

A CONFERENCE REMEMBERED



Continuing the Conversation Breakfast, October 6th at conference in Milwaukee

*Dedicated to Supporting
Learning Assistance
Professionals*

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A Message from the Editor:

This month, we look at our 30th Anniversary Conference. Thank you to everyone who participated.

February Newsletter Theme: Technology in Learning Support. Please submit great articles about new technology or improvements to student support brought about by the use of technology. Publication guidelines are listed on page 13. (Submission deadline: 22 January 2016)

Change to the newsletter: Beginning with the February edition, NCLCA will begin allowing advertisement by businesses and institutions involved with higher education. In doing so, we are making two commitments to our members:

- The advertising accepted will not exceed 20 percent of the newsletter.
- The revenue generated will be used for the Julia Visor Award, supporting scholarships to graduate students presenting at the NCLCA conference.

We hope each member can understand and support this change to the newsletter. Advertising will be coordinated through Melissa Brocato, the NCLCA Marketing Officer.



From the President's Desk

Jennifer Haley
Learning Center Science and Humanities Coordinator
University College
Ball State University

Greetings, new and returning members!

After a year of planning, it's hard to believe that the 30th Annual Conference has come and gone. For those of you who joined us in Milwaukee, I hope that you found your time there professionally invigorating and personally fun!

Thank you so very much if you completed a conference evaluation: we learned a lot! Here are my top eleven insights:

1. Do not allow keynote speakers—even brilliant ones whom everyone loves—to speak for 90 minutes directly after a 90-minute awards luncheon.
2. The Welcome Reception was the highest-rated ever! Great food, Bingo, trivia...and food. Did I mention the food?
3. We didn't do a great job of marketing certain aspects of the conference, especially in terms of social outings and sharing of materials.
4. Overall, the food was fabulous.
5. The digital program (Guidebook) has a lot of potential but needs some tweaking.
6. The board members are friendly and fun.
7. We need mentors for new members and international members.
8. Presenters need to bring TONS of handouts; more than they ever think they will need!
9. 75-minute concurrent sessions for a few of the slots would be useful.
10. There needs to be more time built in between the end of the conference day and the NOTT departures.
11. The conference attendees have a spirit of sharing: most of you walked away with a boatload of ideas, new ways of thinking about learning center administration, and a renewed sense of purpose.

Coming your way very soon via the NCLCA website are the conference proceedings, which include PowerPoints and handouts from our presenters. If you weren't able to make it to the conference or to certain sessions, this will be your opportunity to benefit from the shared resources.

Speaking of the website...our #1 priority in the next few months is to give a much-needed facelift to the NCLCA website. Our goal is to launch our new website by January 2nd, so get ready! The new website will have all kinds of exciting features for members.

Another big agenda item for my presidential year is to establish committees. You should have received a Call for Committees via the member email. WE NEED YOU to make this organization successful! Serving on committees is a wonderful professional development opportunity, and for those of you interested in leadership positions, committee service is the perfect way to interact with board members and the membership at large. If you enjoyed the conference but have ideas for improvement, put your money (let me clarify, there is no salary involved here) where your mouth is! (And it may be an eye-opener to understand how much work goes into planning the five million details of the conference.) Please consider lending your creativity and energy to your organization.

My goal during my presidential year is to understand how we can better serve our membership. Please feel free to email me any time with your ideas!

Until next time,

Jenny
jhaley@bsu.edu

Scenes from Conference



Great speakers made the 30th anniversary conference a memorable experience for all

Photos: Clockwise from above:

- Ken Bain delivers the keynote address
- Concurrent sessions inform and inspire
- Sandra McGuire speaks of Frank Christ's legacy
- Three past-presidents remind the audience of NCLCA's heritage



To view more about the Frank Christ tribute:

- [Video tribute to Frank \(2 1/2 minutes\)](#)
- [Recording of the tribute session \(43 minutes\)](#)

Scenes from Conference



A beautiful city and memorable events add to the conference experience.



Photos: Clockwise from the left

- Dinner at the Water Street Brewery
- Milwaukee Repertory Theater where participants saw *Dreamgirls*
- The Milwaukee skyline
- Participants view UWM's Panther Academic Support Services
- They won't fit in the carry-on baggage, but participants relish the bikes on display at the Harley Davidson Museum



Scenes from Conference



Excellence was recognized at the Awards Banquet

Photos: Clockwise from top left

- Learning Center of Excellence: Academic Success Center, Texas A&M University
- Learning Center of Excellence: Center for Academic Success, Louisiana State University
- Outstanding Learning Center award: Learning Commons, Davidson County Community College
- Outstanding Learning Center award: UK Academic Enhancement, University of Kentucky
- Innovative Technology award: Center for Academic Achievement, Carlow University
- NCLCA/LSCHE Website award: Elftmann Student Success Center, Dunwoody College of Technology



Scenes from Conference



Food, Friends, and Fun...with a Little Bit of Work as Well

Photos: from top, left

- David Reedy, always the serious individual
- Lots of great food at the Welcome Reception
- Executive Board members, behind the scenes
- Great food, friends, and conversation at every meal
- The chef greets and serves members at the Welcome Reception



Conference Reflection: From a First-time Presenter

By Stephanie Hopkins

Missouri Southern State University

We had a great time at the 2015 NCLCA National Conference! We learned so much from our peers, and we also had a rewarding experience as we presented about “Tutor Day.” It was also such an honor to accept second place in the NCLCA/LSCHE Website Excellence Award competition.

This was the first time my colleague and I had the opportunity to present at a national conference, and we’re thrilled that we were selected to present at this one! We had a lot of preparation to do before we arrived, but we can now say that it was all worth it. We not only got to share about our program, but we also learned a lot of valuable information that we’ll be putting to use in our office.

I cannot stress how important it is to attend these conferences. The professional growth you experience is just one of the many benefits. As I mentioned earlier, this was our first “big” presentation to our peers. Talk about nerve wracking! However, we found the experience enjoyable. We only had a couple of minor technical difficulties that were solved by our room proctor – we didn’t catch her name, but we REALLY appreciate her and Michael Frizell – THANK YOU BOTH!

It was nice to put names with faces. Many of the people who are leaders in CRLA were there, and although we’ve seen their names many times, it was nice to meet them in person.

The conference also provided us with some new confidence because we found out that we’re already doing some of the things that make learning centers great. We were definitely excited about that!

I would encourage everyone to take a look at the NCLCA/LSCHE Website Excellence Award criteria and consider entering your website next year. When we began the process, we told ourselves that the worst case scenario would be a better website, so how could we go wrong? And guess what? We won second place! Second place!! Our campus has embraced this award and we’ve received accolades here too. I truly believe that this award has added more credibility to our program. So, what have you got to lose? I say go for it!

Also, the evening events (we went to *Dreamgirls* — it was AWESOME -- and also toured the Lakefront Brewery) were a lot of fun. By attending these events, we had the opportunity to talk with our new friends in a more relaxed setting, but the conversation always returned to what we all know best: learning centers.

We hope to attend the NCLCA National Conference again next year. We are excited to find out what we will learn!



Conference Reflections: From Corporate Representatives

by Kristen Seldon
Innovative Educators

Innovative Educators has been sponsoring/exhibiting at NCLCA since 2013!

The NCLCA Conference has provided us with the perfect audience for our online services targeting student success and tutor training.

We have made lasting connections with NCLCA members who continue to support and utilize our services.



Innovative Educators (www.innovativeeducators.org) is dedicated to providing the online services necessary to help higher ed professionals on a personal, professional, and institutional level.

We strive to partner with institutions to help them create successful students and tutors and to deliver high-quality professional development 24/7.

Please feel free to check out our free trials for StudentLingo & TutorLingo:

- www.studentlingo.com/freetrial
- www.tutorlingo.org/freetrial

by Carla Hay
Twenty Six Design LLC



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Twenty Six Design LLC. offers online solutions, and one of our main products is WCONLINE, a web-based scheduling, recordkeeping, and reporting program. Administrators choose from hundreds of options to apply their center's policies, customize the data they collect, and run reports instantly. Students make appointments or arrive as walk-ins, and fill out forms to provide demographic information, appointment-specific information, and survey answers. Tutors and other staff fill out and review post-session reports.

We always enjoy attending NCLCA. While WCONLINE started in writing centers 20 years ago, about half our current customers are in learning, advising, testing, and other centers. We enjoy talking with prospective customers to explain how WCONLINE works, and with existing customers to invite questions. WCONLINE can be easily personalized to work with a specific center's operations—such as by having students choose a subject when they look for a tutor, tracking walk-ins, and many other options.

By Elizabeth DiMartino
Tutor Matching Service



Tutor Matching Service is a proud supporter of NCLCA and enjoyed meeting many of you at this year's conference in Milwaukee! TMS is an online tutor list that provides colleges and universities across the country with an easy way to offer private tutoring to the community. Our free services save you time and resources by eliminating calls from high school parents seeking in-person and online tutoring from students at your institution. Schools across the country such as Purdue, IU, Caltech, NYU, Austin Peay, LSU, College of Charleston, Boise State, BYU, Drexel, and many others use our free services. In addition, we recently launched GoBoard (GoBoard.com), a free online tutoring platform that combines video conferencing with an interactive canvas. GoBoard was designed to help students and tutors collaborate one-on-one, on virtually any topic. Interested in learning more? Contact us at Schools@TutorMatchingService.com or 1-877-919-TUTOR.

Practitioner's Corner: Changing the Time Management Culture on Campus

by Kendra Wolgast Sites
Pennsylvania State University, Mont Alto Campus

Do your student's struggle with time management? Of course they do! Bored with doing the same old Time Management Workshop? Of course you are! In order to stay on top of student needs, learning center staff must address the issue of time management by offering assistance to students in this area. However, bridging the gap between what students "think" they need to do regarding time management and what they should actually do can often be challenging. Providing a one-size-fits-all time management workshop has provided few results and only lack luster response from students. The staff of the Academic Support Center (ASC) at The Pennsylvania State University Mont Alto campus has put together a six-step approach to infiltrate get students thinking about time management.

New Student Orientation Mini Session - The ASC staff has coordinated with the office of new student orientation to provide a mini academic session on time management during the new student orientation provided on the Saturday before the fall semester begins. The mini sessions provide an introduction to the concepts of time management to every incoming freshman who attends orientation.

Provide FREE Planners - Planners are purchased through the campus student activity fee by ASC and provided to all first-year seminar courses and any upperclassmen that come to the ASC.

Ticket to Time Management - Students are given the opportunity to sign up for a number of 50-minute "Ticket to Time Management" workshops offered in the ASC the second week of classes. These sessions are conducted in a computer lab and give students the opportunity to create personalized time management schedules in addition to learning about prioritizing daily activities.

Energy Management Workshop - Unlike time, energy is a renewable resource. This workshop provides participants with an energy evaluation and a deeper understanding of the four types of energy: physical, emotional, mental, and spiritual (Butler, 2007).

Wait - Regardless of how much information students are given regarding time management, we cannot ignore the fact students are free to reject our advice. Students must be given an appropriate amount of wait time to discover their own time management strengths and weaknesses.

Procrastination Prevention Palooza - The culminating event for the time management event is a procrastination prevention celebration (i.e., Palooza). Much like the ticket to ticket to time management, students have the opportunity to sign up one of a variety of 50 minute procrastination prevention sessions in advance. Each session has food, prizes, and of course information on preventing procrastination. The 50 minute sessions are broken into two parts. The first part describes types of procrastinators and gives students the opportunity to identify what type of procrastinator they are in order to overcome this challenge (Sapadin, 1996). Additionally, students will learn about nine tips to kick the procrastination habit (Butler, 2007). The remaining half of the session gives students the opportunity to create a personalized procrastination prevention plan similar to the previous plan created in the time management session.

Butler, G. P. (2007). *Managing Your Mind: The Mental Fitness Guide*. New York: Oxford.

Sapadin, L. a. (1996). *It's About Time! The Six Styles of Procrastination and How to Overcome Them*. New York: Penguin.

Schwartz, T. a. (2007). *Manage Your Energy, Not Your Time*. *Harvard Business Review*.



Students learn how to STOP their procrastination habits.

SI Leader Spotlight - Chelsea Coleburn

By Rachel Brunson
University of South Carolina

Chelsea Coleburn, an aspiring high school mathematics teacher and a senior at the University of South Carolina, is a stand-out student, most notably for her simultaneous leadership roles with multiple high-impact departments on campus. In addition to being a University 101 Peer Leader and a student assistant with Residential Curricular Initiatives, she works in the Student Success Center as a Supplemental Instruction (SI) Leader. Coleburn's role as an SI Leader has been instrumental in her growth and development as an educator. She shares, "The SI Pro-



gram has taught me that there is more to learning than studying hard and getting good grades." She believes that through collaborative learning, "students are able to take ownership in their understanding and easily apply their knowledge to new concepts."

Coleburn was selected for the Noyce Scholars Program at USC, which provides funding for students who plan to teach high school math or science and will enroll in the Master of Teaching (MT) Program after her undergraduate coursework is complete. As part of this program, Coleburn was able to attend the National Council of Teachers of Mathematics (NCTM) Conference in October. She returned with an array of approaches to utilize in the classroom and new collaborative learning techniques to share with her peers. She shared that this was extremely helpful in preparing her for the MT program and her career: "The NCTM Conference gave me the extra push I needed in creating mathematical discourse in the classroom, and I hope to implement these new strategies with my SI students."



LCLC (Learning Center Leadership Certification) provides to individual learning assistance professionals a nationally-recognized credential and set of standards by which

to foster their future growth and development. Find out more at nclca.org/certification.htm.

Congratulations to our newest certified leaders.

Martin Golson
Learning Center Leadership Certification—Level 4
Austin Peay State University

Michael Anne Greer
Learning Center Leadership Certification—Level 3
Texas Wesleyan University

Jennifer Stoker
Learning Center Leadership Certification—Level 2
Rasmussen College

Bethany Marston
Learning Center Leadership Certification—Level 2
Rasmussen College

Samantha Crandall
Learning Center Leadership Certification—Level 2
Ozarks Technical Community College

Bonnie Ostrand
Learning Center Leadership Certification—Level 1
Rasmussen College

Melanie DeWerff
Learning Center Leadership Certification—Level 1
Austin Peay State University

Practitioner's Corner: Creating a Synergistic Relationship Between Tutoring and Supplemental Instruction

by Carrienne Cicero & Kevin Knudsen
Stevenson University



Program coordinators at the Center for Student Achievement at Salisbury University researched, created, and tested the effectiveness of the collaborative efforts of the Supplemental Instruction (SI) and Tutoring programs. Throughout the fall 2014 and spring 2015 academic semesters, the program coordinators held joint in-service trainings to allow both groups of peer leaders to share experiences and investigate best practices.

Both tutoring and SI services have key aspects in common: they involve student leaders helping other students enrolled in the courses (peers helping peers), are grounded in learning theory, and require extensive training. Both programs are offered by the Center for Student Achievement at Salisbury University but until recently operated almost exclusively independent of one another. In the fall of 2014, the coordinators of the respective programs looked at the training structure to change this. Both programs are certified by the College Reading and Learning Association (CRLA) and operated under their training regulations. Both programs maintained their autonomy in the initial trainings at the start of the semester, but as the semester progressed, the collaborative efforts increased.

The programs offered three in-services throughout the semester; each tutor and SI Leader was required to attend two sessions. The topics were incorporating the Gibb's Communication Model into tutoring and SI sessions, difficult student situations, and breaking the tutor/SI dependency cycle. The trainings were facilitated by the program coordinators and were overseen by the Assistant Director of the CSA. The CRLA *Handbook for Training Peer Tutors and Mentors* was used as a source for all trainings, but further research and theories were also incorporated. At the end of the semester, an anonymous survey was distributed to the SI leaders and tutors to assess their perception of the collaborative in-service trainings. The survey results showed an overall satisfaction among both groups.

There were some clear benefits to this new training structure. Both groups benefited from listening to others' experiences and best practices at training. The coordinators also benefited from the lessened workload, giving them more time to devote to the quality of the trainings. Naturally, there were also drawbacks to this new training structure. The coordinators were challenged by using inclusive language during the training sessions (e.g., the Tutoring Coordinator used the term "tutor" instead of "peer leader," potentially causing the SI Leaders to feel excluded). Seen through the results of the survey, there were also times when the training sessions were designed more for one group over the other. Despite the drawbacks, the coordinators and peer leaders felt that the new training structure was beneficial to both programs.

By the conclusion of the academic year, we felt that a synergistic relationship was in fact created between the two programs. To further test this claim, the program coordinators for the upcoming academic year will be looking into measuring whether the training structure had a positive effect on student outcomes. For now, it is recommended that other institutions investigate additional methods to collaborate between different peer educator groups.

Article Review: Kamphoff, C. S., Hutson, B. L., Amundsen, S. A., & Atwood, J. A. (2007). A motivational/empowerment model applied to students on academic probation. *Journal of College Student Retention: Research, Theory & Practice*, 8(4), 397-412.

By Todd Rakes
Florida State University

Highlighting a 2007 study from the University of North Carolina Greensboro, this article focuses on the impact of an 8-week intervention, the Strategies for Academic Success (SAS) program. The intervention addresses four areas paramount in helping students who are struggling academically, entitled: personal responsibility, goal setting/life planning, positive affirmations, and self-management. The intervention, a combined model of classroom or workshop-based activities which includes individual meetings with a counselor or advisor, sought student interdependence and a return to good academic standing as the two goals of the program. The study seeks to demarcate the impact of a motivational/empowerment model for students on academic probation.



Each one of the four focus areas is based on the implementation of a theory. The personal responsibility area uses the Reality Theory based on Glasser's (2000) work. The positive affirmations area uses Appreciative Inquiry (AI) based on the work of Cooperrider and Srivastava at Case Western Reserve and adapted to education by Bloom and Martin (2004). The life planning/goal-setting area is derived from Social Cognitive Theory and Self-Regulated Learning through the work of Bandura (1997). Steven Covey's *The Seven Habits of Highly Effective People* provides the basis for the Self-Management area that deviates from the more common time management approach. Finally, the model calls for group and individual intertwined learning to successfully blend the two main models used for students on academic probation. The study showed statistically significant gains in academic achievement measured in rising grade point averages over a four-year period. The SAS assessment also shows an 18% increase in students who remain eligible to return to school following the intervention.

Affiliate Corner

Our affiliates were well represented at conference. For more information about any of the NCLCA affiliates, be sure to check out their websites.

- Florida College Learning Center Association (FCLCA):
<http://www.floridacollegelearning.org/>
- Louisiana College Learning Center Association (LCLCA):
<http://nclca.org/louisiana.htm>
- Southeastern College Learning Center Association (SECLCA):
<http://nclca.org/southeastern.htm>

Tutor Spotlight : Megan Stephenson

By Rebecca Elliott
University of Cincinnati

Megan Stephenson's feedback from students always contains exclamation points, sometimes multiple exclamation points.

"Megan is a great tutor and has great knowledge about related subject material!"

"Loved her!!"

This is because she is passionate about academics and always brings a positive attitude to her work, even when dealing with difficult students.

Megan has worked in the Learning Assistance Center at the University of Cincinnati as a peer tutor since January 2014. She is an Arabic Culture and Language major, with a double major in Psychology, tutoring in Arabic, Statistics, and Psychology. She is not only a resource for students seeking support in their courses but for other tutors. This summer, she came to new tutor training to mentor another tutor in her subject areas after having just returned from a study abroad trip in Oman. She is committed to the mission of the center and has helped out with many new initiatives and events. She is also a tutor in Student-Athlete Success Services. Megan is a Level II CRLA certified tutor and she was the Learning Assistance Center Outstanding Student Staff Member in Fall 2015. In addition to her work at the Learning Assistance Center, she is a founding member of International Partners and Leaders (IPALs) which aids international students with any questions or concerns they may have, including being a conversation partner. She is a BEARchat Buddy, meeting with international students once a week to enhance their English proficiency skills while also aiding in cultural awareness.

Megan graduates in December, and she will be truly missed by all the students and staff. Her impact on the Learning Assistance Center and the University of Cincinnati community will be felt for many semesters to come.



Newsletter Publication Guidelines

Affiliates Corner

- ◇ Submissions must be from one of the organization's officers.
- ◇ Limit contributions to no more than 150 words.
- ◇ Include point-of-contact for any announcements.

Tutor Spotlight

- ◇ Submissions should include a photograph of the tutor.
- ◇ Limit contributions to approximately 250 words.
- ◇ Include certifications earned (if any).

Book or Article Reviews

- ◇ Limit contributions to no more than 300 words.
- ◇ Include publication information.

Campus Visit:

- ◇ Description of a learning center, including successful programs, organizational structure, marketing techniques, training strategies, hiring practices, and collaborative efforts.
- ◇ Limit contributions to no more than 500 words.

Practitioner's Corner

- ◇ Specific techniques and strategies for building different aspects of successful learning center programs .
- ◇ Limit contributions to no more than 500 words.

Other Articles

- ◇ Articles should focus on the topic selected for the upcoming newsletter.
- ◇ Please limit contributions to 500 words.

All Submissions

- ◇ The submitter grants NCLCA the right to make minor revisions during the editing process.
- ◇ Include name and institution of the author.
- ◇ Authors are encouraged to provide a picture of the author, pictures of facilities, explanatory charts, and other visuals.
- ◇ Discuss articles over 500 words in length with the editor prior to submission.
- ◇ Send submissions to Martin Golson at golsonm@apsu.edu

**Thank you to everyone who contributed to this edition of the newsletter
&
the editorial staff: Karen Agee and Jon Mladic**