Recommended changes in developmental education have moved from a conversation about the perceived barriers created by placing students in developmental education programs to the completion agenda that is being used by foundations, colleges, and state and federal governments. This agenda can help implement initiatives that lead to students completing their programs of study. Perhaps thinking of developmental education in the context of the bigger picture is a more efficient way to view the complexity of the issues affecting both educational institutions and students who are taking courses in these programs. Many of the new changes are merely renaming the issue and not solutions to the struggles the professionals and administrators who work with underprepared students face every day. If community colleges want to achieve real success in developmental education programs, they must redesign these programs around research-based practices that are highly correlated with student success and completion.

Just before Christmas a document titled, Core Principles for Transforming Remedial Education was released. This document stresses a sense of urgency in adopting new innovations that will bring about a fundamental change to the approach used for success. We all need to be familiar with the seven core principles outlined in this document. Some of those principles actually have merit but many are flawed. For example, many would agree that early success in a gateway course leads to completion and setting educational goals facilitates students persisting and succeeding in their educational journey. Aligning curriculum within college course sequences and also across a greater continuum of learning from early education through the university into life long learning is a positive approach for fluency of education. Integration of academic support into courses has long been advocated, researched and used by developmental education practitioners. Multiple measures for placement rather than the use of assessments that were not designed as placement instruments would be a leap forward; however, for many colleges that would take an investment in staff or other resources. It takes people to have a conversation with students and that resource is sometimes scarce, especially in smaller districts.

Many of the points included in the Principles are positive, but many give us pause. Several of these principles are counter to what academic research in our field has indicated does work. Another example would be the movement toward using high school GPA for placement with some states actually mandating that students with at least a 2.5 GPA do not even have to be assessed and can go immediately into college level courses. There are several studies that support this practice; however, they fail to norm the schools. Just renaming the issue is not solving the issue.

While the acceleration movement is a popular topic, the research question that needs to be explored here is acceleration for whom? Research that disaggregates data to identify the impact of these strategies on individual groups of students needs to occur at the national level. Some policy makers are requesting a floor in developmental education at the community college and placing those students in adult basic education programs with vocational training. Disaggregating that population would show that minorities and economically disadvantaged students are over represented in this group nationally. This situation is actually a function of economy and not ethnicity. Often these students attend public schools with limited resources and for most the only access to higher education is through the community college. The danger here is the possibility of tracking students into unproductive pathways in an attempt to make developmental education appear more successful.

NADE realizes the importance of doing things differently and embrace the new normal. Many of these principles are written for those students very near college ready and do not address the needs of the students who need much more attention. Unfortunately legislators in an effort to reduce cost and increase college completion are listening to those that appear to have the simplest and most cost efficient fix. We need to understand these principles, create conversations using research from a broad base of information and help our members find solutions to the issues.

It has been my honor to serve as a representative of this organization this last year and attend many of the important meetings as your representative. I hope you have the opportunity to attend the conference this year and share in this conversation. I wish you all the best as we go about working to better the lives of those students we serve.
CADEA Inducts New Fellows:  
Dr. Rosemary Karr and Saundra McGuire

The member organizations of the Council of Learning Assistance and Developmental Education Associations (CLADEA) are pleased to announce that Dr. Rosemary Karr and Dr. Saundra McGuire were inducted as CLADEA Fellows on November 8, 2012, during the opening session of the joint conference of the College Reading and Learning Association (CRLA) and College Academic Support Programs (CASP) at the Hyatt Regency in Houston, Texas. Selection as Fellow represents the highest honor conferred on professionals in our field.

The Council’s mission is to “to foster mutual support among national and international organizations dedicated to postsecondary learning assistance, tutoring, and developmental education.” The Council promotes leadership and research, adopts and promulgates policy statements, and endorses certifications in support of the professional practice of thousands of postsecondary educators working for student success. Five member organizations form CLADEA:

- Association for the Tutoring Profession (ATP)
- College Reading and Learning Association (CRLA)
- National Association for Developmental Education (NADE)
- National Center for Developmental Education (NCDE)
- National College Learning Center Association (NCLCA)

The distinguished scholar Dr. Martha Maxwell originally conceived the CLADEA Fellows Program in 1998. Dr. Karr and Dr. McGuire are now two of only 46 individuals worldwide who have received this most prominent award.

Best known for highly successful instructional delivery models, Dr. Karr is a professor of developmental mathematics at Collin College in Plano, Texas, where she has been employed since 1990. She is the first developmental educator in the nation to be honored as “U.S. Professor of the Year” by the Council for the Advancement and Support of Education (CASE), and she was also honored as a Minnie Stevens Piper Professor in 2008 for superior teaching at the college level in Texas and has been honored four times as Outstanding Professor at Collin College. Dr. Karr has served as president of the National Association for Developmental Education (NADE) and both past president and treasurer of the Texas Association for Developmental Education (TADE); she has held numerous leadership roles, including conference treasurer and newsletter editor, for the College Academic Support Programs (CASP), Texas’ annual joint conference of TADE and the Texas Chapter of the College Reading and Learning Association (TxCRLA). Dr. Karr has also been an active leader in the “New Life” project for developmental mathematics within the American Mathematical Association of Two-Year Colleges (AMATYC). She has authored or co-authored over 20 publications, including three mathematics textbooks published by Cengage Learning and is a frequent conference presenter and a mentor for new faculty and graduate students. Her primary research interest is the effective use of technology to enhance the teaching and learning of mathematics. Dr. Karr was nominated by NADE

Dr. McGuire has transformed education in the postsecondary science community to embrace research-based learning strategies for science instruction and learning support. In workshops, institutes, and invited talks at more than 100 colleges and universities, Dr. McGuire promotes the construct of metacognitive awareness as the beginning of science learning mastery. She is also passionate about increasing the achievement of underrepresented minority students pursuing STEM careers. Dr. McGuire is Assistant Vice Chancellor and professor of chemistry at Louisiana State University (LSU) and formerly served as director of LSU’s Center for Academic Success. Prior to her positions at LSU, Dr. McGuire held faculty positions at the University of Tennessee, Alabama A&M University, and Cornell University. At Cornell she received the 1991 Clark Distinguished Teaching Award and served as director of the Center for Learning and Teaching. In 2006 Dr. McGuire was honored by George W. Bush with the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. She was elected Fellow of the American Chemical Society in 2010 and Fellow of the American Association for the Advancement of Science in 2011, and she received the Distinguished Teaching Award from CRLA in 2011. As a mentor to many professionals throughout the nation, promoting instructional innovation and best-practice and research-based learning support services, Dr. McGuire has touched the lives of thousands of students in over four decades of service. Dr. McGuire was nominated by NCLCA.

CLADEA names Fellows not only to honor individuals’ outstanding contributions but also to encourage others to emulate these most exemplary scholars. Dr. Rosemary Karr and Dr. Saundra McGuire will serve as exemplars to all in the field.
Benefits of NADE Certificate
Catherine Duke, Professor of Developmental Mathematics
Collin County Community College District

For the past few years, the Developmental Mathematics department at Collin College has been evaluating our program in pursuit of NADE certification. Although a lengthy and involved process, this undertaking has given us a stronger view of our program and students.

The certification process begins with an investigation comparing program components to established best practices. This self-study highlights the strengths and weaknesses of the program. Although the department has been proposing innovative ideas for many years, this evaluation pinpointed the areas of concern and fostered the creation of specific action plans.

The entire certification process has required the department to really sit down and develop our goals. Instead of attempting quick fixes, we now have a clear mission and a plan for implementation. The specific goals are measured by institutional data collected for the entire department. Since the life of a professor is often isolated to individual students and experiences, looking at the data for the department as a whole helped change the thought process from “What do I see as a need,” to what is truthfully occurring with your students. We actually disproved several long held beliefs.

As we prepare to submit our application, I think we can all say that undergoing this process has been revealing and invaluable for our department, institution, and students.

Tennessee State Chapter Takes “New Steps”
Meredith Anne S. Higgs, State Chapter Reporter

The 2nd annual conference of the Tennessee Association for Student Success and Retention (TASSR) was held October 24-26, 2012, at the Renaissance Center in Dickson, Tennessee. The theme of the conference, “New Steps to Student Success and Retention,” is the second step in a three-year redesign of the organization that follows in the wake of state-wide changes in instructional redesign. The extremely successful conference included three fantastic keynote speakers: Dr. Robbie Melton, Associate Vice Chancellor of TBR Mobilization; Dr. Linda Thompson, Director, McNair Scholars Program, Harding University and a Fellow of the American Council of Developmental Education Associations; and Dr. Robert Eaker, Professor, Educational Leadership at Middle Tennessee State University and noted author on school improvement. A total of 29 concurrent sessions included hourly sessions on assessment, the NADE Guidelines, reading, writing, mathematics, mentoring, smart teaching, advising, college orientation, Learning Support redesign, and student success. Along with vendor displays and numerous opportunities for fellowship, a very highly rated component of the conference was the cuisine. For a mere $75 conference fee, four meals and three days of activities were provided. During the TASSR business meeting, chapter officers and Executive Board members were elected. The TASSR Award for Outstanding Service to Students in Learning Support Programs was given to Dr. Teri Maddox, Jackson State Community College. Visit the TASSR website at www.tassr.org for more information on joining TASSR or “like” the organization on Facebook.

Please submit your chapter news for inclusion in the NADE Newsletter. Highlighting our chapters’ successes bring recognition to all of NADE and gives great ideas for future activities.

SPIN CORNER

This past year many of NADE’s Special Professional Interest Networks (SPINs) have been active in creating a variety of sharing and communication networks and special projects. The English SPIN held a webinar in May, the Reading SPIN has created an active Facebook page, and the Learning and Study Skill SPIN created a Google Group. In addition to these avenues of communication, the SPIN Chairs published several newsletters.

Other exciting news in regards to NADE SPINs is that this past year the Board approved the formation of a new SPIN – Alternative Models and Innovations. The goal of this SPIN is to be a place for people to share their innovations, implementation strategies, successes, and challenges. Current research on acceleration, contextualization, and learning communities, for example, will be shared and discussed. The focus will be on multiple strategies to decrease impediments and increase retention for developmental students. The SPIN will also address logistical impediments to implementing innovations while satisfying registration, placement, and financial aid concerns. We wish to thank Robin Ozz and Taunya Paul for their hard working in getting this project off the ground.

Finally, there have been some changes in our SPIN leadership this past year. Please welcome Joanne Mechmech from Florida State College at Jacksonville as the new Adjunct Faculty Chair, and Larry Perez and Patrick Quigley from Saddleback College as the new Technology Co-Chairs. Jacksonville as the new Adjunct Faculty Chair, and Larry Perez and Patrick Quigley from Saddleback College as the new Technology Co-Chairs. One final note in regards to SPIN leadership opportunities: Sally Lipsky, the Chair of the Tutoring and Peer Assisted Programs, and Lisa Davis, the Chair of the Online SPIN have decided to step down. These important SPIN groups need dedicated and willing leadership. So if you are interested, please contact the SPIN Coordinator, Karen Tompson-Wolfe.

SCADE Conference
October 2012
Hilton Head, SC

Please submit your chapter news for inclusion in the NADE Newsletter. Highlighting our chapters’ successes bring recognition to all of NADE and gives great ideas for future activities!
Treasurer’s Report
D. Patrick Saxon, NADE Treasurer
As of January 21, 2013

First Com. CD (.5%)   $100,398.94   mat. 3/30/13
Chase NADE Checking   14,569.90
Chase NADE Savings $ 598,931.86
Chase Certificate of Deposit (.5%)      $     21,825.12   mat. 9/28/13
2013 Conference Checking $      7,481.27
2014 Conference Checking  $     13,091.95
Total Assets   $ 756,299.04

2012-2013
NADE Chapter Presidents and President-Elects

ALADE
Annette Cook
President
Shelton State Community College
acook@sheltonstate.edu
Kathryn Gidley
President-elect
Shelton State Community College
kgideley@sheltonstate.edu

ArkADE
Tabetha Nguyen
President
Cossatot Community College of the University of Arkansas
nguyen@cccua.edu
Lisa Jackson
President-elect
Black River Technical College
lisa.jackson@blackrivertech.org

CalADE
Rebecca Rudd
President
Citrus College
rrudd@citruscollege.edu
Kristin Webster
President-elect
California State University, Los Angeles
kwebster@calstatela.edu

CoADE
Kelly Zepp
President
Community College of Denver
kelly.zepp@ccd.edu
Kathleen Chavez
President-elect
Adams State University
kathleenchavez@adams.edu

DEAM
Mirian Torain
President
Prince George Community College
torainml@pgcc.edu
Joseph Healey
President-elect
Frederick Community College
jhealey@frederick.edu

FDEA
Michael Vensel
President
Miami-Dade College, Kendall Campus
mvensel@mdc.edu
Chris Elder
President-elect
Chris.elder@fgc.edu

GADE
Ervin Anderson
President
Georgia Southwestern State University
eda@canes.gsw.edu
Tonya Strickland
President-elect
Bainbridge College
tstrickland@bainbridge.edu

IDEA
Tom Mueller
President
Hawkeye Community College
thomas.mueller@hawkeyecollege.edu
Christine Karstens
President-elect
Southwestern Community College
Christine.karstens@swcciowa.edu

ILSADE
Joyce Miller-Boren
President
John Wood Community College
millerj@jwcc.edu
Not identified
President-elect

INADE
Gwenn Eldridge
President
Ivy Tech Community College
geldig6@ivytech.edu
Sonja Strahm
President-elect
Ivy tech Community College
sstrahm@ivytech.edu

KADE
Nancy Hunter
President
Marysville Community College
nancyd.hunter@kctcs.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.

Content Editor: Craig Barto (cbarto@csuniv.edu)
Layout Editor: Janita Patrick (patrickj@tcc.fl.edu)
Photo Editor: Dawn Lee (dlee@csuniv.edu)

NADE
500 N Estrella Parkway Ste R2 PMB 412
Goodyear, AZ 85338
(PH) 877-233-9455
(FAX) 623-792-3747
(Email) office@nade.net
www.nade.net
Brown Mackie College  
jleptak-moreau@brownmakie.edu

Sandi Buschmann  
President-elect  
Cincinnati State Technical & Community College  
sandra.buschmann@cincinнатiстате.edu

OKADE  
David Charlson  
President  
Tulsa Community College Southeast  
dcharlson@tulsacc.edu

Heather King  
President-elect  
Cameron University  
hking@cameron.edu

PADE  
Linda Huber Mininger  
President  
Harrisburg Area Community College  
Ihmining@hacc.edu

Linda Dapcic-Angst  
President-elect  
Reading Area Community College  
Idapcic@racc.edu

SCADE  
Amanda Mosley  
President  
York Technical College  
amosley@yourktec.edu

Lisa Martin  
President-elect  
Piedmont Technical College  
martin.l@ptc.edu

SWADE  
Carla Kulinsky  
President  
Salt lake Community College  
West Jordan, UT  
Carla.kulinsky@slcc.edu

Laurel Howard  
President-elect  
Utah Valley University

TADE  
Denise Lujan  
President  
University of Texas at El Paso  
cdlujan@utep.edu

Wendy Crader  
President-elect  
Northeast Lakeview College, Alamo Colleges  
wcrader@alamo.edu

TASSR  
Karen Siska  
President  
Columbia State Community College  
siska@columbiastate.edu

Stacy Onks  
President-elect  
East Tennessee State University  
onkss@etsu.edu

WVADE  
Larry Tackett  
President  
W. Virginia Northern Community Technical College  
ljackett@wvncc.edu

Pamela Sturm Anderson  
President-elect  
New River Community and Technical College  
panderson@newriver.edu

Pioneering the Education Frontier  
37th Annual Conference  
February 27, 2013 - March 2, 2013  
Denver, Colorado  
www.nade2013.com

The National Association for Developmental Education

For More Information, Contact  
Art Terrazas: art.terrazas@gmail.com  
Professor Emeritus, Aims Community College  
Tina Gei, PhD: tgei@ayc.edu  
Professor Emeritus, Elmsford Community College