A G L A N C E I N T O T H E F U T U R E

“The arts must be considered an essential element of education... They are tools for living life reflectively, joyfully, and with the ability to shape the future.”

Shirley Trusty Corey

A Message from the Editor:

This month, we have asked our writers to look to the future. Thank you to everyone who submitted an article for the newsletter.

August Newsletter Theme: NCLCA Conferences, Past and Future. Please submit great stories about conferences past, and we will talk about the conference ahead. Publication guidelines are listed on page 13. (Submission deadline: 24 July 2015)

Corrections:

◊ Last issue: Juan F. Jimenez was incorrectly listed as Juan R. Jimenez when announcing his achieving LCLC Level 2
◊ Last issue: Rose Audretsch’s name was incorrectly spelled as Rose Audretch in the article about Eleanor Harner.
◊ December issue: Jenny Schultz was incorrectly listed as the author of the Campus Visit article. The actual author was Jordan Walters
From the President’s Desk

Peggy P. Mitchell
Assistant Vice President
Academic Support Services
Wilmington University

Hello, NCLCA members! It is hard to believe that another academic year is winding down. I am looking forward to some slower days in order to reflect on the past academic year as well as implement the plans for the new academic year. As you make your plans for the upcoming 2015-16 academic year, be sure you check out the NCLCA website to see everything NCLCA has to offer you. Here are some highlights!

Under the leadership of Jenny Haley, this year’s Conference Chair and NCLCA’s Vice President, the NCLCA Board and many of you are involved with the planning of NCLCA’s annual conference. This year’s conference will honor and celebrate a milestone in NCLCA’s history…our 30th anniversary. The conference will be held in Milwaukee, Wisconsin, October 5-8, 2015. Proposals to present were accepted through April 30, 2015. Check out the website at http://www.nclca.org/2015conference/cfp.html for more information. If you did not get your proposal in…you can contact Haley to inquire if she will accept a late submission.

Laura Sanders, NCLCA’s Immediate Past President, has organized an exciting NCLCA Institute, which is scheduled for June 28 – July 1, 2015 in Greenville, South Carolina. The Institute will be held at the Hyatt Regency, and the theme is Bridging the Gap to Student Success. I invite you to join with other learning center leaders at this Institute to hear nationally recognized mentors discuss important topics relative to our profession. It is also a wonderful opportunity to build networking relationships with other learning center leaders. Go to http://www.nclca.org/institute.htm for more information.

For other professional development and recognition opportunities, check out our Learning Centers of Excellence Program (LCE) and our Learning Center Leadership Certification (LCLC). For more information, don’t hesitate to contact Elaine Richardson (ERCHRDS@clemson.edu) regarding LCE or Elaine Humphrey (humphreye@vmi.edu) for information on LCLC, or check out the website.

Don’t forget that we have several affiliate organizations (Florida, South Carolina, and Louisiana). You can reach their websites by going to http://www.nclca.org/affiliates.htm. If you would like to discuss how to start an affiliate organization, don’t hesitate to contact me at peg.p.mitchell@wilmu.edu.

Warm regards,

Peg
FCLCA is on the Move!

By Pat Maher, University of South Florida, and Sara Hamon, Florida State University

Just a few short years ago, college learning center professionals in Florida embarked on a journey to form a professional statewide network. The Florida College Learning Center Association or FCLCA was officially established in August of 2013 and has already achieved several milestones.

Our second annual conference, April 9-10, hosted by several institutions in southern Florida, was attended by over 100 learning center professionals. The conference was held at Broward College North Campus and was co-hosted by Florida Atlantic University, Nova Southeastern University, and Palm Beach State College. The featured keynote speaker was noted math educator Dr. Paul Nolting. In addition to the many outstanding conference sessions, the FCLCA conference included site visits to several learning centers near the conference site.

Other accomplishments have included the development of a website, an online discussion forum, and the addition of 2 new positions on the Executive Board. And the 2016 conference plans in central Florida are already underway. Keep your eye on Florida; FCLCA is on the move and excited about our future!

For more information about FCLCA, visit http://www.nclca.org/florida.htm

LCLCA

The Louisiana College Learning Center Association (LCLCA) has completed the incorporation process. Congratulations to everyone on their success.

LCLCA has set its annual meeting for July 1st on the campus of University of Louisiana at Lafayette. While this is the 3rd annual learning forum, it will be the first official meeting as an affiliate of NCLCA. For more information, visit http://studentsuccess.louisiana.edu/learningforum.

For information about the Louisiana College Learning Center Association, contact:
Erin R. Wheeler, PhD
Louisiana State University
ewheel6@lsu.edu

SCCLCA Preparing for Conference

Learning Center Professionals in SC, NC, and GA, here is an opportunity for you! This year, the South Carolina Affiliate of NCLCA will hold its SOARING TO SUCCESS conference on Friday, June 12, 2015, at Winthrop University in Rock Hill, SC. Learning professionals from South Carolina and neighboring states are encouraged to join this great event!

Lodging:
- Inn at Winthrop University: www.winthrop.edu/inn (reserve by May 28 for $78.84 rate)
- Holiday Inn: www.holidayinn.com/rockhillsc (reserve by May 11 for $89 rate)

For more information on SCCLCA or the Soaring to Success Conference, visit http://www.nclca.org/south_carolina.htm.
By Sally Weglinski
Dutchess Community College

Tutors Are Superstars!
On February 17th, Dutchess Community College hosted “Tutors are Super Stars!”--the 2015 tutor training conference for Mid-Hudson area tutoring educators (MATE). Peer tutors and coordinators from Dutchess Community College (DCC), Marist College, SUNY New Paltz, Ulster Community College, West Point, and Vassar College gathered for a morning of training, networking, and fun on the Poughkeepsie, NY, campus. The agenda consisted of three sessions offering the following workshops:

- The Brightest Stars: Group Tutoring Techniques and Strategies
- Stress Management for Super Stars: Techniques for SUPERior Tutoring Sessions
- Finding the Link: A Star’s Guide to Developing Writing Ideas
- All-Star Techniques for Tutoring Math and Science
- Shine as a Writer and Writing Tutor: Understanding Higher- and Lower-Level Writing Concerns
- Super Strategies to Increase Reading Comprehension
- Let Technology Play a Supporting Role in Your Tutoring Sessions: Incorporating iPads and Livescribe Pens in Tutoring Sessions
- Coordinator Connection: A Time for Tutoring Coordinators to Share Concerns and Best Practices

In all, 50 people attended this “star-studded” event, which afforded peer tutors opportunities to enhance their tutoring skills while gaining training hours for CRLA certification. Of special note, several workshops were developed and presented by peer tutors. In addition, DCC tutors served as workshop presiders to familiarize themselves with that role at professional conferences. Attendees were very pleased with the event. Planning for MATE 2016, the sixth annual conference, will begin this summer. For information, contact Sally Weglinski (weglinsk@sunydutchess.edu).

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.

Samantha Day
Learning Center Leadership Certification—Level 2
Southcentral Kentucky Community & Technical College

Kristine Urban Keuntjes
Learning Center Leadership Certification—Level 2
Rasmussen College

Justin Schulte
Learning Center Leadership Certification—Level 1
Eastern Kentucky University

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.
Practitioner’s Corner: Instructional Strategies

By Amy Havener Spencer
Ohio Dominican University

Socratic, Heuristic, Maieutic
My father was a distinguished eye surgeon who taught entry-level medical students as well as ophthalmology residents; he wrote dozens of books and hundreds of articles and lectured worldwide. Of the many awards he received, among the most cherished was “Professor of the Year,” a distinction voted on by the medical students and seldom won by those faculty seen only during a single brief rotation through a surgical specialization. Dad used to say that good teachers positively impacted the world for a hundred years, as the ripples of lessons learned extended through the lives of their students into the future. He truly loved teaching, and he was very good at it.

My parents raised seven children, five of whom grew up to be teachers, so perhaps it could be said that education is the family business. It is certainly true that we were constantly immersed in an intentionally structured learning environment, which–I honestly confess–was not always fully appreciated. I remember hearing my sister’s frustrated pleas as she did homework at the kitchen table: “Can’t you just tell me the answer?” No; it was always question, question, question, analogy, illustration, experiment, and more questions. We all experienced Dad’s approach to teaching for years before becoming old enough to hear his three-word summary of that approach: Socratic, Heuristic, Maieutic.

The Socratic Approach is familiar to us; the use of questions to lead a student to the desired knowledge. As professional educators, we also know how to promote learning through heuristics, from the Greek heuriskein, to discover through exploratory problem-solving techniques or--more messily but still effectively--through trial and error. That third adjective, maieutic, is the one I’ve heard used only by my dad. He loved this word because of that unusual string of vowels, “aieu,” and embraced it as essential for true learning because of its etymology, from the Greek maieutikos, of midwifery. Learning is not complete until the student gives birth to his/her own expression or demonstration of fully incorporated understanding--reimaged, re-associated, recreated--as part of him/herself. Yes, one may equate this with Bloom’s highest level of creativity, but the visceral, flesh-of-my-flesh, bone-knitting image of birthing an independently viable entity, grown over time from the tiniest of seminal beginnings, better describes my father’s practice of teaching and learning. So in this 30th year of NCLCA, I share my father’s transformative words and a wish for all our work with students to be Socratic, heuristic, and maieutic.
Practitioner’s Corner: New Partnership With Faculty

By Kellie Durham & Jeffery Schwehm
Concordia University—Ann Arbor

Promising Practices – Make It Stick: Involving the Learning Center in Faculty Continuing Education

During the 2014-2015 academic year, the Concordia University Center for Excellence in Learning and Teaching (CELT) partnered with the Academic Resource Center (ARC) on our Ann Arbor campus to present this year’s faculty book club selection, *Make it Stick: The Science of Successful Learning*. Our goal was to assist faculty in developing successful learning/teaching techniques based on the cognitive sciences. In addition, we wanted the faculty on campus to see the ARC not just as a place for student support, but also as an academic partner with the faculty to assist them in implementing those successful learning/teaching techniques via the student support services we offer.

The Director of the Academic Research Center and the Coordinator for Student Success and Retention facilitated the book club session based on chapters 4 and 5 of *Making It Stick*: “Embrace Difficulties” and “Avoid Illusions of Knowing”. During this faculty session, we asked how the ARC could support faculty implementation of learning/teaching techniques based on cognitive science via our student support services in the following critical cognitive areas:

- Effortful retrieval or effortful recall of learning – this is a technique that requires students to “reload” or reconstruct components from a skill set or material from their long-term memory instead of pulling information from their short-term memory
- Corrective feedback – giving students immediate instruction that corrects gaps in their understanding or mistakes
- Identifying and correcting illusions of knowing – helping students understand when they do not comprehend something, but have deluded themselves into thinking that they have fluency or mastery of a subject

During the discussion, faculty suggested that the ARC could support faculty implementation of learning/teaching techniques based on cognitive science via the following:

- Have students create concept maps (including illustrations), allowing them to make connections among concepts, subjects, and ideas to help students recall concepts for exams.
- Provide immediate corrective feedback on writing assignments by working through rough drafts with students to correct the gaps in their writing technique and content knowledge.
- Assist students with writing small response papers between classes to correct knowledge gaps and improve long-term retention of ideas.
- Provide students with opportunities to reflect on their performance on previous exams by assisting with exam and quiz corrections as well as reviewing how the students prepared for these exams and making suggestions for improvement in study techniques.
- Tutors and study-group leaders could work closely with faculty to develop practice quizzes and exams leading up to course quizzes and exams. This practice is consistent with cognitive science research that demonstrates that testing does not only assess student learning but is extremely effective in assisting students to learn course material and store that course material in their long-term memory.

The Academic Resource Center will train its student staff in these vital cognitive areas in preparation for implementing these services during the next school year. Plans are being made to evaluate these efforts to see if they are effective in supporting faculty in the implementation of learning/teaching techniques based on cognitive science and truly lead to meaningful and long-term student learning. We plan to help students and faculty *Make It Stick*. 
Student Voices

We are currently engaged in a qualitative research study to identify the factors contributing to college success for students who have overcome barriers as they strive to complete their educational goals. To date, we have interviewed students in the U.S., Canada, and South Africa. Our data analysis has led us to construct the "believe-in-you" model: The most significant factor in students' success has been consistently identified as having people express a strong belief in them at critical times.

We engaged in a qualitative research approach based on the following purpose statement: To identify the factors that contribute to college success for students who have overcome identifiable barriers as they strive to complete their education. We used a grounded theory design that enabled us to systematically collect data that helped us uncover the variables that contributed to college completion for those students who have faced significant obstacles. We did not begin with a hypothesis; rather, we collected data through interviews and then looked for emerging patterns that would lead to an integrated model for student success.

We utilized a purposive sampling method to select the students for our study. Through professional list serves and personal contacts in the field of developmental education and learning assistance, we requested referrals of students who had struggled and ultimately reached their goal of finishing college. Before sharing names with us, the instructors confirmed with the students that they were willing to engage in this project. Once the students indicated their interest, we emailed them to describe the purpose of our project and the methodology we would be using. We also requested they sign an informed consent form.

We used Skype to tape the interviews, which were transcribed by a third party who did not participate in the interview process. This helped to ensure objectivity and accuracy. Once we had the transcriptions, we used an open coding system to begin the data analysis. Each transcript was read multiple times by a different reader and summarized through phrases that identified its main themes or codes. These codes were then organized into categories. For example, a code for one transcript was "attended the lowest high school." This was subsequently put into a category of "academic preparation" along with other codes from that interview. Each interview had approximately 12 – 15 categories.

Once the coding and categorizing were individually completed for each transcript, the researchers compared their results, discovered patterns, and identified a unifying theme. The theme was clear: All participants had someone who believed in them at a critical time. With "Believe in You" as the unifying theme, the data fell into three overall categories of self-efficacy, persistence, and emotional development.

After we understood the overall categories and the unifying theme, we began to build the foundation of an integrated theory that would explain the students’ success. We used the TRPP (Theory, Research, Principles, and Practice) model to guide us through that process. Starting with theory and research, we searched for research and theoretical foundations that would provide a robust foundation for each of the three categories.

This process is ongoing as we further develop the categories which will ultimately lead to principles for practice. We are also continuing to interview students whose stories will help refine our preliminary believe-in-you model.
The mission of NCLCA is to support learning center professionals as they develop and maintain learning centers, programs, and services to enhance student learning at the post-secondary level.

Institute Mentors

Lisa D’Adamo Weinstein, Ph.D., has been a professional in the field of learning assistance and developmental education for over 20 years. She has worn many hats, teaching and directing learning assistance programs at Indiana University, American University, and in the United States Military. Currently, she is the Director of Academic Support at the Northeast Center of SUNY Empire State College. Lisa earned a B.A. in English & General Literature at Binghamton University (SUNY). She completed her M.S. and Ph.D. at Indiana University. Her dissertation analyzed the personal narratives of African-American female first-generation college students and how their ways of knowing and identity development related to their college success. She is co-author of the book Piecing It Together: A Guide to Academic Success, published by Allyn & Bacon. She is a Past President of NCLCA and served on the Executive Board 2003-2006. In 2005, she received the Department of Defense, Commander’s Award for Civilian Service, and she is a 2013 recipient of the State University of New York’s Chancellor’s Award for Excellence in Professional Service.

Lucy MacDonald, M.A., has been teaching online since 1992 BW (before the web). She is faculty emerita from Chemeketa Community College in Salem, OR, and Florida State College, Jacksonville. Her hwtostudy.org site won NCLCA’s first Award for Innovative Use of Technology. She co-authored TechTalk in the Journal of Developmental Education for over 10 years and is a founding member of TIDE (Technology Institute in Developmental Education), for which she has taught for 16 years. In 2006, the NADE Digest published “Tutoring Online: Increasing Effectiveness With Best Practices.” She has received many awards, including becoming a Fellow of CLADEA (Council of Learning and Developmental Education Associations).

Eric Moschella, Ph.D., is the Director of the Student Success Center at the University of South Carolina, Columbia. He has over ten years’ experience working with learning centers and programs. Recently, the Student Success Center was recognized by University Business magazine as a Model of Excellence for its early-alert program, Success Connect. Dr. Moschella is a founding member and Past President of South Carolina College Learning Association and the current Membership Secretary for NCLCA. Dr. Moschella earned a Masters Degree in Postsecondary Student Development from the University of Iowa and a Ph.D., in Higher Education Leadership from Clemson University. His research interests include innovation in first- and second-year student success and persistence programs, early-alert and intervention, online learning delivery models, and comprehensive learning center design.
## Institute Tentative Schedule at a Glance

### Sunday, June 28, 2015
- 6:00 - 7:00: Check-in
- 7:00 - 9:00: Dinner on your own

### Monday, June 29, 2015
- 7:30 - 8:30: Breakfast (provided)
- 8:30 - 10:00: Session with Lucy MacDonald
- 10:15 - 11:45: Session with Eric Moschella
- 12:00 - 1:00: Lunch (provided)
- 1:15 - 2:45: Session with Lisa D’Adamo-Weinstein
- 3:00 - 5:00: Panel of Mentors to discuss current topics
- 5:30: Trip to tour Academic Success Center, Clemson University, and dinner at Seasons by the Lake

### Tuesday, June 30, 2015
- 7:30 - 8:30: Breakfast (provided)
- 8:30 - 10:00: Session with Lisa D’Adamo-Weinstein
- 10:15 - 11:45: Session with Lucy MacDonald
- 12:00 - 1:00: Lunch (provided)
- 1:15 - 2:45: Session with Eric Moschella
- 3:00 - 5:00: Panel: local learning center directors
- 5:30: Dinner on your own

### Wednesday, July 1, 2015
- 7:30 - 8:30: Breakfast (provided)
- 8:30 - 9:30: Session with Eric Moschella
- 9:40 - 10:40: Session with Lisa D’Adamo-Weinstein
- 10:50 - 11:50: Session with Lucy MacDonald
- 12:00 - 1:00: Lunch (provided)
- 1:00 - 2:00: Institute Summary and Action Plan

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**Institute Registration**

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<tr>
<th>Category</th>
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<td>NCLCA Members</td>
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<tr>
<td>Includes Membership</td>
<td>$725</td>
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<tr>
<td>Non-members</td>
<td>$775</td>
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Register online at the NCLCA website: [www.nclca.org/institute.htm](http://www.nclca.org/institute.htm)

**Lodging**

The host hotel is the Hyatt Regency in Greenville, SC. Institute rates are $139 per night. Below is the URL for hotel reservations for the Institute: [https://resweb.passkey.com/go/NCLCA](https://resweb.passkey.com/go/NCLCA)

For those who prefer to call, the number is 1-888-421-1442. Please make your own lodging reservations and mention that you are with the NCLCA Institute to get our rate. **IMPORTANT: Deadline for hotel reservations to get the institute rate is June 7, 2015.**

**Getting There...Flying**

You will fly into Greenville Spartanburg International Airport, which is located 14 miles from the Hyatt. Transportation to and from the airport will be provided (if arrangements are made in advance).

**Driving Directions**

**From Chattanooga and Atlanta:**

**From Columbia, SC:**
Take US-76 West, which becomes I-26 West. Merge onto I-385 North via Exit 51 on the left, toward Laurens / Greenville. I-385 North becomes Beattie Place. Hotel is located on the left side on Beattie Place.

**From Charlotte, NC:**
Take I-85 South toward Gastonia (crossing into South Carolina). Merge onto I-385 North via Exit 51 toward Downtown / Greenville. I-385 North becomes Beattie Place. Hotel is located on the left side on Beattie Place.

The Class of 1956 Academic Success Building is a state-of-the-art facility that was completed in March 2012.
Leaders Training Leaders

In the beginning, there were only individuals. Then, there were mentors and mentees. In 2010, when THINK TANK decided to take its Supplemental Instruction program back to the basic elements derived from the University of Missouri Kansas City (UMKC) model, one of the first items on the long list of priorities was reconstructing the Supplemental Instruction Leader training. As the coordinator chosen for this undertaking, I was charged with providing a training that would both properly prepare students for their new SI leader positions and uphold the mission of THINK TANK to empower UA students by providing a positive environment where they can master the skills needed to become successful lifelong learners.

By comparison, the first of these tasks, preparing students for their new positions, was easy. Providing a positive environment took some work. Though all THINK TANK services are student-centered and aimed at helping all students achieve their full potential, determining the exact elements necessary to create this type of environment for SI leaders took the most time and effort. After the second semester of training, I was not fully satisfied with the results of our training. Though it yielded excellent SI leaders, I observed that it took even the best new leaders an average of 6-8 weeks of practice before they truly felt comfortable in their new roles. Though I expected this type of transition to take some time, I felt there was more we could do through our approach to development in order to shorten this learning curve.

That’s when things got exciting. After meeting with THINK TANK’s Tutoring Services Coordinator, we worked together and designed a mentorship model based on our interpretation of acclaimed psychologist Lev Vygotsky’s concept of the “more knowledgeable other” (MKO). Simply stated, the MKO is someone who is perceived to have better skill or understanding of a task, process, or concept. This person could be a peer, a parent, a teacher/tutor, or another person (McLeod, 2007). In the case of the SI and Tutoring programs at THINK TANK, we began by identifying returning SI leaders and tutors as MKOs. As our discussion continued, however, we realized that for us the MKO is a much more fluid role. Though a student may have developed into a great SI leader or tutor, no one ever knows everything about anything. New SI leaders and tutors may bring with them new perspectives on carrying out day-to-day tasks that may improve upon the returning approach of returning SI leaders and tutors.

This realization led us to establish a THINK TANK mentorship model in which the Mentor/Mentee relationship is mutually beneficial. As mentees, new leaders are encouraged to ask questions and reach out to their mentors to seek guidance before reaching out to their supervisors. Mentors are encouraged to check in with their mentees and get to know them on personally as well as professionally. Both parties are encouraged to keep an open mind in order to find the best solution to issues. As I tell SI leaders in training, “Just because you’ve done this for a long time doesn’t mean you can’t learn a new and maybe better way of doing things.” After two years of implementation, the hard work has paid off; the average learning phase for our SI leaders has gone down from 6-8 weeks to 1-3 weeks.

Reference

Save the Date!

National College Learning Center Association
30th Annual Conference
October 5–8, 2015
Hyatt Regency Milwaukee

Submit your proposal today!
nclca.org

Conference Schedule Summary
Monday, October 5: Pre-Conference Institutes
Tuesday, October 6–Wednesday, October 7: Concurrent and Poster Sessions and Keynote Speakers
Thursday, October 8: Post-Conference Institutes
Practitioner’s Corner: Promising Coaching Strategy

By Seth Endicott
Salisbury University

Salisbury University’s Center for Student Achievement has enhanced its academic coaching program through best practices geared towards engaging students. By emphasizing active learning and powerful questioning techniques, we believe in empowering students to create their own academic plans and to set goals throughout the semester to reach their academic potential. The importance of powerful questioning is to get students to feel comfortable talking to their academic coaches and to build strong rapport with others. Asking open-ended questions is also an effective strategy to learn about the students in order to create appropriate plans that cater to their individual needs. Intentional formatting and assessment tools are crucial elements used to further develop our academic coaching program.

Our academic coaching program uses the three-meeting model to aid all students. In the initial meeting, students are asked to discuss their academic backgrounds. Coaches choose the appropriate assessment for students to complete based on their individual learning successes and challenges. In the second meeting, the students reflect on and discuss their assessment results, allowing the academic coaches to help students develop an academic plan for the semester. It is important that academic coaches empower students to create their own plans, and strictly restrict themselves to serving as guides for students. For the third and all subsequent meetings, students report to their academic coaches, who monitor students’ progress towards their academic goals. Students can meet with an academic coach at any time during the semester, but most students thus far have chosen to meet on a bi-weekly or monthly basis.

The three tools we use to assess students’ approaches to learning are the Learning and Study Strategies Inventory (LASSI), the Visual, Auditory, Reading/Writing and Kinesthetic Assessment (VARK), and the Study Strategies Inventory (SSI). The LASSI is great for students who want to discover their strengths and improvement areas. The VARK is designed for students to discover how they learn best by determining their learning styles. Students who are looking to sharpen their study skills or strengthen all areas of their studying should take the SSI.

Together, academic coaches and students create short-term goals throughout the semester that are realistic and measurable. Through goal-setting and other tools, students gain a sense of self-discovery. It is important that the academic coaches serves as guides, while allowing students to discover their own academic needs. The students should leave their coaching appointments with a better idea of how to improve academically. As our program development was implemented only this spring, we are still searching for more effective ways to assess academic coaching sessions. Future research may include GPA comparisons, pre- and post-intervention, as well as student retention and graduation rates. However, as a result of changes in our formatting and assessment tools, students have already reported that their academic coaching has been more beneficial thus far this semester.
The New Experience Economy of Higher Education

By Leonard G. Geddes
Lenoir-Rhyne University

Game Change: Thriving in the Experience Economy

We may not be ready to acknowledge it fully, but the learning assistance profession is rapidly losing ground. This state of affairs is not because institutions don’t realize the serious deficiency of skills among their students. They do. But rather than strengthening learning assistance programs, schools are reducing funding and cutting personnel.

Hmm, follow me on this: students need out-of-class support, yet institutions won’t invest in those who provide that support. How are we to make sense of this paradoxical trend?

The question is best answered by understanding that higher education is transitioning from a service-based economy to an experience economy. In a service economy, services are the primary determinants of value. This means that both the number and quality of services provided dictate one’s worth.

In the experience economy, services aren’t so valuable. Experiences are the means of exchange. An experience transpires when we use “services as the stage, and goods as props, to engage individual customers in a way that creates a memorable event” (Pine & James, 1998; Pine & Gilmore, 2011). For learning assistance professionals, this involves combining the various services we render under one or more broad themes. Then we must create events for students, and other stakeholders, to experience the essence of our theme.

In 2008, I sought to change the support services model at Lenoir-Rhyne University from a service center to an experience-based offering. Like many academic support centers, I'd become accustomed to providing a variety of academic services, such as tutoring, group academic workshops, and personal academic counseling sessions. At the end of each semester, I'd run various reports to show that we were indeed providing useful services. While these activities were effective, I wanted to make a greater impact. I began shifting away from the traditional posture of "providing academic assistance" to embracing the experience economy.

The Transforming Good Students Into Great Learners experience is one example of how I converted a valuable service into a life-changing experience. The event consolidated and intensified key components of workshops that had been conducted in isolation into a four-hour powerful learning experience. (The experience consists of four one-hour segments spread over four weeks.) As the title suggests, the event transforms “good” students -- those whose hard work doesn’t consistently produce great results -- into highly productive learners. Participants typically experience about a 20-point increase in test performance. It has led to numerous comments like these:

Q8: How have your grades been affected since participating in the experience?
They have increased by more than 20 points. Please feel free to expound on your answer below. Before attending the sessions and watching the recordings, I was very much a surface level thinker. When applying this to my schoolwork and exams, I had a difficult time applying the information to problems. Now I know how to understand the material in order to apply it in problems and essay questions. Due to this, my most recent test score in Genetics increased by over twenty points compared to the first exam.

Student feedback from Spring 2015 Transforming Good Students into Great Learners experience.
In the new experience economy, we seek methods to convert services into experiences. Below are a few tips for ways you can begin transitioning to an experience economy.

**Create beneficiaries, not participants** – Participants are created when students utilize our services. Participants become beneficiaries when they extract personal enduring value from what we do. Our program typically creates indelible memories, the achievement of which requires experiences! Below is a statement from a beneficiary:

Q12: Please use a few sentences to summarize how participating in the experience has impacted you. (Please use complete sentences, and your comments will remain anonymous.)

When I first attended the session, I was simply trying to find a sure-fire way to improve my grades for the moment. By learning about metacognitive thinking and becoming aware of the ways my professors want me to learn, I have found better ways of improving my grades and gaining the skills to begin strongly in later courses. The experience has provided me with a better academic future and I look forward to applying these skills not only in my schooling, but also in my career.

Student feedback from Spring 2015 Transforming Good Students into Great Learners experience.

- **Commemorative Artifacts** – People want mementos to remember experiences. I've worked with students to generate "tricked out" before and after videos of the experiences ([http://bit.ly/1FOEWO1](http://bit.ly/1FOEWO1)). I want students to have tangible evidence of the transformation they underwent.

- **Personalized Data** – Learning about self is key to the experience economy. Each student received a plot chart that showcases their transformation in thinking and learning. This personal memento is the learning equivalent of a before and after picture.

If learning center professionals are willing to embrace the experience economy, then perhaps we can advance the profession and our institutions. You can read more about the experience economy and learning centers at: ([http://bit.ly/experience_econ](http://bit.ly/experience_econ))

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**References**


Tutor Spotlight: Pam Bay

By Karen Boyd
Ohio eTutoring Collaborative

“I knew I would become a teacher in seventh grade at the height of the 1960’s space program. I was in math class and on the wall was a poster with a rocket that said, ‘Aim high—be a teacher.’” That’s exactly what Pam Bay did. After graduating from The Ohio State University with her bachelor’s degree in education, she held numerous instructional posts throughout central Ohio. She joined the faculty of Central Ohio Technical College in 2003. She has provided college-level tutoring since 2007. What sets Pam apart from many others in the academic services field is her enthusiasm for student success utilizing technology.

When the opportunity to provide asynchronous writing support arose, Pam stood at the front of the line. She began her eTutoring career with CTDLC’s Northeast Consortium, and when the State of Ohio created its own Collaborative, she became one of its charter tutors.

The Ohio eTutoring Collaborative pools institutions’ resources – tutors and their expertise – to provide online tutoring in areas including Accounting, algebra, anatomy and physiology, biology, calculus, chemistry, math and physics. Nearly 90 percent of the site’s activity is in asynchronous writing support.

Currently, Pam Bay mentors tutors while building an impressive library of writing tips for students. She leads webinars and workshops for writing tutors. She earned her master’s tutor certification in 2010 from a CRLA certified program, and before her retirement from teaching, Pam was a trainer for tutors at Central Ohio Technical College and The Ohio State University at Newark.

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