

Spring 2010



# NCLCA newsletter

Are there areas of your personal growth in education that you'd like to grow?

Are you running out of ideas for promoting your program?

Can you use Social Networking or other new technology to your best advantage?

If you answered yes to any of these questions, we have an opportunity for you.

*Dedicated to  
Supporting Learning  
Assistance  
Professionals*

### *This Issue*

## **NCLCA INSTITUTE JULY 8 - 11, 2010** **National College Learning Center Association** **at North Central College, Naperville, IL**

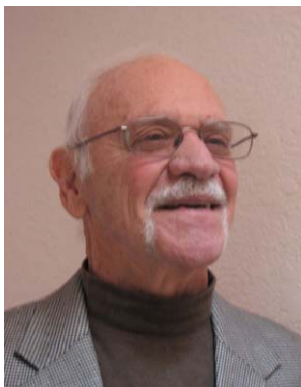
The NCLCA Institute offers participants intensive training and mentoring with leaders in the field of learning assistance.

This year's mentors are:

**Dr. Frank Christ**  
Best Practices

**Dr. Lisa D'Adamo-Weinstein**  
Social Networking Applications

**Dr. Mark Daddona**  
Marketing



This an opportunity for everyone to enhance his/her own skills so that if you are an experienced director, you can be refreshed and strengthen your abilities. If you are a newer director, you can begin some of your own development while learning newer avenues for sharing the successes of your center, advertising the services of your center, and return home with a plan to identify what you have accomplished so that administrators are given objective responses that are based on our best practices of publishing the research you have gathered.

**Register Now! Space is limited!**

[http://www.nclca.org/2010institute/institute\\_registration.html](http://www.nclca.org/2010institute/institute_registration.html)

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## From the President's Desk:

Greetings! Much is happening as always at NCLCA!

The **NCLCA Institute** each summer is a great opportunity for in-depth sessions on specific learning center topics. [David Reedy](#), NCLCA's immediate Past President, is planning the Institute this year and has scheduled an excellent group of mentors. The Institute will be July 8-11 in new facilities at last year's site, North Central College in Naperville, IL. [Registration](#) is available online.

Vice President and Conference Chair, Elaine Richardson, has been planning for this year's conference at the Hilton Charlotte University Place hotel in Charlotte, NC, September 29—October 2, 2010. The Board held its site visit in April at the conference hotel. You are in for a treat. This is a great area, and our local committee chair, Martha Sanburg, has some great night-on-the-town trips in the planning stages. If you would like to help with the Charlotte conference, please contact [Elaine](#). Online registration for the conference will be available very soon. FYI—The NCLCA conference will be in Indianapolis in 2011 at the downtown Westin and in Reno in 2012.

We have now scanned all past issues of *The Learning Assistance Review* into PDF files and placed them on the web site in the Members Only area. In addition, we developed a complete *TLAR* [table of contents](#) for volumes 1 – 14, also online.

A focus for NCLCA for the coming year is to develop a **New Director/Learning Center Start Up Toolkit**. What do you think we should have in this toolkit? Please send me your ideas.

Don't forget to apply for [NCLCA's scholarships and awards](#). One is the [NCLCA/LSCHE Website Excellence Award](#). The deadline for entry this year is June 28. Learn more about the competition and see the list of past website award winners on NCLCA's website at <http://www.nclca.org/websiteaward.htm>, which also has links to the full contest rules on [LSCHE](#). Last year's first place winner was the [The Academic Link](#) at Stevenson University, Christine Flax, Director.

CLADEA, the [Council of Learning Assistance and Developmental Education Associations](#), is creating a Political Advocacy Committee. The purpose of the committee is to

- become the hub for policymakers and stakeholders for consultation, information, and policy statements and
- actively work with other national higher education organizations and join efforts with other groups' Political Advocacy Committees to further education issues such as federal financial aid for students, work force training, and P-16 education initiatives.

If you are interested in representing NCLCA on this committee, please send me an [email](#) or call (770-274-5242).

See you in Charlotte!

Collegially,  
[Alan Craig](#), President

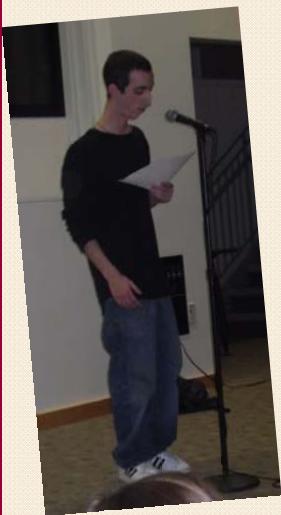
## Poetry Slams



Submitted by Karen Bilotti

Assistant Director for Tutorial Support Services/ Writing Center Director  
Center for Academic Development, Rogers Williams

In the spring of 2009, as the director of the Roger Williams University Writing Center, I began the process of hosting a poetry slam to be held the following fall. The motivation for such an event evolved out of a desire to create opportunities for celebrating student writing outside the physical boundaries of the center's space; as the planning proceeded over the first few months of the semester, the rewards of such an undertaking became beautifully evident. One student in particular, an English major who is not a writing tutor, coordinated much of the pre-event planning with the center staff. He worked closely with a tutor who is a Graphic Design major to produce several different kinds of promotional ads: table tents, flyers, sandwich board posters, and video-based announcements. The Writing Center sponsored a workshop a couple of weeks before the slam and brought in a slam poet from a local community college to work with our student poets. This student brought rich experiences to our small, suburban, private college. Throughout this process, student poets, tutors, and tutor-poets all shared not only their writing, but their writing experiences. The slam itself capped off the month of planning in a moving way: a standing-room only crowd, which overflowed into the corridors, witnessed a powerful display of performance poetry. Hundreds of students came to hear, see, and be moved by *writing*! Rich discussions about valuing difference, appreciating language, revealing vulnerability, understanding rhetorical situations, and empowering self and others, filled the campus. In spring of this year, we held our second slam with an even larger audience in attendance.



## Student Success Story

### *From Determination and Dedication to Success*

Written and Submitted by Esther M. Owens, Coordinator of SEEK Academic Support Services and Supplemental Instruction Supervisor at John Jay College New York, New York

The semester recess had almost drawn to an end with a week left for students to enjoy the last days of their break in January 2010. As the staff of the John Jay College's SEEK Academic Support Center was preparing for the Spring semester and for the return of the students, an "urgent" call was received from a SEEK student requesting tutoring for one of his Spring courses! Although the semester had not begun, the Coordinator of the tutorial program was eager to find a tutor for the student. He wanted to get an "early start" on his first assigned paper. He had retrieved his syllabus for the course from Blackboard and felt he had no time to waste. Determined, he called the Center several times before a tutor was found. He began the tutorial sessions immediately and worked each day during that week on the assignment.



This kind of assiduity and persistence summarizes two very important qualities of this impressive student, **Noor Rahman**, who is a second-semester freshman at John Jay College. Not only is Noor one who never gives up, he is always determined to do his very best academically and in everything he does. His first semester in college proved to be a total success. Indeed, his dedication and determination to do well led to this success. Noor came to his college classrooms with a strong sense of self and was highly motivated, yet he attributes his having done well to the SEEK Tutoring Center and to the tutors with whom he worked. Early in the 2009 Fall semester, he saw challenges in some of his course work but enrolled for and attended tutoring for all of his courses throughout the semester. He put forth every effort to understand thoroughly the content of the courses. Repeatedly, tutors and staff described Noor as *diligent, serious, eager to learn, smart, hard-working, determined, driven, persistent*. By the semester's end, Noor had attended 88 tutorial sessions and had received over 133 hours of tutoring. The end result: a straight 4.00 GPA, an A in every course!! He has continued to take his work seriously during the Spring semester and, to date, has already exceeded the number of tutorial hours he received in the fall.

Noor's goal is to become a lawyer, and there is no doubt, with his present motivation, that he will achieve this goal. The SEEK Academic Support Center and the SEEK Department give our accolades to Noor for an impressive start in college and for a job well done.

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

# LCLC

## Learning Center Leadership Certification

For more information visit  
[www.nclca.org/certification.htm](http://www.nclca.org/certification.htm)

## NCLCA Conference

### Message from the NCLCA Vice President/Conference Chair

I am excited that the 2010 annual conference will be held September 29-October 2 at the Hilton Charlotte University Place in Charlotte, NC. As the Vice President of NCLCA, I chair the Planning Committee for the 2010 conference. The 2010 theme, "Racing to Student Excellence," reflects our dedication to helping all students reach their full academic potential. An excellent program with a wide variety of presentations is being planned, as well as several outstanding pre and post conference workshops. Our keynote speaker to kick off the conference will be Mr. Marcus Engel – check out his website at <http://www.marcusengel.com/home.html>.



I would like to personally invite you to attend the conference this fall. I attended my first NCLCA conference in 2006 and have not missed one since! You may already be involved, but if NCLCA is new to you, I encourage you check it out. Take a look at the website, consider becoming a member of NCLCA and attending the conference. The membership fee and conference registration fees are bargains for the return you will get. I have made so many great professional contacts and brought numerous good ideas back to Clemson to implement. You will find multiple opportunities to network with other learning center professionals and for your own professional development through NCLCA. Please share this information with your cohorts and let me know if you have any questions about any aspect of NCLCA. We are pleased to have the conference in Charlotte and hope that you will make plans to attend.

See you in Charlotte this fall!

Elaine Richardson, PhD  
Director and CU 101 Coordinator  
Academic Success Center  
Clemson University



## Practitioner's Corner

### Peer Instructors Teach Popular Offerings at UNI

Submitted by Fredrico Silva, Luke Jenson, and Liz Cook

The Academic Learning Center (ALC) of the University of Northern Iowa features a unique program for students, led by students. After professional training, the Peer Instructors at the ALC conduct Supportive Seminars—UNI's version of Supplemental Instruction—for high-risk courses such as Humanities, lead study workshops in the residence halls, and teach non-credit courses in Effective Study Strategies and Speed Reading. The free courses have proven to be popular: about 150 students attend the four-week sections every semester, and registrants range from freshmen to graduate students.

To assess the effectiveness of one of the courses, Luke Jenson, a Peer Instructor, surveyed Effective Study Strategies students one year after they had completed the class. Results from the survey showed that students who had attended at least half of the course continued to implement several of the strategies presented, such as concept cards, previewing textbook chapters, and Quiz Notes.

Students in Speed Reading generally double to triple their reading efficiency in the four weeks of class. Every student receives a letter of congratulations from the instructor after the course.

Supportive Seminars meet several times a week to review class notes and develop specially-tailored learning strategies for the course. Many students have seen improvement in their grades from these sessions. As one student told Jenson, "I wish I had gone [to the sessions] earlier. I attended the last week of them, and got my first and only A on a test in the course."



### GRE Test Prep Sessions offered at Marymount Manhattan College

Submitted by Cindy Mercer, Ph.D., Executive Director for Academic Achievement

During the January interim, Center for Academic Advancement coaches at Marymount Manhattan College were trained in GRE test prep methods by an independent contractor from The Princeton Review. The sessions, which comprised approximately 12 hours of intense training, were divided between Math and Verbal subjects and coaches attended according to their field of expertise. The training covered an overview of the test and instruction for advising students on an overall approach to taking the exam. Math training covered tips for solving general problems and plugging in answers as well as geometry concepts, arithmetic (ratios, averages, probability, percentages etc.) and "trigger response drills."

Verbal prep training consisted of approaches to sentence completion, analogies, reading comprehension, and argument essay writing. Overall, the training emphasized test taking skills and getting right answers rather than truly understanding or grasping content material. The objective, after all, is to raise students' scores.

CAA coaches reported that they learned a lot and felt better prepared and more confident for prepping students for the GRE test. Meanwhile, student response has been slow but steady. One math coach and one writing coach are currently offering GRE Test Prep on a weekly basis.

## Call for Manuscripts from *TLAR* Editor Christine Reichert

I am looking for manuscript submissions for The Learning Assistance Review (TLAR)

*The Learning Assistance Review (TLAR)*, the national peer reviewed official publication of the National College Learning Center Association (NCLCA), publishes scholarly articles and reviews that address issues of interest to learning center professionals (including administrators, teaching staff, faculty and tutors) who are interested in improving the learning skills of postsecondary students.

Primary consideration will be given to articles about program design and evaluation, classroom-based research, the application of theory and research to practice, innovative teaching and tutoring strategies, student assessment, and other topics that bridge gaps within our diverse profession.

TLAR will accept manuscripts following all four of the article types outlined in the American Psychological Association Manual: empirical study, and articles on review, theory, and methodology. Follow APA manual (chapter 1.4) for specific requirements and structure for each type.

Regardless, all manuscripts need a clear focus that draws a correlation between the study, review, theory, or methodology and learning assistance practices.

### Electronic Submission packets must include:

- The original manuscript with the following:
  - The Title page must include the title of the manuscript (not to exceed 12 words); the name(s) and institutional affiliation(s) of all authors.
  - In addition, the manuscript must include an abstract of the manuscript, maximum 100 words
- A masked manuscript for review.
- The lead author should also provide work and home addresses, telephone numbers, fax, and e-mail information. All correspondence will be with the lead author, who is responsible for all communication with any additional author(s).
- Figures and tables must be black and white, camera ready, according to APA style

To start the reviewing process, the lead author will be required to sign certificate of authorship and transfer of copyright agreement. If the manuscript is accepted for publication, all author(s) must sign an authorization agreement.

Remember, the Journal is now posted in EBSCO and ERIC, which can be accessed through library search engines. The journal, however, is not published in these databases right away; instead, there is a delay so that the current issue remains for members only. Once it becomes a back issue, it is placed in the databases. This step is an excellent move for NCLCA and TLAR because it provides the association and its members for international coverage, and recognition

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## The Center for Academic Success at Parkland College

Submitted by: Sue Schreiber, Operations Assistant

Tour guides showing potential students around Parkland (Community) College in Champaign, Illinois, are often overheard enthusiastically saying, "CAS is a great place to study!" Parkland's Center for Academic Success IS a great place for ALL students to study – and that is a big part of the center's success. While CAS provides services that are essential for students in developmental classes, the center also is a place where calculus and physics are discussed. There is no stigma to using CAS services; all are welcome here.



### Specifically for Developmental Students

#### Academic Advisors/Student Development Advocates

All students who assess into developmental reading – those considered most "at risk" – are sent to CAS for their orientation and advising. CAS's Academic Advisor and two Student Development Advocates are experienced at helping developmental students plan their courses, and can help them with the personal and social issues that may present obstacles to their success. Having developmental students come to CAS for orientation and advisement has an added benefit – it familiarizes them with the location of CAS's numerous services.

#### Academic Development Lab

Students in developmental courses find a great deal of academic support in CAS's Academic Development Lab. Here students can do their homework with the assistance of two Academic Development Specialists. The lab, equipped with computers loaded with assistive technology, provides a nurturing environment for students who are bringing their skills up to speed.



#### Math-Faculty Tutors

Three tables – representing the three levels of developmental math courses – are set aside in CAS for the Math-Faculty Tutors. For three hours a day, a mathematics faculty member circulates among these tables, helping students with their homework.

#### Modules and Tutorials

CAS offers one-credit-hour modules for students who need an alternate way to complete their requirements. Students in developmental math, for example, can take their course in four or five modules, working in small groups with an instructor. Modules are an excellent option for students who are self-motivated but find the pace of a regular classroom too fast.

Tutorials are one-credit supplemental courses that students can take in study skills, writing, assistive technology, and English-as-a-Second-Language. Tutorials don't replace other courses, but provide extra help to those who need it.

### For Any Student

#### Writing Lab

If a Parkland student needs help with a writing project – no matter for which course or where in the writing process they are – they can find help in the Writing Lab. Equipped with six computers and plenty of table space, the Writing Lab is staffed by English faculty for nine hours most weekdays.

#### Peer Tutoring

Thirteen peer tutors and a faculty coordinator staff CAS's Peer Tutoring, a walk-in service open most weekdays from 9 a.m. to 9 p.m. All peer tutors are qualified to tutor in mathematics through Calculus I, but also tutor in their own specialties, including accounting/business, computer science, natural sciences, psychology, and Spanish.



Parkland is proud that its Center for Academic Success is not only a great place to study, but a great place to learn. For more information, call CAS director Pam Lau at 217/351-2431.

## TUTOR TALK

### Scholar Holler

Scholar Holler is an academic recognition program designed by the Center for Student Achievement at Salisbury University to recognize exceptional students for their academic endeavors. Each month the Center for Student Achievement recognizes an outstanding student for academic excellence. The student is highlighted on our website, in the CSA, and in the Flyer student newspaper as a way to encourage other students to achieve their academic potential. The Scholar Holler recipient in turn offers advice on how to succeed and how students can reach their academic potential. The Scholar Holler recipient also receives a gift card to the bookstore.

Faculty and staff are invited to nominate students for Scholar Holler. The nomination form should describe the student's academic accomplishments. For the month of May, the Center for Student Achievement recognized the five Supplemental Instruction Leaders who have kicked off the SI pilot on campus! Congratulations!

Submitted by:  
Heather Holmes, Ph.D.  
Director, Center for Student Achievement  
Salisbury University

# SCHOLAR HOLLER!

The Supplemental Instruction Leaders for the Spring 2010 semester are May's Scholar Holler winners! With a combined GPA average of 3.4, they've shown dedication to both their students and their academics. The SI leaders demonstrated remarkable leadership skills, helping students achieve their academic potential.



"Being successful stemmed from getting involved. Not necessarily just participating, but taking charge of things that needed it. Putting hard work into something that feels like yours is so rewarding. Try it out, and don't give up if it's not going as planned!"  
- Korey Cunningham

"As a graduating senior I believe the most important characteristic I have refined while at SU is perseverance. Not only does one need perseverance through the years to complete a degree program in college, but it is necessary to persevere through each course that one takes. Constant foresight toward the goals that I have set along with the strength to persevere through each of the trials during my stay at SU have been imperative to continue striving for success and not getting discouraged and giving up before finishing what I have started."  
- Steven Fleming

## Practitioner's Corner

### Academic Assistance offered for Nurses at UNC Greensboro

Submitted by Geoff Mailey  
Assistant Director / Tutor Coordinator  
Learning Assistance Center, UNCG

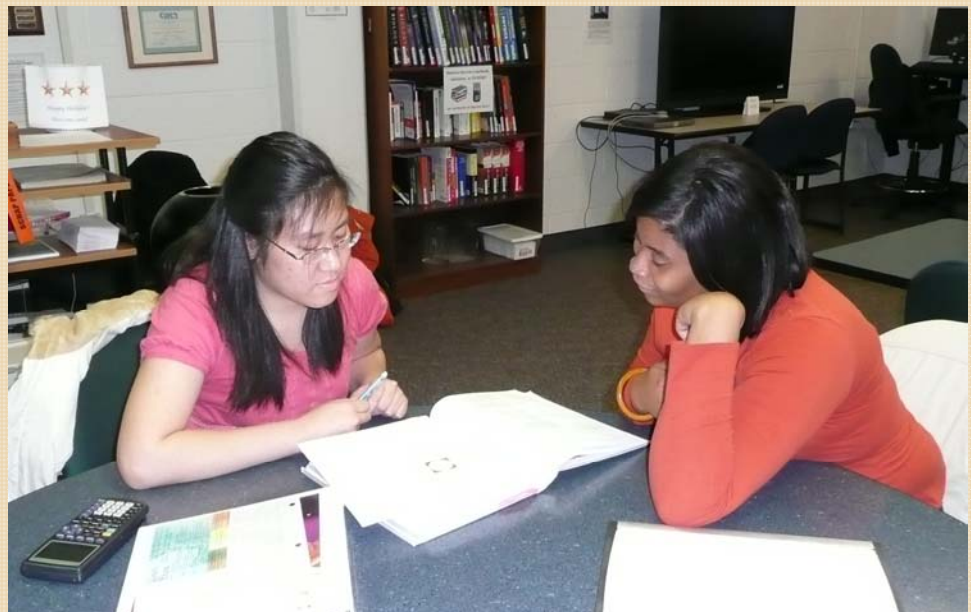
In addition to academic skills instruction and workshops, the Learning Assistance Center (LAC) at The University of North Carolina Greensboro offers tutoring services for 100-200 level undergraduate coursework spanning up to 173 courses in 26 subject areas. The LAC employs undergraduate and graduate students, as well as professional tutors, to serve our campus community.

One of the more unique partnerships we have developed in the last few years involves our School of Nursing. Since spring 2007, we have received additional funding from Nursing that enables us to hire graduates of our BSN, MSN, and CRNA programs. These nurses provide tutoring in 300-600 level coursework and are able to offer current students practical insights in areas such as nursing procedures, NCLEX preparation, pathophysiology, pharmacology, and foundations of anesthesia (to name a few!). The Dean of the School of Nursing shares our perspective that all students benefit from the collaboration afforded by peer and professional interactions. Our nursing tutors' abilities to help students connect course concepts with real-life application augments their clinical rotation experience and helps reinforce subject matter that they face on tests, professional licensure exams, and in their professional careers. To learn more about this innovative addition for our tutoring program, we encourage you to check out our University Relations' profile of the program: <http://ure.uncg.edu/inspirechange/2009/06/dose-of-reality/>.

Similarly, funding from the School of Nursing allows our academic skills component to provide additional support services for undergraduate and graduate nursing students. In particular, we provide academic skills workshops and individualized academic skills assessment and instruction on effective time management and study strategies, test taking approaches, and critical thinking for graduate nurse practitioner and nurse anesthesia students. These services are provided at the UNC Greensboro campus and the Schools of Nurse Anesthesia located in Raleigh and Winston Salem, NC. Such services are especially valuable for our graduate students who need to hone their study, critical thinking and test taking skills in preparation for higher level, more technical, nursing courses and clinical experiences!

Questions about tutoring are welcome and may be addressed by Geoff Bailey at [gkbailey@uncg.edu](mailto:gkbailey@uncg.edu) or by calling 336-334-3878.

Likewise, questions about our academic skills assistance may be addressed by Elise Rhodes at [errhodes@uncg.edu](mailto:errhodes@uncg.edu) or by calling 336-334-4415.



# NCLCA Executive Board 2009-2010

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## *Upcoming Events*

**July 8 - 11, 2010**

**NCLCA Institute**  
North Central College  
Naperville, IL  
[www.nclca.org](http://www.nclca.org)



**June 26 - July 23, 2010**

**NCDE Kellogg Institute**  
[www.ncde.appstate.edu/Kellogg](http://www.ncde.appstate.edu/Kellogg)

**Sept. 30 - Oct. 1, 2010**

**National College Learning Center Association (NCLCA)  
Conference**  
Charlotte, NC  
[www.nclca.org/annualconference](http://www.nclca.org/annualconference)

**November 3-6, 2010**

**College Reading & Learning Association (CRLA) Conference**  
Salt Lake City, Utah  
[www.crla.net/conference](http://www.crla.net/conference)