



# Webinar Registration Form

## Best Practices In Learning Centers: Research, Assessment & Program Evaluation Wednesday, August 21 ~ 3:00-4:00pm (Eastern)

Once the live date has passed, this training will be available on demand.

### Overview

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Scholars identify a set of educational practices that research has shown to have a significant impact on student success and retention. These are called “High Impact Practices” or “Best Practices.” Indeed, it is widely known that Learning Centers are one of those “Best Practices.” Almost every college and university has some type of learning assistance or academic support on their campuses. At the same time though, there is no “one size fits all” approach for delivering those programs and services. This reality is complicated by the fact that, there is, “no robust shared theoretical framework unique to the field” of learning assistance (Chung & Higbee, 2005). How, then, do practitioners determine what programs and services to deliver in their learning centers? This webinar offers tried and true best practices for learning centers from a thirty year veteran in the field who is both a researcher and practitioner.

#### Objectives:

- Explore a brief history of developmental education and learning assistance
- Outline learning center organizations and functions
- Examine current national trends related to provision of services and student utilization
- Look at faculty involvement and tutor training practices
- Discover opportunities for certifications and professional development
- Discuss basic assessment, evaluation, and outcomes

### Who Should Attend?

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- Tutorial Program Coordinators
- Directors
- Deans
- Administrators of Learning Assistance Programs
- Any educator interested in learning more about learning centers



## Best Practices In Learning Centers: Research, Assessment & Program Evaluation

Thursday, July 25 ~ 1:00-2:00pm (Eastern)

### Speaker(s)

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#### Laurie Hazard

Laurie holds a B.A. in psychology from the University of Rhode Island, and an Ed.M. in Counseling and an Ed.D. in Curriculum and Teaching from Boston University. Her career in learning assistance began as an undergraduate when she served as a peer tutor in a program called "Athletes Helping Athletes" at the University of Rhode Island. This experience marked the beginning of her path in the fields of learning assistance and student success.

As a graduate student, she coordinated the tutoring program in Boston University's Learning Center. Laurie held several positions at Boston University focused on academic support; she was an academic advisor and later served as a reading and writing specialist in an innovative, team structured learning assistance program. For two years, Laurie served as the Director of Academic Support Services at Becker College. At Becker, Laurie was charged with developing an Academic Support Services unit on two campuses. The new unit housed tutoring and advising services, and a variety of other learning assistance programs. Laurie has been the Director of the Academic Center for Excellence and Writing Center at Bryant University for the last fifteen years and has been teaching and designing curricula for first-year experience and study skills courses for most of her career.

Frequently presenting at regional and national conferences, Laurie has been involved in professional organizations devoted to the fields of tutoring and learning assistance. She served on the New England Peer Tutor Association (NEPTA) Board from 1995-2007 and has hosted their spring forum at her institution many times over the years. Laurie, an award winning educator, is an active member in the College Reading and Learning Association (CRLA) and the Learning Assistance Association of New England (LAANE). In 2006, she received the Learning Assistance Association of New England's Outstanding Research and Publication Award and in 2010, she received Learning Assistance Association of New England's Outstanding Service to Developmental Students recognition. In March of 2013 at their inaugural meeting, The CRLA Northeast Chapter recognized her work with the CRLA Special Recognition Award.

Laurie has done extensive work writing about and assessing the effectiveness of learning assistance programs and FYE courses. She has been a Guest Editorial Board member for the Learning Assistance Review. Laurie co-authored a text entitled Foundations for Learning designed for study skills and first-year experience courses. Publications by Laurie and her co-author include: Exploring the Evidence, Volume III: Reporting Outcomes of First-Year Seminars, a monograph published by the National Resource Center for The First-Year Experience and Students in Transition and "What Does It Mean to be 'College-Ready'?", an article which appears in Connection: The Journal of the New England Board of Higher Education.

Laurie's work in of student success has received national media attention. Her interviews include: "Prepare college-bound kids for hard work ahead, which appeared in the Chicago Tribune in 2007 and "Study Tips for College Students" in Seventeen Magazine in 2008. In March of 2010, Laurie was interviewed by Associated Press columnist, Beth Harpaz, for her article "Colleges Don't Like Senior Slump in High School." Laurie has been a Guest Columnist for the Washington Post Answer Sheet (2011, August 22): Why parents should leave their kids alone at college and How to help your child adapt to college life 2010, September 2). Most recently, Laurie was interviewed by the New Jersey Star Ledger: The Other Freshman 15: pitfalls for first-year collegians (2013, July 30).

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### Newsletter