



A Tradition of Accomplishments, Success, and Leadership

**Annual PA/NJ CRLA
Spring 2016 Conference**

“The Power of Planning for Student Success”



**Friday, March 18, 2018
8:30am-3:30pm**

Bucks County Community College - Gateway Building - Newtown, PA

The Board would like to express our gratitude to Bucks County Community College for hosting! We also acknowledge and appreciate all the work done by the committees to make this conference a success!

| Conference Committee | Nominations Committee | Newsletter Editors | Proposal Committee |
|---|--|--|---|
| Cliff Woodward Lauren Humphries Jose Paez-Figueroa Nicole Tracey Mary Greco | Lauren Humphries Josh Carmichael Rebecca Signore | Lauren Humphries Nicole Paternoster | Jose Paez-Figueroa Lifen Yang Victoria Rey Pamela Cavanagh |

Conference Program and Schedule at a Glance

| PRESENTATION | INTENDED AUDIENCE |
|--|--|
| General Session | Managers, Supervisors, Program Directors, Discipline Related |
| Tutor Track | Tutors, Tutor Trainers |
| 8:30am—9:45am (Gateway Atrium) | Registration, Continental Breakfast, and Welcome |
| 10:00am—10:50am | First Session |
| (Gateway 203) | <i>“Training Your Untamed Data: Unleashing Greater Student Success”</i> Lisa Ratmansky, John Pilla, and Matt Slutz |
| (Gateway 205) | <i>“Peer Leadership Positions’ Effects on Leadership & Communication Practices: Preliminary Results”</i> Stacey Blackwell, Rutgers University |
| (Gateway 211) | “A Dialogue on Civility” Suzanne McCarthy and Abbie Davis, Centenary College |
| (Gateway 213) | <i>“Tutoring Techniques that Increase and Promote Student Success in STEM Courses”</i> Corina Hernandez and Joyce Tumfour, Union County College |
| (Learning Studio) | Tutor Track: “Sweet Sound of Learning” Monica Cocca and Adam Halpern, Muhlenberg College |
| 11:00am—11:50am | Second Session |
| (Gateway 203) | <i>“Leveraging SWOT Analysis to Enrich Academic Learning Centers”</i> Rebecca Lemmel, Dr. Rodney Warfield, Professor Richard Schott, Albright College |
| (Gateway 205) | <i>“Measuring Peer Leaders’ Beliefs about Teaching and Learning”</i> Sari Katzen, Rutgers University |
| (Gateway 211) | <i>“Your Learning Center’s Marketing Plan”</i> Kendra Sites, The Pennsylvania State University |
| (Gateway 213) | <i>“Supporting Tutors in a Changing Learning Center Dynamic”</i> Mary McComsey, Bucks County Community College |
| (Learning Studio) | Tutor Track: “Game-Based Learning in Undergraduate Education” Monica Cocca and Adam Elwood, Muhlenberg College |
| 12:00pm – 1:30pm (Gallagher Room) Lunch | Welcome: Dr. Clayton Railey, Provost, Bucks County Community College Announcements: Cliff Woodward, PA/NJ CRLA President Suzanne McCarthy, Professional Development Coordinator, CRLA Lauren Humphries, PA/NJ CRLA Past-President Keynote Address: <i>“Students as Partners: Re-conceptualizing our Roles to Expand Possibilities for Teaching and Learning”</i> Nic Vog, Geneva Stein, and Sorat Tungkasiri, Princeton University |

1:30pm—2:20pm

Third Session

(Gateway 203)

“Structuring College Reading and Writing Activities for Optimal Student Performance: 3 Models of Active Learning”

Susan Auger, Thomas Kitchen, Priscilla VanAulen, Ramapo College of New Jersey

(Gateway 205)

“Rutgers’ Learning Assistant Program: Learning Center and Faculty Partnerships”

Mary Emenike, Rutgers University

(Gateway 211)

“Tutoring Center Scheduling: Planning Ahead to Maximize Subject Offerings”

Nicole Tracey, Bucks County Community College

(Gateway 213)

“The Power of Engagement: The Interactive Tutoring Session. Utilizing Dialogue Education Principles for Idea Development in Writing”

Heather Wojdylo, Fairleigh Dickinson University

(Learning Studio)

Tutor Track: “Working with Disorganized Students”

Nora Devlin, Rutgers University

2:30pm—3:20pm

Fourth Session

(Gateway 203)

“Academic Coaching: Developing & Assessing Academic Coaching Modules”

Lucille Lu, Rutgers University

(Gateway 205)

“Partnering for Student Success: Collaborative Approaches to Academic Support”

Lindsay Matias and Rebecca Signore, Drexel University

(Gateway 211)

“Building Student-Centered Courses Through Embedded Tutoring”

Garri Rivkin, The City College of New York

(Gateway 213)

“Bridging the Gap in Student Athlete Success”

Nicole Paternoster, Union County College

(Learning Studio)

Tutor Track: “Voice, Agency, and the Developmental Writing Student”

Ashley Vogt, Bucks County Community College

Session Abstracts:

10:00am—10:50am

First Session

(Gateway 203)

“Training Your Untamed Data: Unleashing Greater Student Success”

Lisa Ratmansky, John Pilla, and Matt Slutz

By improving data management, support programs increase student success. This session provides a framework for determining the kinds of data worth capturing to reveal trends on three levels: day-to-day operations, programmatic assessment, and growth agendas. Addressing how to collect useful data and interpret its news to impact decisions on your campus is this session’s focus.

(Gateway 205)

“Peer Leadership Positions’ Effects on Leadership & Communication Practices: Preliminary Results”

Stacey Blackwell, Rutgers University

This session introduces participants to Rutgers’ Preparation in STEM Leadership Program, which is designed to equip peer leaders (tutors, SI leaders) in STEM fields to become industry leaders. We will present preliminary findings related to students’ development of leadership and communication skills after participating in such positions for one semester. (This presentation was co-authored by Stacey Blackwell, Sari Katzen, Nipa Patel, Yan Sun, Mary Emenike.)

(Gateway 211)

“A Dialogue on Civility”

Suzanne McCarthy and Abbie Davis, Centenary College

This session will help us to look at the quality of our interactions with our students in our learning centers and classrooms. You cannot always control what happens but we can control how we respond. You will be introduced to George Washington's Rules for Civility as well campus civility projects.

(Gateway 213)

“Tutoring Techniques that Increase and Promote Student Success in STEM Courses”

Corina Hernandez and Joyce Tumfour, Union County College

Motivating minority students in STEM fields has been a unique challenge for many institutions of higher education. The U.S. Department of Education Hispanic Serving Institutions, Title V Grant, STEMpact, at Union County College in New Jersey aims to address this question by offering special tutoring services. Using the peer led team learning (PLTL) model, tutors host structured study sessions (SSS). These are subject driven sessions geared towards student engagement and student-peer interaction.

(Learning Studio)

Tutor Track: “Sweet Sound of Learning”

Monica Cocca and Adam Halpern, Muhlenberg College

As a professor or teaching assistant, it is imperative to create a learning experience that fosters worthwhile academic relationships. But how? The answer is music. Based on contemporary research, music is an effective learning tool to use in the classroom, given the right conditions.

11:00am—11:50am

Second Session

(Gateway 203)

“Leveraging SWOT Analysis to Enrich Academic Learning Centers”

Rebecca Lemmel, Dr. Rodney Warfield, Professor Richard Schott, Albright College

Change is a reality. SWOT allows organizations to visually assess a changing environment. Participants will explore the SWOT theory, how to adapt it into practice, and how the ALC used it to make meaningful assessment and action plans. The participants will have the opportunity to begin creating a SWOT model.

(Gateway 205)

“Measuring Peer Leaders’ Beliefs about Teaching and Learning”

Sari Katzen, Rutgers University

The Rutgers Learning Centers’ Preparation in STEM Leadership Program evaluates the effectiveness of current peer leader training practices and assesses peer leader’s development of their beliefs about teaching and learning through concept maps and written teaching philosophy statements. Preliminary results from the first semester of the program will be discussed. (This presentation was co-authored by Sari Katzen, Yan Sun, Nipa Patel, Mary Emenike, Stacey Blackwell.)

(Gateway 211)

“Your Learning Center’s Marketing Plan”

Kendra Sites, The Pennsylvania State University

Are you looking to increase the number of students using your Learning Center? Have you considered taking a different approach in how you “market” your services on campus? Participants will evaluate the marketing strategies their learning center is currently using while creating a Marketing Plan for their learning center.

(Gateway 213)

“Supporting Tutors in a Changing Learning Center Dynamic”

Mary McComsey, Bucks County Community College

Tutoring Centers help increasing numbers of non-traditional student population groups take advantage of higher education opportunities. But who supports tutors as they embrace this challenge? This presentation provides ways to develop programs to address tutor burnout in order to maintain effective training and a positive work environment for tutors

(Learning Studio)

Tutor Track: “Game-Based Learning in Undergraduate Education”

Monica Cocca and Adam Elwood, Muhlenberg College

As a professor or teaching assistant, it is imperative to create a learning experience that fosters worthwhile academic relationships. But how? The answer is music. Based on contemporary research, music is an effective learning tool to use in the classroom, given the right conditions.

12:00pm – 1:30pm
(Gallagher Room)

Welcome: Dr. Clayton Railey, Provost, Bucks County Community College

Announcements: Cliff Woodward, PA/NJ CRLA President
Suzanne McCarthy, Professional Development Coordinator, CRLA
Lauren Humphries, PA/NJ CRLA Past-President

Keynote:

“Students as Partners: Re-conceptualizing our Roles to Expand Possibilities for Teaching and Learning”

Nic Vog, Geneva Stein, and Sorat Tungkasiri, Princeton University

[Pictures Pending]

Engaging students as partners can enhance teaching, learning, and learning support. How we as educators think about students and their roles fundamentally shapes how we engage them in their own education and in our work. This collaborative, interactive presentation illustrates how our learning center has embraced students from this new perspective to strengthen our programming. We will highlight Principedia, a first-of-its kind self-sustaining online “encyclopedia” created largely by students which collects, organizes, and disseminates local knowledge about learning and teaching in the Princeton University community.

1:30pm—2:20pm

Third Session

(Gateway 203)

“Structuring College Reading and Writing Activities for Optimal Student Performance: 3 Models of Active Learning”

Susan Auger, Thomas Kitchen, Priscilla VanAulen, Ramapo College of New Jersey

This session will explore ways in which reading and writing activities can be structured in order to create an optimal learning environment for student success. Presenters will offer strategies to help students see reading and writing as complex processes, and to help them develop skill with a variety of approaches to the construction and analysis of texts.

(Gateway 205)

“Rutgers’ Learning Assistant Program: Learning Center and Faculty Partnerships”

Mary Emenike, Rutgers University

This session will provide an overview of the Learning Assistant model and describe one type of implementation – central coordination through a Learning Center in partnership with faculty, departments, and deans. (This presentation is co-authored by Mary Emenike, Sari Katzen, and Stacey Blackwell.)

(Gateway 211)

“Tutoring Center Scheduling: Planning Ahead to Maximize Subject Offerings”

Nicole Tracey, Bucks County Community College

The Tutoring Center at Bucks CCC faces numerous constraints when scheduling tutors at its four campuses. During this session, we will discuss strategies for scheduling and developing appointment rules to increase student utilization, while staying within hour and budget restraints and remaining true to tutoring best practices.

(Gateway 213)

“The Power of Engagement: The Interactive Tutoring Session. Utilizing Dialogue Education Principles for Idea Development in Writing”

Heather Wojdylo, Fairleigh Dickinson University

The session will provide an overview of the methodology of the Academic Support Center at Fairleigh Dickinson University’s Florham Campus. The interactive session will highlight the style of the Humanities, Social Sciences and College Writing Tutoring Department of the Academic Support Center where the focus is on students’ work-shopping their own assignment during the tutoring session. The aspects to be highlighted are: Focusing on the students’ thought process and strengthening of their critical analysis skills, allowing for a stream of consciousness style of discussion where students use the Power of Free Writing to engage further into the tutoring session. The principles of Dialogue Education and the Power of Free-Writing will be presented. Attendees will have the opportunity to experience engagement in a tutoring session, where the student does the majority of the talking, writing and decision making, while the tutor plays the role of listener, teacher and guide.

(Learning Studio)

Tutor Track: “Working with Disorganized Students”

Nora Devlin, Rutgers University

The conventional way to "deal with" disorganized students is often to spend as long as it takes to get them organized before moving onto whatever other goal they had set for themselves. What if there is another way to serve them that shows more respect for their strengths?

2:30pm—3:20pm

Fourth Session

(Gateway 203)

“Academic Coaching: Developing & Assessing Academic Coaching Modules”

Lucille Lu, Rutgers University

Learn how an academic coaching program transformed its method of service delivery by providing 3 to 6 week small group academic coaching modules in areas such as time management and reading strategies. Brainstorm interactively to develop your own plan for a coaching module and examine assessment tools for measuring impact.

(Gateway 205)

“Partnering for Student Success: Collaborative Approaches to Academic Support”

Lindsay Matias and Rebecca Signore, Drexel University

At Drexel University, the complex “learning landscape” offers many opportunities for academic support services to forge partnerships that benefit students. Drawing from the University’s student learning priorities, focus on data-driven decision-making, and our belief that collaboration is foundational to academic support, the Center for Academic Success has entered into several new partnerships and reinvigorated existing ones in an effort to better support our students. This presentation will address both the theoretical and practical approaches of effective collaboration with campus partners and reveal lessons learned from the process.

(Gateway 211)

“Building Student-Centered Courses Through Embedded Tutoring”

Garri Rivkin, The City College of New York

This presentation will explore how embedded tutoring and the integration of an online forum can create--without a substantive workload increase to the instructor--a space in a small or large class focused on helping students to improve their conceptual and technical skills within the discipline, and their non-cognitive skills.

(Gateway 213)

"Bridging the Gap in Student Athlete Success"

Nicole Paternoster, Union County College

Presentation will discuss the issue of ensuring that student athletes are making proper academic progress. The Owl's Training Camp, a program that stresses the importance of studying and requires mandatory tutoring, is a vital component to guaranteeing that our student athletes are on par with other students in the college.

(Learning Studio)

Tutor Track: "Voice, Agency, and the Developmental Writing Student"

Ashley Vogt, Bucks County Community College

This round table discussion will explore the best practices for tutors and instructors to foster agency and nurture the individual expressions of voice and subjecthood in developmental writing students who may have experienced limited access to education as a result of systemic oppression.