

Color name: RGB #002385, Pantone Reflex Blue			
Color Chart			
RGB #002385	CMYK 0, 35, 100	HEX 002385	XYZ 0.34, 0.08
CMYK 0	100, 77, 0, 0	HEX 002385	CMYK 0, 35, 100, 0

Newsletter

Volume 33, Number 1
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NADE Leadership

Marcella Davis, NADE President

Leadership in NADE is a challenging opportunity for service to the field of Developmental Education, professional development, and personal challenge. Nominations for 2011-2012 Board positions of President-elect and Treasurer are currently being sought by the Elections Committee which is chaired by Elisa Cohen (escohen@hacc.edu). Final candidates are selected based on an established set of criteria which reflect the Association's best interests and priorities.

Throughout the ranks of current and former NADE chapter, SPIN, and committee leaders, there are experienced, dedicated educators and administrators who have the qualities to serve as outstanding NADE Board members. These qualities include commitment to the ideals of Developmental Education, a strong work ethic, organizational skills, team focus, and effective communication skills. A nominee commits to a term of three years for the President-elect/ President/Past President positions and two years for the Treasurer position. It is also vital that the nominee's college is supportive of the effort involved in these roles.

The President-elect position includes responsibilities such as serving as the chairperson of the NADE Chapter Development Committee which involves ongoing communication with each of the 31 NADE chapters, filling the role of liaison between the Board and the Certification Council, working with the Elections Committee, collaborating with the Board on plans for the Leadership Congress at the annual NADE Conference, and participation in all Board meetings and activities. Duties of the Treasurer's position include oversight of all financial activity of the Association, development of the annual budget, collaboration with the NADE Auditor, and maintaining NADE's non-profit status. These positions also include additional duties at the discretion of the Executive Board.

I have found the role of the NADE President-elect and now President to be a professional challenge and a deeply rewarding opportunity for service. I encourage NADE and chapter leaders to consider your own qualities of leadership or talk with respected colleagues about their willingness to be nominated for one of these positions.

What's in a Logo?

Karen Patty-Graham, NADE Past President

While attending the recent NADE conference in Columbus, Ohio, I overheard two attendees talking about the NADE logo. The conversation went something like this:

"So, do you know what the NADE logo means?"
 "No, do you?" "What do you think it is?"
 "I'm not really sure, but someone told me that it's a quill. I guess that makes sense since there is a lot of writing involved in developmental education."

Inside this issue...

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I almost jumped in to say, "Well, that's an interesting thought, but the NADE logo is not really a writing quill." However, as I thought about it, I decided that for these two people, the NADE logo made sense, so why not interpret it this way. Perhaps others view the NADE logo as something like a Nike swish for speed – the speed with which people learn. Perhaps it's a feather to someone else, or it may mean something altogether different. The NADE logo might represent the various definitions, applications, and interpretations of Developmental Education, and that's OK.

However, we should have at least some general agreement about the NADE logo, just as we should about the definition of Developmental Education. From my historical perspective, the NADE logo represents a wing – a wing that provides lift, helps someone soar, enables one to travel to great heights and across great distances, and is supported by the elements around it.

I recently came across the NADE logo with text by Roger Gaither, September 7, 1995. The text read:

Flight
 The Skills for Learning
 Are the Wings of Freedom.
 With firm foundations in learning and thinking skills,
 students take command of their lives. From then forward
 their dreams guide how high they soar.

When the MRADE (Midwest Regional Association for Developmental Education) chapter created its chapter logo and pin in the early 1990's, it opted for a wing complementary to the NADE wing that provides full support when the two wings meet in the middle. Thus, when the MRADE and NADE pins are worn next to each other, the full set of wings is clearly visible.

So the next time you see the NADE logo, view it as it fits your application in Developmental Education. Over time and various enlargements and pixelations, the shape may look different than it did when initially created, but the message of hope, flight, and soaring to new heights through Developmental Education remains the same.

NADE Celebrates Ten Years of Certification: Pioneers and Trailblazers Awarded

Linda Thompson, NADE Certification Council Chair

Developing a “culture of evidence” is a hot topic, but the concept is not new to NADE! Conceived in the NADE Professional Standards and Evaluation Committee in the early 90’s and following closely on the heels of publication of the NADE Self-Evaluation Guides (1st ed., 1995, H&H Publishing), NADE Certification was given substance by “Trailblazers” Susan Clark-Thayer, Georgine Materniak and Martha Casazza, who believed that developmental education programs and services could not help but benefit by undergoing rigorous self-evaluation and systematic data collection and assessment. These dedicated and forward-thinking women also believed programs that engaged in such evaluation and provided evidence of exemplary results should be recognized by national certification—and who better than NADE to provide it! They formed the first Certification Board and piloted the first process in 1999, along with Jackie Robertson-Harris and Jane Neuburger. The process followed accreditation models and stressed both formative evaluation (in the form of the self-study) and summative evaluation and assessment based on analysis of data.

2009-2010 marks the 10-year anniversary of NADE Certification! Casazza, Clark-Thayer, Materniak, Neuburger and Robertson-Harris were honored at the 2010 NADE conference as Trailblazers of Certification, along with the original authors of the NADE Guides David Arendale, Gladys Shaw, Susan Huard, Donald Greco, and Karen Miller. Honored, too, were the “Pioneers”—the first three programs to receive NADE Certification: Ball State University Learning Center, represented by Jackie Robertson-Harris; Harding University Academic Resources Center, represented by Dee Bost; and the University of Houston Learning Support Services, represented by Lorraine Schroeder (the original applicant for this program was Jan Redford, who could not attend to receive the award).



Left to Right: Susan Huard, Martha Casazza, David Arendale, Gladys Shaw, Susan Clark-Thayer, Georgine Materniak, Jane Neuburger, Jackie Robertson-Harris, Dee Bost, and Lorraine Schroeder

Thirteen programs received certification plaques at the conference. Fifty programs representing 39 institutions have been certified, with more in the pipeline. The certification process, though it has undergone refinement and reorganization, still emphasizes use of formative data, as determined through the self-study, and a minimum of four years’ worth of data collection and analysis. The self-study instrument is the NADE Self-Evaluation Guides, 2nd Edition: Best Practice in Academic Support Programs (2009, H&H Pub.). Applicants must attend a Certification Institute, conduct the self-assessment, collect and analyze a minimum of two years’ worth of baseline data, formulate and implement action plans, and collect and analyze comparative data for two more years. This is submitted to the NADE Certification Council,

with the application fee and a description of the program and the theoretical foundations on which it is built.

Often we are asked what Certification will do for a program. Our response is that the plaque on the wall is nice, and being able to say you are nationally certified is nice—especially for your administrators—but the real value isn’t the plaque or the designation, it’s the process. Typical statements from applicants are, “We learned so much from the process, it would have been worth the effort, even if we never got Certification!” and “We learned so much about our program that we never would have known without going through the Certification process.”

For more information, go to www.nadecertification.net.

DEAM Launches First Two-Day Conference



The Developmental Education Association of Maryland (DEAM) initiated its first two-day conference format in Baltimore’s historic Tremont Plaza Hotel. The theme for the conference was “Transitions: The Evolution of Developmental Education” and opening day started off with guest speaker Jane Neuburger, President-Elect of the National Association of Developmental Education (NADE). As current Past President, Hara Oyedeji stated “Jane’s presence at this year’s conference speaks volumes in terms of Developmental Education being at the forefront right now. NADE will be holding their 2011 conference in DC and DEAM wants to be a part of that.” The first day ended with a Welcome & Awards reception highlighting the year’s recipients in developmental education. Among the honorees were Jerica Blue, a student from the Community College of Baltimore County (CCBC); Joseph Healey receiving the Alex Afonta Memorial Scholarship for the Kellogg Institute; Margaret Garroway of Howard Community College receiving the Outstanding Research Award; Dr. Donna McKusick of the Community College of Baltimore County for Outstanding Contributions in Developmental Education.



1st Row, Left to Right: Carla Parish-Ward, Mirian Torain, Jill Buchert
2nd Row, Left to Right: Janice McCue, Lucy Tribble MacDonald, Jane Neuburger
3rd Row, Left to Right: Hara Oyedeji, Nicole Baird, Tracey Durant

DEAM's keynote speaker for the second day was Lucy Tribble MacDonald, a seasoned educator in developmental education with focus areas in reading, writing, and study skills. MacDonald captivated the audience and kept them laughing and engaged during her session "Transitions: From Stumbling Blocks to Stepping Stones".

The overall feedback for the two-day format was positive and well received by many conference attendees. DEAM hopes that by moving in a new direction, they will be able to better serve their membership and developmental education professionals in the Maryland area.

Developmental Education Innovations Gaining Momentum

Jane Neuburger, President-elect

I recently had the honor of speaking at the DEAM conference in Maryland. Their theme was "Transitions: The Evolution of Developmental Education", and so I looked up a few facts about educational attainment here in the U.S., past and present. Did you know that, in 1920, 22% of our citizens had less than five years of elementary education; 16.4% had completed high school, and 3.3% had baccalaureate degrees or higher (Table #8, Digest of Education Statistics NCES 2009 <http://nces.ed.gov/programs/digest/d09/>). It was also interesting to see the tremendous increase in educational attainment levels between 1950 (34.3% HS degrees; 6.2% BA degrees) and 1980 (68.6% HS degrees; 17% BA degrees). These were the result of the Higher Education Act, the Civil Rights Movement, and the GI Bill. We have come a long, long way in the last 90 years.

But we have new challenges and hurdles in front of us. As non-skilled jobs disappear, we are seeing a national need for more college and technical school graduates. Did you know that U.S. 15 year olds' overall science scores are rated at number 17 out of 30 industrialized countries? And that in math, we are number 23 out of 30? Twenty years ago, the U.S. was highest in the world for the percentage of adults with college degrees. Now, we are tied for 10th! These alarming statistics come from a 2006 Program for International Student Assessment test, which measures the ability of 15 year olds to apply math and science knowledge in real-life contexts, and includes the 30 countries in the Organization for Economic Cooperation and Development (Baldi, S., Jin, Y., Skemer, M., Green, P.J., and Herget, D.; 2007).

As you may have noticed, right now, many influential people are focused on – and funding research about – our educational system in general, and developmental education as well. The Lumina Foundation (<http://www.luminafoundation.org/>) wants to "increase the nation's level of high-quality college degrees and credentials by 60% by 2025"; Bill and Melinda Gates are funding research on why students stop out or drop out (Public Agenda, 2009; <http://www.publicagenda.org/theirwholelivesaheadofthem>); Achieving the Dream (<http://achievingthedream.org/>) has been funding schools to help discover promising practices; President Bush and now President Obama are focusing on education; First Lady, Michelle Obama, is visiting schools; and Dr. Jill Biden, who teaches developmental writing at a community college, is hosting a community college summit this fall.

And there's more. Just this month (June), forty-six states have agreed

to the concept of aligning high school exit standards with college and career standards and the National Governors' Association and the Council of Chief State School Officers have just released a set of common standards in English and mathematics (<http://www.corestandards.org/>). On June 3, 2010, Inside Higher Ed (<http://www.insidehighered.com/news/2010/06/03/qt#229029>) reported; "The standards in English and mathematics, which panels of college faculty members helped to vet, could, if adopted widely, become linked to college admission or placement standards in ways that could smooth the path from high school to college for some students." Wow - how wonderful so many are focusing on what students are and should be learning!

Some of the college-level innovations currently gaining momentum include summer courses, summer bridge programs, accelerated pathways through developmental education and college itself, stronger connections and collaborations with local high schools, intensive or intrusive advising and mentoring components for under-successful minority and/or at-risk students, evening or weekend or online refresher courses for adult returning students, embedded learning assistance or labs (where the visit to the lab or tutoring center is built-in as a part of the class expectations), and stronger curriculum alignment with adult basic education (ABE) departments. Phew! What a list – and it's just the beginning.

But, does this mean developmental education and learning assistance will disappear? Not at all. The bulk of developmental students are 20 years old or older, or returnees or delayed entrants to college (Merisotis and Phipps; 1998; 2000). And with 2.8 million students enrolling in higher education each fall, some traditional age students will still need developmental education.



In fact, there could hardly be a better time to be involved in developmental education, because right now, innovative practices are getting attention – and some are being funded. After all, who better understands the needs and struggles of those who are deemed "not college ready"? We are actually being asked to look at the student outcomes data on what we already do, think about and come up with innovations – all focused on helping underprepared students prepare, prepared students advance, and advanced students excel. Sound familiar???

So, I am asking us all to think about what innovations we might implement if we could just take this summer to think about them. What could we do, for instance, in our own classrooms, our own programs, our own colleges, to increase student learning and success? For, make no mistake, we are being asked to look at what we do successfully, and attempt to do it even better. The end result? Our students will do better. We'll see more of them at commencement. We'll hear from more of them, after graduation. Some of us may see our students' children come to college.

To be a teacher, someone once said, is to touch the future. And we are, each of us here, teachers. How will we grow and change, how will we help our students, ourselves, our institutions, our profession, and developmental education itself, transition into the next phase that is coming?????

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CLADEA News

Karen Patty-Graham, NADE's CLADEA Representative

The Council of Learning Assistance and Developmental Education Associations (CLADEA), a non-profit Council composed of five organizations with professional interest in Developmental Education, informs the organizations of each other's activities and collaborates on efforts in common. NADE is joined in CLADEA by the National Center for Developmental Education (NCDE), the Association for the Tutoring Profession (ATP), the College Reading and Learning Association (CRLA), and the National College Learning Center Association (NCLCA).

NADE is represented on CLADEA by a former Board member who serves a three-year term as liaison with the Board and attends the fall and spring CLADEA meeting (alternates between CRLA and NCLCA in Fall and between NADE and ATP in Spring). Former NADE President Hilda Barrow served as NADE's CLADEA representative for 2007-2010, and I have been selected by the NADE Board to serve for the next three years.

CLADEA met at the ATP conference, March 30, 2010. Updates from that meeting follow:

CLADEA officers: Russ Hodges was re-elected as CLADEA Chair, and Jack Truschel was elected Vice-Chair.

Endorsement of Certification Programs: CLADEA has an ongoing interest in the quality of member certification programs and continues to work with our organizations to ensure individuals and programs certified through our organizations meet agreed-upon criteria of excellence.

Leadership Academy: CLADEA representatives are discussing the possibility of developing a leadership academy to prepare future leaders for our associations and our field. As a start, a pre/post conference workshop may be developed for Fall 2010 and Spring 2011 association conferences. Based on the outcomes of those workshops, a multi-day leadership academy, sponsored by CLADEA with the assistance of our associations, may be developed.

CLADEA Fellows: CLADEA Fellows are nominated by member associations or current Fellows. Current Fellows vote on nominated individuals. The April 2010 election resulted in the selection of John Gardner, Jim Valkenburg, and Janet Zadina (Janet was nominated by NADE), to be inducted at the Spring 2011 ATP conference.

Political Advocacy Committee: NADE nominated Kathryn Van Wagener, NADE Political Liaison Committee Chair, to a proposed CLADEA committee that would address issues of importance across member organizations.

Meeting Topics: The next CLADEA meeting will convene during NADE 2011. If you have topics you would like CLADEA to address, please send them to me at kpattyg@siue.edu or to NADE President, Marcella Davis at marcella.davis@kctcs.edu.

Treasurer's Report (May 2010)	
Jeanine Lewis, NADE Treasurer	
S&T NADE Checking	\$ 1,964.64
S&T Cash Management Acct (1.10 %)	\$ 3,740.25
S&T Certificate of Deposit (1.043%)	\$ 2,000.00 (Research CD)
2010 Reserves (4.60 %)	\$ 62,124.06
2011 Reserves (5.05 %)	\$ 100,000.00
2012 Reserves (4.94 %)	\$ 100,000.00
Chase NADE Checking	\$ 31,945.43
Chase NADE Savings	\$ 10,669.60
Chase Certificate of Deposit (1.49%)	\$ 50,000.00 (Scholarship CD)
2010 Conference Checking	\$ 151,747.80
2011 Conference Checking	\$ 6,828.02
2012 Conference Checking	\$ 10,863.43
2013 Conference Checking	\$ 10,401.42
Total Assets	\$ 542,284.65

SPIN CORNER

Communicating with Wiki

This past March during the NADE conference in Columbus, Ohio, SPIN Chairs created new Wiki pages. The goal of this new approach was to increase communication and involvement with SPIN members. Scott McDaniel, Chair of the Technology Spin, and Dave Caverly, TIDE, demonstrated the basics of constructing and maintaining these sites. They offer the following advice to all SPIN members.

Fostering Communication and Collaboration Via a Wiki By Scott McDaniel and Dave Caverly

Many SPIN chairs seem to have issues with involving more people in developing ideas to help its SPIN accomplish its goals. Consider the following scenario:

For the next NADE conference, the Technology SPIN is trying to come up with goals and how the goals will be met. One way to do this would be for the SPIN chair to send out an email blast to all of its members soliciting suggestions. After two weeks 4 goals are submitted by 2 people. The chair refines the goals and send them back out for feedback on how to accomplish them as well as who will take responsibility for each one. After a few back and forth emails, enough volunteers are cajoled into doing them. Their specific ideas are emailed to the chair, who has to send these out to all of the members for further suggestions. This process can be time-consuming and tedious.

A better solution would be to utilize the SPIN Wiki. A Wiki is simply a web page (similar to a blog) that can be viewed and edited by anyone who is given privileges for contributing. There are many advantages of collaborating using a wiki: (1) The user interface is very similar to a word processor (no coding to learn!); (2) Sharing documents and ideas asynchronously is quick and resides in one location (on the wiki, rather than in an email); (3) Don't have to determine which version of a document is the latest; what you see is the latest version; you can see early versions by examining the revision history (click on the History menu); (4) Just as with "regular" web pages, video, audio, pdfs, surveys, hyperlinks, and images can be added; (5) When a user (with editing privileges) makes a change to the page or adds a file, it is instantly seen by other users; (6) Using a wiki should expand the number of members who get involved; (7) From NADE's perspective, each wiki will have a similar look and feel; (8) When a new SPIN chair is selected, he or she does not have to learn html code to continue the SPIN website; (9) Files don't have to be migrated from one university server to the next. Everything is still on the wiki site. Most likely, the new chair will be someone who has made some significant contributions on the wiki already.



There are several wiki sites on the Internet. NADE has decided to go with WikiSpaces <http://www.wikispaces.com>, which is a very popular wiki site with educators. While wiki's are not a panacea for 100% participation in your SPIN, it is a worthwhile vehicle for appealing for input from a community of like-minded educators. So, if you have not checked out your SPIN wiki yet, you can find it by going to the NADE

homepage <http://www.nade.net> and select SPINs on the left side navigation. You will find a list of all of the active wikis. All of these are in the incipient stages of development. Please contact the SPIN chair to ask how you can help.

Spin Zone Introduced

NADE 2010 in Columbus, Ohio featured the debut of the SPIN ZONE. This area highlighted the different concurrent presentations sponsored by the SPINs. It also served as the homebase for the Get Connected Campaign, which was targeted to help conference attendees recognize others with similar interest. The plan is to continue the SPIN ZONE in Washington D.C. during the 2011 NADE Conference. Please submit ideas or themes to your SPIN Chairs, as the goal is to make this a continuing resource for all NADE attendees.



Busy! Busy! Busy! Betty Black, NADE Secretary

Have you ever asked yourself, "Why can't I get more hours in a 24 hour day?" I often feel that way as the NADE Secretary. My husband often comments, it is a good thing I am not working because I would

not be able to get it all done if I was not retired. Between family, church activities, and NADE responsibilities, there isn't much time left. I will not go into detail about the activities with my new grandson, but it is safe to say we are definitely in the proud grandparent category.

Speaking of NADE activities, I was extremely excited about attending the CASP Conference in San Antonio, Texas. As the NADE representative, I was invited to install the NADE officers. Since this is my home state and beginning of my NADE experience, it was a pleasure to perform this ceremony for NADE.

Moving on to the CRLA Conference in Richmond, Virginia was a real treat. As the NADE Representative, there was the NADE booth to man and various functions to attend throughout the conference. Seeing old friends, networking with colleagues, and making new contacts was a pleasure.

In December, the Executive Board ventured to Orlando, Florida for a face-to-face meeting and a site visit for the 2012 NADE Conference. After meeting with the site officials and the 2012 NADE Conference Team, many ideas were conceived and plans for a great conference are in the making. The Board was able to accomplish many items on the agenda. As NADE Secretary, it was a tedious task to get all the business in the minutes. Face-to-face meetings are so beneficial and much easier to get accurate information for the minutes.

While all the above was going on, the Board was busy making 2010 conference preparations. As the NADE Secretary, it was my job to get materials for all activities, events, and meetings printed, gathered and sent to the conference site. In preparation for the conference, all schedules had to be synchronized and participants notified. With preparations completed, all participants knew when and where they needed to be.

After the conference, as NADE Secretary I had the huge task of transcribing the minutes from all the meetings, events, and activities of the conference. After several weeks, approximately forty pages of minutes were sent to the Executive Board for review and approval. All thank you notes to special guests, international participants, and various others had been sent. All unclaimed certificates and packets for chapter leaders were mailed.

Over and above all the items mentioned above, as NADE Secretary I am responsible for sending information to the Executive Assistant to update the NADE stationery, Bookmark, Fact Sheet, and NADE documents, as well as transcribing minutes from conference calls twice a month and sending them to the Executive Board for review and approval.

So, as you can see, it would be nice to have a few more hours in a 24 hour day. I am not sure it would all get done even if we had a few extra hours. I must say it is a challenge, but a very enjoyable one!

NADE Emeritus Cabinet News

Karen Patty-Graham, Emeritus Cabinet Chair

At the close of NADE 2010 I entered my third year of current NADE Board service as I made the transition from NADE President to NADE Immediate Past President/Emeritus Cabinet Chair. In a way, this position provides a transition out of office for those who have devoted countless hours to NADE responsibilities, but it also provides a transition into a new opportunity for service in NADE.

The Emeritus Cabinet consists of all former NADE officers, and it serves as an advisory cabinet to the NADE Board, with NADE's Immediate Past President as the liaison.

The 2010-2011 Emeritus Cabinet will work for NADE in several ways:

1. Chairing committees of NADE leaders to review current NADE Resolutions and revise them, as needed
2. Serving as speakers for chapter conferences. Chapters may apply for NADE Type A or B Grants to help defer costs of NADE Past Presidents or other NADE Emeritus Cabinet members as conference speakers or workshop presenters.
3. Participating in special projects. Nancy Carriuolo (former NADE Secretary, Vice President, President-elect, and President) spoke to NADE leaders during the 2010 Leadership Congress. Rosemary Karr (2008-2009 President) and I will continue to work on the Student Success Project. The Emeritus Cabinet will propose a panel discussion at NADE 2011. Kaylene Gebert (1989-1990 President) and Linda Thompson (2000-2001 President) will serve on the Journal of Developmental Education award selection committee. Several Emeritus Cabinet members are CLADEA Fellows who will contribute this fall to a CLADEA book project in memory of Martha Maxwell. We will work on developing a resource list of Emeritus Cabinet members for chapter speakers, and we are looking at ways we can assist in mentoring professionals in the field and leaders in NADE

Current contact information for all NADE Emeritus Cabinet members can be found in the NADE Leadership Directory and on the NADE website Emeritus Cabinet page. Please feel free to send suggestions for Emeritus Cabinet involvement to me at kpattyg@siue.edu.

The NADE Newsletter is published electronically three times each year with this mission:

- Publish timely information about NADE activities, e.g., the annual conference, professional development workshops, Executive Board meetings, and Committee, SPIN, and Certification Council activities.
- Publish information about Developmental Education activities across the country.
- Publish short articles and book reviews (500-1000 words) which provide information about the "state-of-the-art" in the field of Developmental Education.
- Publish general information about news of interest to NADE members.

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NATIONAL ASSOCIATION FOR DEVELOPMENTAL EDUCATION



Capitalizing on Developmental Education