



FCLCA 2025 CONFERENCE - DETAILED AGENDA

Conference Venues & Parking

FAU Campus

Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431

PBSC Campus

Palm Beach State College
801 Palm Beach State College Dr
Boca Raton, FL 33431

FAU Buildings

Thursday - Schmidt Family Complex for Academic and Athletic Excellence (SF)

PBSC Buildings

Wednesday - Humanities & Technology (HT) Building
Friday - Boca Tech (BT) Building

FAU Parking

Thursday - Parking Garage 3 - Top Floor (Attached to Schmidt Family Complex)

Parking

Wednesday & Friday - Rose Lot East
Park in white spaces

Hotel Information

Waterstone Resort & Marina, Curio Collection by Hilton
999 East Camino Real
Boca Raton, FL 33432

FREE Self Park in Ground Lot or FREE Valet (Say FCLCA to Valet)
Check- In @ 4:00 pm
Check-Out @ 11:00 am

Information Liaison in Lobby @ 4:00 pm - 6:00 pm on Tuesday 4/8/25

Conference Agenda with Session Details

April 9th - DAY 1 - PALM BEACH STATE COLLEGE - Humanities & Technology Building (HT)

Date	Time	Room	Event
Wed, April 9th Palm Beach State College	8:00 am - 9:00 am	HT 103	Breakfast, Conference Check-in, and Welcome
	Workshop 9:10 – 10:00 am	HT 211	<p>Conflict Management: Training Student Workers to Address Conflict in the Learning Center <i>Dr. Dax Boatwright, Florida Atlantic University</i></p> <p>The transition to college presents students with various challenges, including academic pressures, social adjustments, and personal growth. These challenges often give rise to conflicts that, if left unresolved, can hinder student success. Therefore, this session equips attendees with concepts to assist student workers in addressing conflict in a learning center through emphasizing the importance of acquiring skills to navigate and resolve disputes constructively within the confines of a learning center and with institutional support. By understanding how to manage conflict during their college experience, student workers can play a critical role in fostering a supportive environment that enhances student resilience, academic achievement, and professional development.</p>

		HT 212	<p>Using AI to Support Student Success in Academic Communication Tasks <i>Dr. Youlanda Henry, Florida State College at Jacksonville</i> <i>Dr. Shernette Dunn, Air University</i></p> <p>In this presentation, we will explore the use of AI to support students in the successful completion of communication-related tasks. We will begin with a consideration of the ethical use of AI and highlight ChatGPT as a tool that is useful in helping students enhance their writing ability while still being in control of the writing process. We will then turn our attention to the use of Google’s Notebook LM to help students tackle challenging reading tasks and to improve efficiency in conducting research. The presenters will engage participants in a hands-on demonstration of the use of some of these AI tools.</p>
	Workshop 10:10 am - 11:00 am	HT 311	<p>Using the Appreciative Framework to Create Inclusive Learning Spaces <i>Jennifer Bebergal, Florida Atlantic University</i></p> <p>In order to best help students through our learning centers, they need to continue to use our services for ongoing success. When students feel uncomfortable or unwelcome in our spaces (in person or online), they are unlikely to return. Fostering connections among students and building a sense of belonging within our centers increases the likelihood that the student will continue to use our services, impacting their ultimate success in a variety of ways.</p> <p>One well researched method to create an inclusive and welcoming environment is through the appreciative model. Used in academic advising for many years, this model is now being used to create these inclusive and supportive spaces in other areas that impact student success.</p> <p>During this session, learn about the appreciative model and ways to use this framework in your centers to build positive experiences and repeat customers!</p>
		HT 313	<p>Using the Current to Recharge: Stress Management to Strengthen Your Learning Center Connections <i>Hana Al-Hraki, Dr. Comfort Olugbuyi, Florida Atlantic University</i></p> <p>Research suggests that academic support staff generally experience low levels of stress and depression (Yao et al., 2020). However, our interactions with tutors reveal a different reality, highlighting the challenges they face in balancing their responsibilities while managing their well-being. Our goal is to equip professional staff with the necessary tools and skills to recognize, address, and prevent stress before it escalates. This includes identifying key factors that contribute to stressful moments, helping tutors develop awareness of early warning signs of stress, and implementing effective coping strategies to promote resilience and self-care. Beyond individual stress management, we will emphasize the importance of fostering a learning center culture of open and proactive communication among staff. Encouraging tutors to express their concerns, seek support, and share their experiences can create a work environment where challenges can be addressed collaboratively.</p>
	11:10 am - 11:50 am	HT 103	<p>Get to Know the FCLCA Executive Board <i>FCLCA E-Board</i></p> <p>In addition to introducing ourselves, we would like to engage in a conversation about your experience with FCLCA and your ideas to get the organization to better meet your professional development needs.</p>
	12:00pm - 1:00pm	HT 103	Lunch & Business Meeting

	Q&A Panel 1:15 pm - 2:15 pm	HT 103	<p>Student Worker Q&A Panel <i>Florida Atlantic University, Flagler College, & Palm Beach State College</i></p> <p>The panel session will be devoted to discussion with the audience and answering questions on what it’s like to work in a learning center as a student worker.</p>
	Featured Presentation 2:30 pm – 3:00 pm	HT 211	<p>Leveraging Data to Garner Athletic Department Support for Supplemental Instruction and Campus SI Program Development <i>Ann Gunther, Keiser University- Flagship Campus</i></p> <p>This presentation explores how data-driven decision-making helped bridge the gap between athletics and academic support services to improve student-athlete (SA) success. Using a targeted Supplemental Instruction (SI) model, our Center for Academic Support & Achievement (CASA) collaborated with the NAIA Championship Football Team and faculty to roll out a pilot SI program aimed at reducing D/F/W rates in high-risk courses. This session will provide an in-depth analysis of the data collected, the impact on student-athlete academic performance, and the subsequent expansion of SI offerings across multiple athletic teams and academic disciplines.</p>
		HT 212	<p>Dividing into Open Study in the Anatomy & Physiology Lab <i>Ethan Onusz, Florida Atlantic University</i></p> <p>In this presentation, I will be going over what it looks like to run an anatomy and physiology lab. The lab allows students to discover creative ways to learn everything about the human body. At FAU, we have dedicated a lot of time pushing for the use of virtual reality for anatomy. We have invested a lot of time making sure students are able to use virtual reality for learning purposes. I will be going into more detail on what that looks like. I will also discuss how we run events in the space, like the mock practical, which allows students to practice for their lab midterms. There will also be a presentation about various other resources that we have at our anatomy and physiology lab in the Science Learning Center.</p>
	Featured Presentation 3:10 pm – 3:40 pm	HT 311	<p>Increasing Student Engagement with Learning Centers <i>Laura Waldron, Florida Atlantic University</i></p> <p>Academic support is one of the most important parts of an educational institution. Students from all backgrounds and learning styles converge in a controlled environment to learn and grow in their subjects. Increasing engagement in learning centers promotes student success and confidence. Students often have no idea of the academic support that is available to them, often not looking for support until it is too late. Upon coming to a tutoring session, students can struggle to remain engaged in the session. The purpose of this presentation is to suggest ways to reach out to students about academic support and keep them engaged during a tutoring session.</p>
		HT 313	<p>From Anxiety to Engagement: Connecting with Multilingual Learners through Emotional Scaffolding and Translanguaging <i>Christine Kassover & Liz Silva, Palm Beach State College</i></p> <p>Regardless of the subject—math, science, writing, or reading—multilingual students may face heightened anxiety, self-doubt, or frustration that impacts their learning and motivation. These affective barriers can hinder connection and collaboration between students and tutors. This session will examine scaffolded strategies for recognizing how these emotions can be addressed and sometimes even leveraged for student success. We will explore how the intentional tool of translanguaging can enhance multilingual learners’ comprehension, confidence, and engagement across disciplines. Through interactive discussions and practical applications, participants will gain better insight into fostering connection, resilience, and academic success for multilingual students. Join us in discovering how tutoring can bridge both linguistic and emotional barriers to strengthen student learning and community support.</p>

April 10th - DAY 2 - FLORIDA ATLANTIC UNIVERSITY - Schmidt Family Complex for Academic & Athletic Excellence - Executive Education

Date	Time	Room	Event
Thu, April 10th Florida Atlantic University	8:00 am - 9:00 am	SF Atrium	Full Breakfast Buffet
	Workshop 9:10 am - 10:00 am	SF 110	<p>Embedded Peer Educators: Bringing the Tutoring Center into the Classroom <i>Lisa Van Zwoll, PhD, JD, Flagler College</i></p> <p>Supplemental Instruction is a well-known complement to tutoring center activity, but that is not the only way to involve tutors in the classroom experience. Embedded Peer Educators (EPEs) are tutors, attached to designated courses, who help support the learning process in real time. EPEs enhance in-class learning for students, and also support faculty to ensure an optimal learning environment. This workshop will address best practices of EPE programs and provide insights into how such a program can be established. This academic year, at Flagler College, the Learning Resource Center and the Center for Teaching and Learning have brought this program to life in a pilot program within 22 courses across the disciplines. By establishing meaningful connections between students and faculty, the EPE program encourages academic engagement in students and faculty alike.</p>
		SF 111	<p>Redirecting Students to the Current of Success: Away from Cramming and Towards Connection <i>Farrah Muntz, Jiavanna Habib, Eryn Wagner, Isabella Valladares, Flagler College</i></p> <p>There are times when students turn to the learning resource center at the last minute – the morning before an evening exam or the day before the essay is due. They’re looking for a life preserver, a quick fix to save them from sinking. Though tutors can’t expedite the learning process, there are steps we can take to shift the tutees’ experience in our learning resource center from frantic cramming to collaborative learning. This workshop underscores the value of asking diagnostic questions, establishing achievable goals, and leveraging group sessions to promote active learning. By using these tools, we aren’t just calming the waters, but we are redirecting students towards the current of success.</p>
		SF 109	<p>Finding True North: An Interactive Discussion on Learning Center Success Stories <i>Patrick D. Dempsey, Florida Atlantic University</i></p> <p>This is a time and space to share our success stories. We matter; You matter; the work you do matters! There is a ripple effect that cannot be measured by even the most robust assessment program. Hear some success stories from Florida Atlantic and come share your own. Learn some storytelling tactics and frameworks that you can bring back to your institution to elevate your learning center across campus.</p>
	Workshop 10:10 am – 11:00 am	SF 110	<p>Navigating Data: Empowering Learning Centers Through Effective Collection & Connections <i>Emma Scrivo, Florida Atlantic University</i></p> <p>This presentation will focus on data collection using surveys and other digital collection tools within the eSuccess department and Peer eSuccess Coaching program at FAU. In my current role of eSuccess Graduate Assistant, one of my primary functions is the creation of eSuccess workshops designed to enhance the experience of hybrid and distance learning students. These workshops are led by a Peer eSuccess Coach or co-led with a department in the FAU community. Using surveys and other methods of data collection showcases which workshops are most helpful to this audience of students and provides a forum for feedback for areas of improvement. The goal of my</p>

			<p>presentation is to share my journey as an eSuccess G.A., including the challenges and triumphs I’ve experienced, as well as my future goals for developing more efficient methods of data collection.</p>
		SF 111	<p>Stop Blending in: A Marketing Crash Course for All Roles at the Learning Center <i>Ivan Heerdegen, Palm Beach State College</i></p> <p>You have 10 seconds. That is how long an average person spends looking at your email—even less for flyers. With such a short window, you need to make every second count. In this interactive workshop, we will discuss the key strategies for crafting emails and flyers that not only capture attention, but also boost utilization in your learning center. As both a coordinator and group tutor at our center with real-world experience in marketing and graphic design, I can provide you with practical tools to avoid the most common mistakes. This workshop will provide essential skills for every level at your learning center—no matter your role. Join us to ensure your marketing is effective and efficient. Plus, you’ll leave with a comprehensive guide full of ideas and best practices so that you won’t be overlooked.</p>
		SF 109	<p>Busy Work, Stress, and the Impact of Both on Peer Tutors <i>Dr. Shane H. Hockin, Florida State University</i></p> <p>Students at colleges and universities today face growing responsibilities and stress, which can hamper their ability to succeed. Studies show that students involved in extracurricular activities, active studying, and jobs relevant to their interests tend to do better than their counterparts who avoid social activities and attempt to reduce their stress by creating an overabundance of free time. On the flip side, students who work too much outside of studying, 25 hours or more a week, are less likely to complete their bachelor’s degree than those who work less than twenty. With that in mind, I put forth that the work itself directly impacts student workers’ ability to succeed as well, regardless of the total hours, if the job itself contributes to the stress and pressure that students face. This workshop aims to discuss ways to reduce stress for tutors through means of emphasizing the “student, first” philosophy of campus employment.</p>
	Featured Presentation 11:10 am – 11:40 am	SF 110	<p>Developing Representational Competence in a Tutoring Center <i>Laura Carlos Portillo & Vicenta Shepard, Florida International University</i></p> <p>One of the biggest challenges students face when taking chemistry courses is learning the “language” of chemistry. In science education, the theory of representational competence discusses the nature of representations (diagrams, symbols, arrows, etc.) and how understanding representations affects performance in chemistry (Kozma & Russell, 1997). Tutoring centers can support students’ development in representational competence to ensure student success.</p> <p>The gap in proficiency of representational competence between faculty and students can lead to instructional challenges. At the Center for Academic Success (CfAS), a variety of strategies are identified to help students elevate their understanding of chemistry by developing their representational competence vis a vis tutoring and related programs.</p> <p>In this proposal, representational competence connects strategies from the chemistry classroom with chemistry tutoring practices. This presentation will discuss the levels of representational competence, and which strategies have been used by faculty and tutors as most useful to develop those levels.</p>

		SF 111	<p>Visualizing Tutor Feedback Across Disciplines <i>Christine Kassoover & Kim Copeland, Palm Beach State College</i></p> <p>Tutor preparation and development programs often separate theory from practice, emphasizing session experience without providing the conceptual tools needed to adapt and improve tutoring. While observing experienced tutors and engaging in reflective practice offer valuable insights, they often remain tied to specific contexts and do not always translate into flexible, innovative strategies. Legitimation Code Theory (LCT) provides a practical framework for analyzing and adjusting tutoring practices across different subjects and settings. By mapping how knowledge shifts between concrete examples and abstract concepts, LCT helps tutors visualize and guide students' learning more effectively.</p> <p>This workshop will introduce how LCT supports tutors at all stages—from training to professional development—in engaging in practice-based inquiry, revealing underlying principles that foster meaningful and adaptable tutoring. During the workshop, participants will engage in brainstorming how to apply the LCT tools to their specific disciplines. Together, we will learn how to analyze tutor feedback to improve the efficacy of tutoring sessions for students and tutors alike.</p>
	11:50 am - 1:50 pm	Atlantic Dining Hall	Grab meal voucher outside SF 111 and walk to Lunch - FAU Atlantic Dining Hall
	Featured Presentation 2:00 pm - 2:30 pm	SF 110	<p>Navigating Faculty Engagement with Academic Support Programs <i>Nicole Perez, Ph.D., Florida Atlantic University</i></p> <p>A successful academic support program relies on staff, students, and faculty. Navigating communication with faculty is unique in that many faculty members are not directly involved in creating and assessing academic support programs. Learning centers are connected to students, student staff, and professional staff members, but there is rarely a direct connection to faculty. This presentation will look at the benefits of obtaining faculty support and the approach that Florida Atlantic University's Science Learning Center has taken to reach out to faculty members. In this presentation we will look at survey data and initiatives that have resulted in successful Supplemental Instruction and tutoring outcomes. We will also look at changes that can be implemented in the near future to ensure faculty knowledge of our services and facilitate faculty communication with our offices.</p>
		SF 111	<p>Consolidating Academic and Mental Health for Medical Students <i>Deidre Johnson & Kate Emmerich, East Tennessee State University</i></p> <p>The rigors of competitive-entry health program place significant strain on students, often resulting in challenges to both their academic success and personal wellness. In an innovative effort to support students more holistically, the Quillen College of Medicine at East Tennessee State University established a novel solution by joining academic support services and mental health services under one umbrella – CARES (Counseling & Academic Resource Essential Services). This presentation will provide an overview of the benefits, logistics, and challenges of consolidating academic support and mental health counseling into a single unit to best serve the complex needs of students.</p>
	Tour 2:45 pm – 4:00 pm	Florida Atlantic University Learning Center Tour	
Social 4:00 pm - 5:15 pm	<p>Coffee, Conversations, & Connections</p> <p>Gather over coffee, desserts, games, etc. to get to know your fellow FCLCA colleagues. This will take place in the Science Learning Center. <u>Stay - there will be a free raffle to give away gift cards! \$25, \$50, and \$100 values!</u></p>		

April 11th - DAY 3 - PALM BEACH STATE COLLEGE - Boca Tech (BT Building)

Date	Time	Room	Event
Fri, April 11th Palm Beach State College	8:00 am - 9:00 am	BT 207 (Second Floor)	Breakfast & Concluding Remarks
	9:00 am - 11:00 am	BT 207 (Second Floor)	Palm Beach State College Learning Center Tour
All hotel guests must be checked out of Waterstone by 11:00 a.m.			

*** Please note that this agenda is subject to change.**