

NCLCA newsletter

From the President's Desk

Greetings from Chicago! It's been some time since I last had the pleasure of seeing you at the NCLCA conference in Atlanta. One of the delightful perks of the presidency is the opportunity to meet our membership and learn about what you are doing in your centers across the country. Learning center administrators are working harder than ever these days with smaller budgets and pressures for retention. Ever the resourceful bunch, we are rising to the challenge, finding new ways to offer services to students and training to tutors and staff. Online tutoring, blogs, and podcasts are popping up in centers along with innovative tutoring strategies for in-person visits. And if the record-breaking number of proposals to our Memphis conference is any proof, our field is alive with ideas.

One of the responsibilities of the NCLCA president is to work with the Council of Learning Assistance and Developmental Education Associations (CLADEA, formerly ACDEA). Under Hunter Boylan's chairship, the American Council of Developmental Associations changed its name because not all its members (like us, for instance) focus solely on developmental education. Russ Hodges won election as CLADEA's first chair. As NCLCA's voting member, I was able to attend the first meetings of this newly formed organization and participate in the historic formation of its constitution and by-laws.

CLADEA is comprised of five organizations: NCLCA, ATP, CRLA, NCDE, and NADE. Its purpose is to encourage collaboration among its members, provide leadership on policy development, endorse standards of practice and professional ethics, and recognize outstanding contributors to our field, among other things. One of CLADEA's first projects is to gather information on the different professional certifications offered by its members. Jonnie Dvorak chairs this effort and will report on her committee's progress at the next CLADEA meeting in Memphis at our conference.

Executive Board Highlights

NCLCA is a growing organization, and the NCLCA executive board has been hard at work. You may have noticed a few changes to our board. As you might imagine, organizing the conference is a big job, and Tacy Holliday has become conference co-chair, a position that reports to the board. Rachelle Durabi moved into the treasurer position, leaving a vacancy in publications chair. Vacancies are appointed by the president and approved by the board. After a short search, Grant Collins was chosen to fill that position. Grant has an MFA in creative writing, and we are pleased to welcome him to the team.

Our membership is growing steadily. Thanks to the efforts of Tammy Pratt, we are on target to reach 300 members this year and may even surpass that number. With so many new members, Tammy has had to create a new database that coordinates membership needs with the treasurer, the Learning Center Leadership Certification chair, and the conference co-chairs. Add PayPal into the mix, and you have no easy task. Thanks, Tammy, for your innovative work.

*Dedicated to Supporting
Learning Assistance
Professionals*

This Issue

<i>From the President</i>	1
<i>Campus Visit</i>	4
<i>Highlights</i>	5
<i>Student Spotlight</i>	6
<i>NCLCA and ATP Strengthen Ties</i>	8
<i>From the VP</i>	10
<i>Calendar</i>	11

(cont. page 2)

Learning Center Leadership Certification (LCLC) is off and running with new certifications granted every month. Consider becoming certified through NCLCA. As you know, most of us come into this field from diverse, indirect paths. Certification validates your professional expertise and experience and can help you recognize benchmarks and set career goals. Certification is also useful in job searches and promotion efforts.

And of course, we are making plans for next year's conference in Memphis. The call to conference went out a few weeks ago, and registration is now open. Keynote speakers Frank Christ and David Caverly and our ticketed lunch with special guest Dr. Steven Porter are sure to make this year's conference a winner. We are expecting strong attendance, so make your hotel and flight reservations early.

Can't wait until October? The NCLCA Institute is this July in Cleveland, Ohio. The Institute is an intensive professional development experience with leaders in our field who serve as mentors to participants. This year's program is designed for new practitioners. Alan Craig, Penny Turrentine, and Frank Christ will offer their expertise to the group. My first experience with NCLCA was through the Institute. The information I gathered at that Institute gave me a firm foundation for my future work in learning assistance, and I am still in touch with many of my fellow participants. In fact, Travis Ramage, our professional development chair, and Rae Maslana, our Learning Center Leadership Certification chair, both attended that very same Institute. Clearly, the Institute can serve as a springboard to more meaningful involvement with our field and with NCLCA. Registration for this event is also on our Web site.

Even though we're into the summer reprieve, I am still available to you. Please contact me if you'd like to chat about your ideas for NCLCA, research needs, hopes and expectations for the field—just about anything related to our field. If I can't get you the answers, there's usually someone in NCLCA who can. My e-mail address is kranft@jointcommission.org. Many blessings.

◆ *Kate Ranft, The Joint Commission*

The *NCLCA Newsletter* is a quarterly publication of the National College Learning Center Association.

Grant Collins, Editor

Submissions: E-mail articles as Word attachments to gcollins@coastal.edu. Be sure "NCLCA Newsletter Submission" is in your subject line.

What we need: Descriptions of your learning centers, student success stories, profiles of the outstanding tutors, consultants and workers that staff your centers, and strategies for serving students.

Recommended length for all articles aside from brief announcements is 250-500 words.

www.nclca.org

From the Editor

As we move into summer, I know that many of you will be slowing down, but we won't be. Please keep your submissions coming, and if you have submitted something and have yet to hear from me, I will be in touch soon. One last thing: two spaces after a period are no longer necessary. Most word processors add in the extra space. Please help me save my eyesight by only hitting that space bar one time.

◆ *Grant Collins, Coastal Carolina University*

THE WRITING LAB

NEWSLETTER

Promoting the exchange of voices and ideas in one-to-one teaching of writing

The Writing Lab Newsletter is a forum for exchanging ideas and information about writing centers in high schools, colleges, and universities.



Articles focus on challenges in tutoring theory and methodology, handling ESL issues, directing a writing center, training tutors, adding computers, designing and expanding centers, and using tutorial theory and pedagogy.

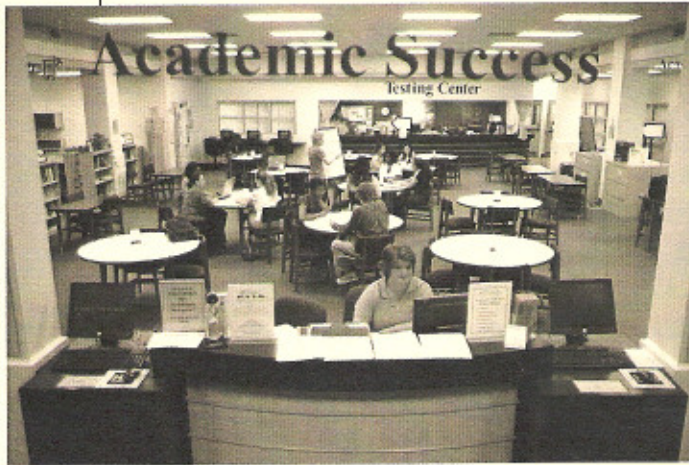
In addition to articles, issues contain conference announcements, book reviews, professional news, and a column by and for tutors. The newsletter is published monthly from September to June.

Edited by Muriel Harris, the Writing Lab Newsletter is a Publication of the International Writing Centers Association and is managed and produced by the RiCH Company.

Subscriptions are \$25 per year. Visit www.writinglabnewsletter.org or call (888)348-6182 for more information

Campus Visit: The Center for Academic Success, Clayton State University

The administration and staff in the Center for Academic Success (CAS) at Clayton State University have been busy these past two years marketing our services and programs. Previously named the Center for Academic Assistance, the center worked with approximately 20% of the Clayton State University student population. Two years ago the center was renamed to de-stigmatize the possibly negative image that the center was only for students who were not succeeding academically and needed additional assistance or help. While this may have been the case for some students, there were many other successful Clayton State students who became even stronger academically by taking advantage of our services. Along with the new name, the center adopted the motto "*Helping all Clayton State students reach their academic potential.*"



The 2007-2008 academic year was the busiest year in the history of the center. Over 2,110 different students took advantage of the many services and programs offered. This represented 35% of the total Clayton State student population. These students visited the center over 14,000 times and logged over 20,000 hours. Services of the Center for Academic Success include appointment-based

peer tutoring, drop-in math and writing assistance, academic success workshops, Supplemental Instruction (SI), study groups, academic counseling, skill-building software programs, study strategy assessments, peer mentor program, and academic advising for approximately 250 Learning Support and provisionally admitted students. The center also coordinates the early warning Clayton Academic Referral Effort (CARE) program. Student contacts and services used are monitored and tracked through TutorTrac.

Members of the center staff believe the increase in student contacts is largely due to marketing the services to new students during orientation, conducting class presentations and workshops, meeting with faculty and staff to promote services, and creating a positive supportive campus image. In addition, our best advertising comes from current students who had a successful experience with our tutors and staff and have noticed a positive difference in their grades.

Clayton State University is a public comprehensive metropolitan institution located 15 miles south of Atlanta, GA. It enrolls approximately 6,000 students. Additional information about the Center for Academic Success can be found on our Web site at admins-services.clayton.edu/cas.



◆ ***Mark F. Daddona, Clayton State University***

Highlights

Research Session In Memphis

At this year's NCLCA Conference in Memphis, we will be offering a session for participants interested in getting ideas for research or developing research ideas into research projects. This session will be conducted in small groups to provide feedback and support for research. In this way, we will not only increase the body of knowledge on learning centers, we will also support practitioners in our work to develop best practices in serving students. If you have an idea for research that you would like to share or get some feedback on during this session, send a paragraph or two describing it to nclcaresearch@yahoo.com. We will use the information to customize the session.

◆ ***Tacy Holliday, Montgomery College***

University of Minnesota Opening New Facility

The SMART Learning Commons at the University of Minnesota is about to open its fourth Twin Cities campus location. The new site will be integrated with the University Libraries Learning Resources Center, allowing expanded technological support and new features like group multimedia production stations and a presentation practice room. For more information, please visit smart.umn.edu.

◆ ***Lynell R. Williams, University of Minnesota Twin Cities***

New OU Academic Assistance Program Celebrates at First Annual Action Banquet

The fall 2007 semester found us baking up a new academic assistance program here at the University of Oklahoma. We call its bifurcated components Action Tutoring and Action Centers. These Action Programs are made with the ingredients of undergraduate peer learning assistants (tutors), instructors/TAs (in the Action Centers), rooms from across campus reserved at 2-hour time blocks, web/e-mail/newspaper/flyer marketing, and 12 hours/semester of tutor training. The result was a sweet reward of over 30 tutors, instructors, and TAs assisting over 1000 students in 25 different courses.

We were excited to recognize the hard work of our staff during our first annual Action Program banquet in late April of this year. This "frosting-on-the-cake" event allowed us to recognize outstanding training attendance, peer learning assistants (PLAs) with the most student contacts and contact hours, our graduates moving on, our faculty advocates (from instructors to deans), and the PLA recipients of the Mary Lou Lewis Scholarships. The Mary Lou Lewis Scholarship was given by an OU Alum and awarded to five outstanding PLAs based on their dedication to the program, faculty recommendation, academic achievement, and client feedback. We are very proud of our recipients: My Chuong, Megan Kirchmeier, Nick Moellman, Tuan Pham, and Kelsey Snapp.

And now, we are gathering the ingredients for another successful 2008-2009 Action Program as the requests from students and faculty continue to litter our Action Program inbox. Rest assured we plan to decorate this new cake just as sweetly.

◆ ***Mark Walvoord, University of Oklahoma***

Tutor Spotlight: Katie Beasley, Villa Julie College

Katie Beasley, a senior Biology for Pre-Medicine major at Villa Julie College in Stevenson, Maryland, has been an enthusiastic tutor at the Academic Link Tutoring Center since 2006. Certified at the CRLA Advanced level, Katie tutors a wide range of science interests, including human anatomy and organic chemistry. She is one of the center's most requested tutors, and students love her energetic and humorous approach to learning.



Exemplifying time-management for her tutees, Katie balances her responsibilities at the Academic Link with her involvement in an honors senior research project at the University of Maryland School of Medicine in Baltimore, her duties as secretary of the philosophy club, her obligations as a member of the Villa Julie College honor's council, and her part-time job tutoring K-12 students.

Looking back on her experiences at the Academic Link, Katie exclaims, "The tutoring experience has to be fun! If students aren't actively involved, they probably won't remember much. For example, if a concept is connected to something a

tutee finds humorous, it will be much easier to recall when test time rolls around."

Katie is currently pursuing admission to medical school. She hopes to use her talents and energy to continue to have a positive impact in the lives of others in the women's health field.

◆***Lauren Caulk, Villa Julie College***

Student

SI Leader Spotlight: Chuck Oughton, Utah State University

What's in a word? Well, Chuck Oughton, a biology Supplemental Instruction leader with Utah State University's SI program, has helped freshmen biology students figure this out during his eight semesters as an SI leader. As the longest-tenured SI leader in the history of our program, Chuck has expertly guided freshmen students through their course material while seamlessly weaving in the decoding of biology terms and definitions by identifying Latin roots, prefixes, and suffixes along with interesting etymologic anecdotes. This is only one of many examples that support Chuck's selection as an exemplary SI leader, particularly astounding since he is not a science major.

Chuck demonstrates his expertise as an SI leader through consistently high rates of participation in his SI sessions—65-70% of the class. Active learning is second nature to Chuck, who models expert questioning techniques, engages students through a variety of active learning strategies, demonstrates effective study skills, and has an uncanny ability to get responses from even the quietest of students. Chuck has developed unique communication and marketing strategies that he demonstrates each semester during training of new SI leaders. Chuck was also selected to be an SI coordinator two years ago, and has subsequently mentored and coached a group of SI leaders each semester.

Chuck will be starting graduate school next fall, taking on new challenges in the field of linguistics. We were hoping he would remain a perpetual undergraduate student, as he is truly one of those SI leaders that will be hard to replace.

◆***Carol Rosenthal, Utah State University***

Student Success: Hye-Young Lee, Ivy Tech Community College

When Hye-Young Lee came to our tutoring center at Ivy Tech Community College, she asked for help with test preparation. She was trying to get into the nursing program, but could not pass the Teaching of Essential Academic Skills (TEAS) test required for admission. I recommended one of our tutors, Heather, who is bilingual. Although Heather doesn't speak Korean, she understands some of the problems ESL students face. After several tutoring sessions with Heather, Hye-Young stopped me in the hallway, hugged me and said, "Thank you so much for arranging tutoring with Heather—she helps me so much!" She smiled and added, "She *fixes* me." She clarified this by explaining that Heather regularly corrected her when she made errors in casual speaking.

Hye-Young continued to meet with Heather weekly while she struggled with language difficulties. Heather explained to me that some words don't translate from one language to another. For example, Hye-Young had no idea what an alley was—or a curb. Some things that we take for granted are unheard of in other countries, and many words and expressions don't make literal sense. She explained her frustration by giving an example using the word *against*. *Against* can mean "in contact with," "in resistance to," or "in competition with," just to name a few. Heather began

drawing pictures whenever Hye-Young didn't understand. I looked through our bookstore to find books to help with English grammar and usage. I found one book, *English Language Super Review*, which provides an extensive review of grammar, punctuation, and sentence structure. I recommended the book to Hye-Young and I also gave her an English grammar textbook I had used when I taught at a middle school. She was always open to any suggestions and willing to try new things. A few weeks later, I saw Hye-Young studying and asked her how she was doing. She showed me the English books in which she had

filled all of the margins with written notes. She became even more determined to be successful and dedicated herself to studying longer hours. Many evenings she stayed until the Tutor Center closed at 10 p.m. and then met with Heather for additional tutoring after we closed.

On her third attempt, Hye-Young passed the TEAS test. I think everyone on campus saw her smiling face as she spread the news. Like many Ivy Tech students, Hye-Young tries to balance time between her classes and her home life. Although her busy schedule doesn't allow much time for relaxing, she is always pleasant and willing to make an extra effort to do well in her classes. Her husband and her three children are very supportive and continue to encourage her. She is now in the nursing program and is maintaining a 4.0 grade point average.

♦***Elaina Milner, Ivy Tech Community College***

Spotlight



Memphis 08
NCLCA Conference

The Rhythm & Blues
of Research and Practice


October 2 & 3

NCLCA and ATP Strengthen Ties

NCLCA is pleased to announce the strengthening of its relationship with the Association for the Tutoring Profession (ATP). The two organizations signed an historic mutual support agreement at ATP's annual conference in April. This agreement strengthens the relationship between the two organizations through a mutual pledge of support. The executive boards of both organizations worked together to forge the agreement, which pledges both groups to work collaboratively and offer support whenever possible.

Jack Truschel of ATP and Kate Ranft of NCLCA wrote the initial draft of the agreement that was later refined by both executive boards. The idea behind the agreement was born out of the realization that NCLCA, as the learning center organization, and ATP, as the tutoring organization, have much to share with one another when it comes to resources, talent, ideas, and opportunities. Similar in size, both groups offer perspectives about their unique focus that can benefit their respective members. In the years ahead, NCLCA and ATP will seek opportunities to work together, yet both groups will retain their identities, by-laws, missions, and memberships. "This is not a merger," says Kate Ranft, NCLCA president, who signed the agreement together with David Reedy, NCLCA vice president, and Beth Nikopoulos and Jack Truschel, then ATP president and ATP president-elect respectively. "This agreement is a pledge of friendship, an expression of our desire to work together to the benefit of our membership who so often are involved in both learning assistance and tutoring. We realized that we are two sides of the same coin and that we ought to work together as much as possible to build community between the two groups."

The mutual support agreement will soon be on NCLCA's website, and an original copy will be placed in NCLCA's archives. The agreement reads as follows:

Whereas, it is with great pleasure that the boards of directors of the Association for the Tutoring Profession (ATP), an organization devoted to tutoring, and the National College Learning Center Association (NCLCA), an organization devoted to learning center administration, recognize each other as having a special relationship. The natural relationship of these organizations behooves them to agree to work in a collaborative and mutually supportive manner.

Towards such ends, the boards of directors of ATP and NCLCA do hereby agree: to support the mission of each organization and to provide each other with mutual support; that the boards of directors of each organization will work collaboratively whenever possible; that the boards of directors recognize, support, and endorse their respective certification programs and will encourage their board members to obtain certification from the other organization; that, whenever mutually beneficial, they will host joint events that share resources, planning activities, and event space. The memberships of each organization will be encouraged to attend these events, as well as each other's conferences and special programs; and that each organization will mutually support the other by offering a pre conference session and a free exhibit table at each other's conferences, with the conference fee waived for two representatives.

Now, therefore, the boards of directors of ATP and NCLCA, agree to work on these and other opportunities in a collaborative manner and direct that a copy of this document be maintained by each organization, be disseminated to the combined membership in the next available newsletter, and be placed on the Web site of each organization.

Signed this day, April 1st, 2008, by Beth Nikopoulos, Kate Ranft, Jack Truschel, David Reedy.

◆ *Kate Ranft, The Joint Commission*

2008 NCLCA Institute

Everything You Ever Wanted To Know About Learning Center Management...And Then Some!!



July 13-16, 2008 Cuyahoga Community College, Corporate College East • Warrensville Heights, Ohio



Plan to attend the 2008 NCLCA Institute, where you'll interact with learning assistance mentors who will focus on "best and promising practices" in learning center management and give you up-to-date knowledge, proven approaches and practical ideas to use at your home institutions.

Don't miss out on this fantastic opportunity...Save the Dates!!! July 13-16, 2008

For information, contact: Sandie L. Crawford, NCLCA Institute Chair • 216.987.2254 • sandie.crawford@tri-c.edu

NCLCA/LSCHE 2008 Web Site Award Program

All US and Canadian learning center Web sites are encouraged to participate in the NCLCA/LSCHE 2008 Web site award program. Each site will be judged on the basis of criteria developed especially by LSCHE for learning center Web sites.

The 2008 deadline for sites to participate is August 27. Request for a site to be considered for the award is to be submitted from the learning center director or web master by e-mail to flchris@cox.net by August 27. Include in the submission, the name of the institution, the name, position, and email address of the submitter, and the URL of the center's Web page. A reply e-mail will acknowledge the submission.



Awards for first, second, and third place winners as well as honorable mentions will be announced at the 2008 NCLCA annual conference. Each first, second, and third place winning site is awarded a wall plaque, and the award winning sites may display the NCLCA/ LSCHE award icon on their web site home page. Honorable mention sites receive a certificate of excellence and may also display an award icon on their Web site home page.

A news release announcing the award will be sent to each winner's institution. This news release may be edited to publicize the award in an institution's campus and local news media.

Results of the Web site awards are posted to the LRNASST listserv and will be archived in LSCHE.

◆ Alan Craig, Georgia Perimeter College

A Note from the VP

As you read this, most of you have finished the school year and are preparing your summer activities, others are in the middle of a new term, and some, like me, have yet to complete the spring quarter. As Rhodes State College students finish classes and prepare for graduation, I am lucky to be able to help them celebrate their success during the ceremony. As your vice president, I have been busy planning the conference activities along with my co-chair, Tacy Holliday from Montgomery College. We now have the information available at nclca.org and look forward to your registration and making plans to join us for the *Rhythm and Blues of Research and Publishing*. I believe we have pulled support from several different areas to help us grow in describing the work we do and providing the foundational outcomes to show its importance. Throughout the conference, you'll have opportunities to learn more about yourself and your institution, but to also plan for implementation of projects held dear. Thanks for considering the October 2008 Conference in Memphis, TN.

On another note, we were extremely successful in gathering over 350 responses to the resource directory survey. The goal is now to deliver the directory to all members at the conference on CD-ROM, and for those of you who aren't able to attend, we will be sending it to you after October 15. Thank you to Jenny Haley who used Survey Monkey to collect the data through Ball State University, and to my partner in development, Laura Choiniere from Roger Williams University who helped compile and create the final version for you. It is a resource that NCLCA is proud of, and we believe the directory can provide much useful information to our members and to learning assistance centers across the country.

♦ *David Reedy, Rhodes State College*

**Your tutoring program and your tutors may be certified,
but are you certified as a learning center professional?**

LCCLC

Learning Center Leadership Certification

For more information visit www.nclca.org/certification.htm.

2008/2009 Calendar of Events

- June 6** ATP Online Workshops (through Aug 10)
<http://atp.jsu.edu/wsh6pk.htm>
- July 13** **NCLCA Institute, Warrensville Heights, OH**
www.nclca.org/institute2008/home.htm
- July 20 Writing Center Summer Institute, Madison, WI
www.wisc.edu/writing/institute/
- Sept 24 NCDE Research Conference, San Juan, PR
www.ncde.appstate.edu/researchconf3.htm
- Oct 2** **NCLCA Conference, Memphis, TN**
www.nclca.org/2008conference/home.htm
- Oct 22 CRLA Conference, Cleveland, OH
www.crla.net
- Oct 30 IWCA/NCPTW Conference, Las Vegas, NV
writingcenters.org
- Nov 6 CRA Conference, Sarasota, FL
www.collegereadingassociation.org
- Feb 25 NADE Conference, Greensboro, NC
cfcc.edu/ncade/nade2009/

NCLCA Executive Board 2007-2008

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