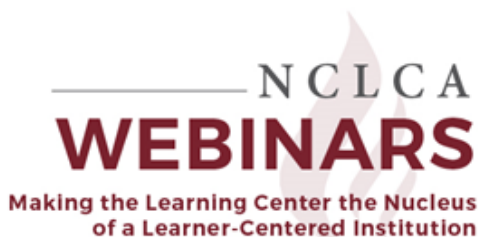
NCLCA supports you during the work day...

Free or for minimal cost, our webinars are an interactive professional development experience allowing you to learn directly from the comfort of your own office or home computer!

All sessions are one hour in length and begin at noon Eastern time. Unless listed otherwise, all webinars are **$100** for an institutional registration for members (up to eight at one computer) or **$250** for a set of three webinars.

- Members pay **$50** (at registration, enter discount code **MBR**)

- Nonmembers pay **$75** (at registration, enter discount code **NMBR**)

For more info on a particular session and to register please go to

https://nclca.wildapricot.org/webinars

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Affiliates

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

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

Missouri College Learning Center Association — An Affiliate of the NATIONAL COLLEGE LEARNING CENTER ASSOCIATION NCLCA

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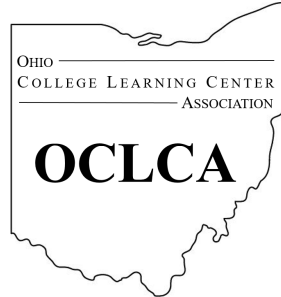
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#LCLCA
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BENEFITS:
· Subscription to NCLCA's journal, The Learning Assistance Review.
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MARYLAND COLLEGE LEARNING CENTER ASSOCIATION

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

We're excited to extend an invitation to you to have a direct impact on our organization by becoming a Founding Member. In addition to our newly elected Executive Board, we need **Founding Members** to get our organization started and prepare for the conference at Salisbury University in April.
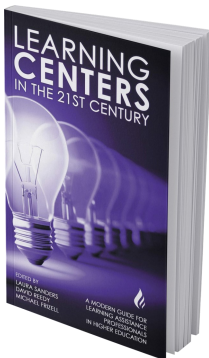
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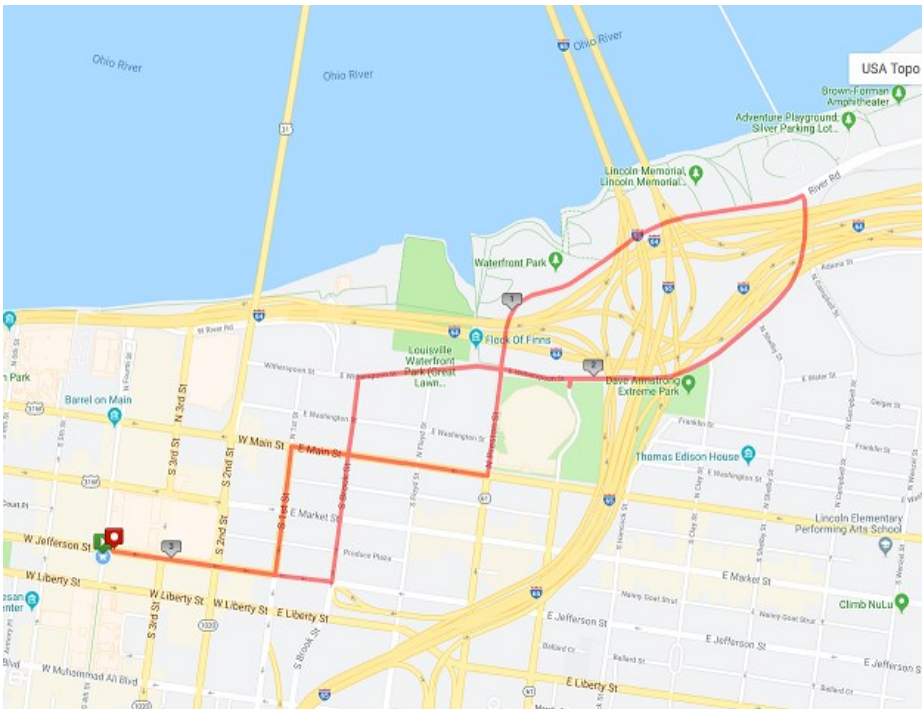
Saturday, October 5, 2019 6:00am -7:00am

Sunday, October 6, 2019 6:00am -7:00am

Learning Centers in the 21st century

This vital collection of essays is designed to guide learning assistance professionals supporting student success initiatives in higher education.

Learning centers at institutions of higher education serve as interactive, academic spaces designed to reinforce and extend student learning in physical and/or virtual environments. These environments offer a wide variety of comprehensive support services and programs to enhance student academic success, retention, and completion rates by applying best practices, student-learning theories, and addressing student-learning needs from multiple pedagogical perspectives.

Sales of the book supports NCLC awards and scholarships
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NOTES:

Join us next year for our 35th Annual Conference in Salt Lake City, Utah!