Reflecting on change

Embracing the challenge

As we look at the history of developmental education, we can see that there have been times of reflection and times of change. And as we think about who we are as educators, we know that we are a diverse group of professionals who are committed to meeting the needs of the nearly 6,500,000 students who are served by community colleges nationally (National Student Clearinghouse). We also know that there are even more students being served by developmental education initiatives in four-year institutions. It should be noted that NADE members and affiliated chapter members serve approximately 1,000,000 students each academic year.

That number alone indicates the importance of the work you are all doing. You also have demonstrated that you are committed to responding to questions being raised about the validity of developmental education by taking a hard look at teaching methods and services provided. While such examination is sometimes uncomfortable (and even seemingly unwarranted), it does prompt us to ask difficult questions of ourselves and to work creatively and intentionally to teach and assist students in new and creative ways.

As we begin this year of service to NADE, we look forward to continuing the national conversation that has risen in recent months and years about how we might best help our students to succeed. We know that as money is invested and institutions are held accountable we will continue to see a push for change that often stretches and questions our methods as well as the very essence of developmental education.

NADE is in a unique position to contribute to this positive change in ways that maintain the integrity of what we know are not only best practices in developmental education but also in pursuing even better ways to assist students and to evaluate our work. We are excited to continue the great work that has been done by NADE leadership and practitioners alike. We encourage you to work at the local level to evaluate your own programs and to share the many successes of your work through publishing and presenting at conferences.

You also are an integral part of getting the message to your college and university leadership. They need to know what we are doing and that developmental education does work. We encourage you to work closely with your college or university Institutional Research department to collect and analyze data that will provide important statistics that will help you to share successes and explore further innovations.

Reflecting continued on Page 2
Reflecting/embracing cont.

We also encourage you to look at ways in which you can expand your voice at the local and state levels:

- Become active in local literacy initiatives
- Create partnerships that can transition to the state level
- Get to know your local and state representatives who often are those who can help make changes in policy and legislative efforts that ultimately affect what we do at the institutional level
- Work within your chapters to write letters or invite legislators to attend your conferences. The more they get to know us, the more we become people and not just a position or profession.

The NADE board also will continue its work in making sure that our voice is heard by educational and governmental leaders at the state and national levels.

Looking inward

As we look outward, it is just as important for us to look inward—to look at our own organization to see what we can improve, what we can do better. We have many strengths in this organization. Our main strength is our 3,000 members who are passionate about developmental education. You not only care about your students in a holistic way, you also care about constant self-examination that leads to improved academic programs and services.

Certification Council

Another part of intentional reexamination of our organization is looking at our processes and initiatives. Having approved 83 applications for program certification, the NADE Certification Council has long been an important part of our mission, offering teaching professionals the opportunity to examine the effectiveness of their programs. Just as the Certification Council asks faculty and administrators to examine their work, so does the council seek to look at how it may better serve and promote the profession.

To better represent what it truly does for programs and professionals, the NADE Certification Council has decided to move from being a certifier of programs to becoming an accreditor of programs, and soon the council will announce what changes need to be made to the certification process to make it accreditation. The council also is in the process of comparing its processes and policies with CHEA-recommended practices to eventually be able to be approved by the Council for Higher Education Accreditation (CHEA).

Looking forward

Clearly, we are in a time of change, but it also is a time in which we can take the lead as developmental education professionals. We are ready to take on the challenges and tough questions that are being asked. We also are ready to share the powerful story of the many successes that we see on our campuses and in our classrooms. We look forward to the coming months of sharing that story and to hearing your ideas about new ways in which NADE can help you and to be the voice of developmental education.

We welcome you to continue the conversation.

—Taunya Paul, NADE president
tpaul@yorktech.edu
Gwenn Eldridge, NADE president-elect
geldridge6@ivytech.edu

Reference

NADE News is published three times each year (summer, fall, winter) with the mission of publishing:

- Information about NADE activities, e.g., the annual conference, professional development workshops, Executive Board meetings, and Committee, SPIN, and Certification Council activities
- Information about developmental education activities across the country
- Brief articles and book reviews (500–1,000 words) that provide information about developmental education theory, pedagogy, and initiatives
- General information about news of interest to NADE members.

Please send articles for consideration to Craig Barto, content editor, cbart@csuniv.edu. Deadline for fall submissions, Aug. 1. APA documentation style preferred.
Design and redesign
What’s a program to do?

The NADE Certification Council is offering all state and regional conferences the opportunity to bring national speakers on creating and assessing program redesigns to your state or regional conference.

NADE is aware that many of our developmental coursework and learning assistance programs have been required to or are choosing to consider program redesign to accelerate developmental students’ pathways through developmental and college-level courses. These redesign options include various co-requisite class models, emporium models, and a restructured or increased reliance on learning assistance centers and services.

How do you know which option to choose? How do you know how to assess the results? Significantly, do you know how to assess the results when the students who are now in your developmental programs have skill sets quite dissimilar from those you used to serve?

The NADE Executive Board and Certification Council have monitored the rhetoric and the models being attempted across the country and have created this half-day workshop to discuss information that will support your professional efforts to address program redesigns.

Bring this workshop to your conference to help your members learn:
- more about the various models of redesign and how those redesigns are both “new” and historical
- where to find more information on each of the models
- how to assess your outcomes.

The cost of bringing this workshop to your conference includes (1) a $1,000 fee payable to NADE, and (2) travel, lodging, food and conference registration waivers for two presenters. These costs must be provided by your chapter or the entity hosting the workshop.

We encourage you to consider:
- Applying to NADE for a Type C or A Grant to offset the costs of bringing the workshop to your NADE-affiliated conference.
- Talking to your state higher education commissions, state education departments, organizations or associations of state colleges or community colleges, and/or your own hosting institutions to support funding and marketing of the presentation.

In addition, for a more thorough, full-day NADE Certification Training Institute, contact Jen Ferguson. See www.nadecertification.net

For information
Linda Thompson
lthompson@harding.edu
501-279-4416

For booking inquiries
Jen Ferguson
jferguson@cazenovia.edu
315-254-133

The Mid-America Association of Educational Opportunity Program Personnel (MAEOPP) hosts an online best education practices center.

The center identifies, validates, and disseminates education practices for the success of low-income and first-generation middle school, high school, and college students.

This long-overdue resource helps educators share “what works” and “how to do it.” David Arendale from the University of Minnesota serves as project manager.

While the education practices have been developed by TRiO programs, they could be adapted for use with any academic support program. More than just a brief description, each of the practices is carefully described to make it easier for someone to implement it.

Several of the approved practices involve tutor training and new student orientation programs.

During this three-year pilot period, the center has begun disseminating best practices from MAEOPP members working in federally funded TRIO and GEAR UP programs. An external expert panel approves each education practice at the promising, validated, or exemplary level depending upon the evidence.

MAEOPP invites you to visit its online center and best education practices. The center has a small collection so far with more undergoing external evaluation.

Come back periodically to see what is new. You also can follow the center on Twitter at @edupractices and subscribe to its two blogs operating through the MAEOPP Center website at http://besteducationpractices.org. The center invites your comments.

—David Arendale
University of Minnesota
arendale@umn.edu
NADE chapter conferences

AADE
Jan. 30, 2015
Phoenix, AZ
www.aade.info

ALADE
Oct. 31, 2014
Selma, AL
www.aladenet.org

ArkADE
Sept. 18–19, 2014
Searcy, AK
arkade.blackrivertech.org

CalADE
Nov. 14–15, 2004
Anaheim CA
www.thecalade.com

CoADE
Fall 2014
www.coade-colorado.org

DEAM
Spring 2015
www.mddeam.org

FDEA
Oct. 14, 2014
Destin, FL
www.fdea.net

GADE
Spring 2015

IDEA
Oct. 1–3, 2014
Des Moines, IA
https://go.dmacc.edu/idea/sitePages/Home.aspx

ILSADE
River Grove, IL
http://ilsade.weebly.com

INADE
Oct. 2–3, 2014
Indianapolis
www.inade.info

KADE
Nov. 13–14, 2014
Prestonburg, KY
https://sites.google.com/site/kadeorg/home

LAANE
Oct. 24, 2014
Hyannis, MA
www.laanechapter.org

MADE
Nov. 5–7, 2014
www.mymade.org

MDEC
March 1, 2015
www.mdec.net

MNADE
Nov. 5–7, 2014
St Paul, MN
www.mnade.org

MRADE
Oct. 1–3, 2014
Lake of the Ozarks, MO
www.mraede.org

NCADE
Raleigh NC
www.ncade.net

NJADE
Spring 2015
http://nade-njade.blogspot.com/

NYCLSA
April 19–20, 2015
Briarcliff Manor, NY

OADE
Nov. 7, 2014
Columbus, OH
www.oade.org

OKADE
Stillwater, OK
okade.weebly.com

PADE
March 5–6, 2015
Hershey, PA
www.pade-pa.org

SCADE
Nov. 7, 2014
Greenville, SC
www.scade.org

SWADE
Salt Lake City, UT
http://swadedeved.weebly.com/

TADE (CASP)
Sept. 24–26, 2014
San Antonio, TX
tade.org

TASSR
Oct. 29–31, 2014
Dickson, TN
www.tassr.org

WVADE
Oct. 14–17, 2014
Parkersburg, WV
wvade.wordpress.com

Register NOW for TIDE! Grant assistance available!

Registration deadline: June 30

During the week of July 20–25, 2014, Dave Caverly, Lucy MacDonald, Scott McDaniel, and Chris Woods will offer the 16th annual TIDE (Technology Institute for Developmental Educators) at Texas State University. Co-sponsored by NADE, CRLA, Cengage’s TeamUP, McGraw-Hill Education, Innovative Educators, Pearson Higher Education, and Texas State University, this week long institute provides an opportunity for you to network with developmental educators from all over the country as you learn how to integrate technology into your work.

If you can’t attend in person, TIDE also delivers seven of our mini-courses synchronously online. That is, you can take these mini-courses separately, or in multiple combinations, through a computer online from one of three Polycom video conferencing sites (i.e., if your campus has this equipment) along with those attending TIDE face-to-face (FTF). Write Dave Caverly if you have any questions about these online, synchronous courses or whether there is a site near you.

Registration for those attending TIDE face-to-face includes conference registration, all meals, airport transfers, materials, gala evening in on the San Antonio Riverwalk, evening events, and one year post-conference support. Individual mini-courses taken synchronously online are available for those that can attend only a morning or an afternoon (see the schedule listed under the TIDE Schedule tab). Hope to see you at TIDE this summer.

Contact: Dave Caverly, 512-245-3100, dcaverly@txstate.edu
For more info and online registration: http://tide.ci.txstate.edu/
Annotated bibliography
Postsecondary peer-cooperative learning programs available online

Available at http://www.arendale.org/peer-learning-bib/

For many years, I have maintained an annotated bibliography of publications about peer learning programs at the postsecondary level. To share it more widely with my colleagues, I am providing it in PDF, Word, and EndNote database formats. You might find this useful when generating support for a campus peer study group program, writing an article, or your own professional interest. Of the 1,100 bibliography entries, nearly 20 percent are available for immediate download from the Internet. Most of the rest could be accessed through e-journals at your campus library or through interlibrary loan.

In addition to the print versions of the bibliography, you can also download the EndNote citation manager database. If you have your own software, you can use search terms to find exactly what you want. I understand the EndNote database can sometimes also be imported into free citation manager software programs like Zotero, https://www.zotero.org/. It is free to download and works on Mac, Windows, and Linux computer operating systems.

The six student peer learning programs included in this bibliography meet the following characteristics: (a) the program must have been implemented at the postsecondary or tertiary level; (b) the program has a clear set of systematic procedures for its implementation that could be replicated by another institution; (c) program evaluation studies have been conducted and are available for review; (d) the program intentionally embeds learning strategy practice along with review of the academic content material; (e) the program outcomes include increased content knowledge, higher final course grades, higher pass rates, and higher college persistence rates; and (f) the program has been replicated at another institution with similar positive student outcomes.

From a review of the professional literature, six programs emerged: (a) Accelerated Learning Groups (ALGs), (b) Emerging Scholars Program (ESP), (c) Peer-Led Team Learning (PLTL), (d) Structured Learning Assistance (SLA), (e) Supplemental Instruction (SI), and (f) Video-based Supplemental Instruction.

—David Arendale
University of Minnesota
arendale@umn.edu

NADEfacts
A focus on students: Preparing. Advancing. Excelling.

Mission. NADE seeks to improve the theory and practice of developmental education at all levels of the educational spectrum, the professional capabilities of developmental educators, and the design of programs to prepare developmental educators.

Purpose. NADE focuses on the academic success of students by providing professional development for faculty and support professionals, supporting student learning, providing public leadership, disseminating exemplary models of practice, coordinating efforts with other organizations, facilitating communication among developmental education professionals and anticipating trends.
Membership includes approximately 3,000 members from all 50 states, U.S. territories, and other nations, with 29 state and regional chapters. The annual conference attracts 1,200 to 1,500 members each year. NADE supports 13 awards and five scholarships. NADE’s committee structure involves over 100 volunteers to carry on the business of the association. Special Professional Interest Networks (SPINs) provide opportunities for growth in multiple special interest areas.

Services to members
- Journals, digests, newsletters, and other materials
- Conferences and workshops at both the national and regional level
- Special interest networks that provide opportunities to become more skilled in specialties
- Jobs clearinghouse for information concerning developmental education job opportunities
- Political liaison network—sharing information with legislators and other policy makers
- Networking opportunities at conferences
- Leadership opportunities at the chapter and national level
- Awards programs to recognize individual, departmental, and chapter achievements
- Publication/presentation opportunities in newsletters, digests, journals and at conferences
- Grants to support graduate education and to conduct research

Executive board
Taunya Paul, president
York Technical College
tpaul@yorktech.edu

Gwenn Eldridge, president-elect
Ivy Tech Community College
geldridge6@ivytech.edu

Marguerite MacDonald, vice president
HACC Central PA’s Community College
mmmacdon@hacc.edu

Patrick Saxon, treasurer
Sam Houston State University
dps006@shsu.edu

Denise Lujan, secretary
University of Texas, El Paso
cdlujan@utep.edu

Patti Levine-Brown, immediate past president
Florida State College Jacksonville
plevine@fscj.edu

2015 NADE Conference
Bridging the Past & Present to the Future
Feb. 25–28
Greenville, South Carolina
Proposal deadline: July 31, 2014
Visit nade2015.net for more information!