



# Newsletter

Volume 36, Number 2  
Summer 2013

## Florida Legislature Changes Developmental Education Patti Levine-Brown, NADE President

My term as NADE President began on March 2, at the close of the 2013 Conference in Denver, Colorado. My trip home to Jacksonville, Florida on March 3 was rather quiet and reflective. When I awoke on March 4, I logged into my email before having my first cup of coffee. Staring me in the face was the first of many emails that would follow concerning higher education reform. The need for that first cup of coffee suddenly was more important than I realized. Several days later, a 44-page document titled Senate Bill 1720, a bill in the Florida Legislature relating to developmental education, would arrive. Sometime later, I would be introduced to committee bills on Post-Secondary Education (PCB HEWS 13-01) and Resident Status for Tuition Purposes (PCB HEWS 13-02), which were further refinements of Senate Bill 1720. I spent many days and nights with colleagues discussing and sifting through legislative documents full of underlined and marked-up passages. My morning coffee soon became superfluous, as each day the legislation evolved was bringing new challenges that became my daily wake-up call.

During the weeks that passed, I came to understand how truly passionate so many educators are where developmental education and our student population are concerned. The group of people involved in tracking this legislation worked tirelessly reading and re-reading legislation, asking questions, writing letters, sending emails, making phone calls, attending meetings, making presentations, and conducting Webinars. While I did not speak directly to all of the people who worked diligently to monitor and send out information regarding this legislation, I would like to personally thank the following people, both with the Department of Education and various institutions across the state, for their time, their energy, and their efforts: Randy Hanna, Julie Alexander, Shanna Autry, Judith Bilsky, Kathleen Ciez-Volz, Caroline Seefchak, Matt Holliday, Susan Lehr, Joanne Mechmech, and Michael Vensel. I extend a special thank you to Hunter Boylan, Karen Patty-Graham, Jane Neuburger, Taunya Paul, and Rebecca Goosen for providing me several hours of consultation, and I send out a heartfelt thank you to the many others who worked behind the scenes doing whatever they could to assist.

At times this was like being on a roller coaster ride. Going through the process allowed me to get a more in-depth understanding of what has happened in other states regarding developmental education and what is likely to come about in other states in the near future. The end result was not nearly as bad as it could have been. The original Senate bill eliminated the ability of colleges to charge tuition and fees for stand-alone prep courses, redefined college preparatory instruction from that which is needed to help students successfully enroll in college-level courses to that which is needed to help students succeed in college-level instruction, and referred students deemed academically challenged and skill deficient to adult education courses offered through a college or school district. According to an article in the legislative newsletter published by the Association of Florida Colleges, the Senate Bill attacked the very core of the Florida College System “open access” model and imposed a “sink or swim” mentality, de-emphasiz-

**In this issue...**

- Florida Legislature Changes Developmental Education . . . . . 1
- Open Letter to U.S. Representatives . . . . . 2
- NADE: A Strong Organization . . . . . 3
- Integrating Academics Support and Instruction. . . . . 3
- Five Suggestions for Developmental Educators . . . . . 3
- Treasurer’s Report . . . . . 4
- 2013 State Chapter Conferences . . . . . 5

ing college success. It also had the potential to adversely impact Latino and African-American students, and all students receiving financial aid.

While we have lost our ability to require testing and placement of certain groups of students who could benefit from developmental education classes, we do have a lot of flexibility in how college preparatory instruction is delivered, including the use of a variety of accelerated and co-requisite strategies such as compressed/accelerated course structures, modularized/customized instruction, contextualized instruction, co-requisites, extended tie-in gateway courses, and tutoring. One of the most promising aspects to all of this is that talented faculty members will come together to make these changes, and I have no doubt that we will see the creation of more quality courses and programs for students in developmental education.

What comes out of all of this in Florida will be helpful to the entire field of developmental education. Other states will most likely design and implement courses based on the versions of accelerated and co-requisite models that fit their needs. If I could give anyone who is seeking advice on how to deal with changes that may occur in their own state, I would say get to know the policymakers at both the local and state levels and also know enough about developmental education to supply them with the research they need to make informed decisions. Provide them with copies of our Principle for Implementing Statewide Innovations, gather statistics on the developmental education student population in your state, put together a collection of student stories similar to those posted on the NADE web site, talk about innovative programs at your institution that are making a difference in retention and completion rates of students in your developmental education programs, and try to get the policy makers to visit your campuses so they can see firsthand the differences your programs are making for students.

Below is an example of some of the information that could prove helpful. This information was taken from the Association of Florida Colleges newsletter, and was provided by the Division of Florida Colleges. The information zeros in on students who make up developmental education student population served at Florida Colleges, and it is likely that these statistics are available for your state as well. Legislators in every state need to know more about what developmental educators do and the student populations we serve. An article in this newsletter by NADE President-elect, Taunya Paul also provides [a guide for the kind of information, data, and statistics we need to](#)

collect and share with one another. Consider using the blog that has been set up on the NADE website ([www.nade.net](http://www.nade.net)) to share your information. You can find information about the use of the blog on the opening page of the web site. The blog will permit you to post and ask questions concerning issues in developmental education as well recommended resources and research in the field. Take the lead at your institution to gather this kind of information that can give legislators in your state a better picture of who we are and what we do.

- Students of all ages enroll in Developmental Education.
- Recent high school graduates were least likely to need Developmental Education. During 2011-12, 14% of students enrolled in Developmental Education were less than 20 years of age. (21,371/152,389).
  - Nearly 4 out of 10 students taking Developmental Education were 25 years and older. (37.8 percent, 57,648/152,389).
  - Nearly one-half of all students enrolled in Developmental Education were between 20 and 24. (48.1 percent, 73,301/152,389).
  - Recent high school graduates were the only age group to show decreases in the need for Developmental Education both short term (-5.4 percent compared to last year) and longer term (-9.9 percent over five years).
    - 2 out of 3 students enrolled in Developmental Education received financial aid. (65.0 percent, 99,079/152,389).
    - Nearly one-half of all African-American students participated in Developmental Education. (47.7 percent, 44,965/94,233).
    - 3 out of 4 African-American students in Developmental Education received financial aid. (76.9 percent, 34,561/44,965).
    - African-American students are over-represented in Developmental Education. (29.5 percent Developmental Education & 18.0 percent lower division credit).
    - 1 out of 3 white students participated in Developmental Education. (34.8 percent 53,051/235,954).
    - 55 percent of white students in Developmental Education received financial aid. (29,363/53,051).
    - 1 out of 4 Latino students are enrolled in Developmental Education. (25.9 percent, 39,477/132,159).
    - Two-thirds of Latino students in Developmental Education received financial aid. (66.7 percent, 26,349/39,477).

**The following letter was sent April 20, 2013, to all U.S. Representatives sitting on an education committee.**

Dear U.S. Representative:

The National Association for Developmental Education (NADE) and the National Center for Developmental Education (NCDE) are aware that many state legislatures are mandating statewide initiatives for developmental education. Many of these initiatives are based on sound research and have promise for improving the progress of underprepared students through colleges and universities. Some, however, are poorly conceived and poorly implemented and based on neither sound research nor sound policy principles. These will not only fail to improve student progress but may also contribute to unanticipated negative outcomes, particularly for minorities and the poor.

In the service of sound policy making, experts and scholars from NADE and the NCDE have collaborated in developing a set of guidelines for implementing state policies on developmental education. It is our pleasure to share these with you and our hope that you might consider these in making policies for developmental education at postsecondary institutions in your state.

We appreciate your efforts to make sound policy legislation for higher education. We also hope that you might contact one or both of us if you have any questions about developmental education in general or developmental education policy issues in particular.

Respectfully,

Patti Levine Brown, President  
National Association for Developmental Education  
[Plevine@fscj.edu](mailto:Plevine@fscj.edu)

Hunter R. Boylan, Ph.D.  
Director, National Center for Developmental Education  
[boylanhr@appstate.edu](mailto:boylanhr@appstate.edu)

COME CELEBRATE STUDENT SUCCESS AT THE

*46th Annual*

College Reading and Learning Association Conference



November 6-9, 2013

<http://www.crla.net/conference/index.htm>

Call for Proposals: February 1, 2013  
Proposal Deadline: April 1, 2013

 #CRLABostonConference





CONFERENCE CHAIR:  
Diana Calhoun Bell  
[diana.bell@uah.edu](mailto:diana.bell@uah.edu)




**NADE: A Strong Organization**  
Rebecca Goosen, Immediate Past President

First, I would like to thank the members of NADE for their support this past year. I believe this organization is as strong as each individual member and will continue to be strong as we move into new and undiscovered territory. I also need to thank San Jacinto College for their support for the last two years. It is because of the high quality of the staff and faculty there that I was able to work on the developmental agenda at a different level.

This past year was a busy one for the Board. We produced and disseminated policy statements and principles. These statements are based on research we know is sound and the interpretations that we know are scholarly.

In the absence of information, people often choose to select data points that look promising or serve a specific agenda. We need to continue to produce and disseminate research. NADE had the opportunity to increase the number of William G. White graduate student scholarships this year. I urge graduate students to apply for these scholarships to assist them as they conduct research that will contribute to the implementation of initiatives leading to student success.

As an organization and as professionals we uniquely understand what change is needed. We understand that student needs are different than they were 30 years ago. Legislators, who do not necessarily have a comprehensive understanding of the adult learner, are under pressure to lower cost and accelerate students for efficiency. Understanding this requires us to address change by determining how change should happen, what needs to be done to implement change, and where pockets of effective innovation can be scaled.

Many of the things we face today seem massive and incurable. We can no longer be passive but need to be participants in the change agenda. Together, we will all endure. Collectively, our knowledge will solve the challenges in the field, and our love of what we do will carry us through. NADE, as a strong organization, can move forward logically and with our extensive knowledge of the adult learner can be the lion we know we can be. Thank you for your support this year, and I wish every one of you the best.

**Integrating Academic Support and Instruction:  
Advanced Kellogg Session Focuses on Critical Issue in  
Developmental Education**

Some of the research is telling us that with changes in developmental education and downsizing, the field of student affairs is in jeopardy. However, the reality is that there is a need to strengthen these components. For example, new legislation in Florida speaks to the critical role that advising will play in getting students into these new accelerated courses. It also requires that every student have a detailed course plan that maps out various options for successful completion in programs of study.

If we are looking at educating the whole person, then student affairs will exist to support the academic mission of the institution, and that is more critical now than ever. With that in mind, I encourage Kellogg Institute Alumni to consider attending this year's Advanced Kellogg Institute. The week-long session that runs from July 28 – August 2, will focus on integrating academic support and instruction. This practice is one of the most effective ways to improve success rates and completion for students in developmental classes.

Kellogg alumni will not only have the opportunity to learn more about ways to integrate support services such as academic advising, tutoring, and career and educational planning with instruction, but

also will be able to examine several integrated models that could be implemented at their own institutions. Integrating these services with academic instruction, institutions can increase student use of support systems and help ensure that the services become a more integral part of the student's learning experience in the classroom.

Graduate credit for attending the institute will be available. For more information, or to apply, visit <http://ncde.appstate.edu/kellogg-institute/advanced-kellogg-institute>. If you have any questions, please contact Denise de Ribert, Director, Kellogg Institute, at (828) 262-2805 or email Denise at [kellogg@appstate.edu](mailto:kellogg@appstate.edu)

*“[R]esearch has demonstrated that support is most effective when it is connected to, not isolated from, the learning environments in which students are asked to learn.”*

Vincent Tinto, 2005

**Five Suggestions for Developmental Educators  
Information to Collect, Report, and Share**  
By Taunya Paul

With the numerous challenges facing developmental education (DE) across the country, collecting data about your developmental program is more important than ever. Developmental educators need to create a culture of evidence to drive program changes and to provide college leaders and policy makers with accurate, current, and vital information about developmental education.

1. Identify specific skill level required for placement into all pre-college/developmental courses. Many community colleges are open-entry colleges. This often means that there is no bottom entry placement score. Students could essentially enter a developmental college class with truly elementary skills such as a third-grade reading level or difficulty with multiplication and division on simple math problems. Those outside the field need to have a realistic picture of skill levels accepted into the college.
2. Clearly define the competencies for each level of developmental/pre-college level courses and be sure that exit competencies match up with entry-level of the subsequent college courses. Use grade equivalents and specific skills. Provide details that others not in the field will understand. For example in reading classes, state the reading levels covered – 8th-10.9th in the first developmental reading course and 11th -12.9th in the second developmental reading course
3. Collect data on all graduating seniors to determine the percentage of the graduating seniors who successfully completed at least one pre-college/developmental level course. Provide the course prefixes to the institutional effectiveness researcher to be sure that all of the pre-college/developmental courses are identified. It may surprise many to find out that often more than half of graduating seniors successfully completed at least one developmental course.
4. Measure successful completion of developmental courses and, most importantly, subsequent courses. Follow your developmental students through the first college-level courses. Compare subsequent course success rates of students who came through developmental courses and those who did not.
5. Post charts and graphs that provide a visual display of program statistics. As the old saying goes, a picture is worth a thousand words. Complex ideas and information can be conveyed with just a single still image. Graphs and charts also make it possible to absorb large amounts of data quickly.

Now, more than ever, developmental educators need to create a culture of evidence to help improve programs, services, and courses because DE helps sustain the American ideal of upward mobility through education by providing students with the foundational skills necessary for success in college-level courses. As a strong proponent of DE, I have seen firsthand the positive results of caring, dedicated, and knowledgeable developmental educators who truly engage students in learning. I applaud you for your efforts in serving the in this vital field.

<b>Treasurer's Report</b>		
D. Patrick Saxon, NADE Treasurer May 30, 2013		
First Com. CD (.5%)	\$ 100,549.13	mat. 9/27/13
Chase NADE Checking	\$ 18,898.70	
Chase NADE Savings	\$ 461,298.04	
Chase Certificate of Deposit (.5%)	\$ 21,825.12	mat. 9/28/13
2013 Conference Checking	\$ 6,925.53	
2014 Conference Checking	\$ 7,993.43	
2015 Conference Checking	\$ 7,982.50	
<b>Total Assets</b>	<b>\$ 625,472.45</b>	

- 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 B2 PMB 412  
 Goodyear, AZ 85338  
 (PH) 877-233-9455  
 (FAX) 623-792-5747  
 (Email) office@nade.net  
 www.nade.net

### Keynote Speaker



**Hunter Boylan**  
 Director of the National Center for  
 Developmental Education (NCDE) and  
 Professor of Higher Education at  
 Appalachian State University  
 Boone, North Carolina.

### Pre-Conference

sponsored by Pearson  
 12PM-4PM, 10/24

**College Readiness**  
 Kay Allen,  
 Pearson Education

**Adaptive Learning**  
 Karen Cowden,  
 Valencia College

**Course Redesign (Math)**  
 LaRonda Lowery,  
 Robeson Community College  
 Susan Barbitta,  
 Guilford Tech. Community College

**Course Redesign (English/Reading)**  
 Michelle Zollars,  
 Patrick Henry Community College



**Embassy Suites**  
 670 Verdae Boulevard  
 Greenville, SC 29607

**Registration information**  
 available July 2013 at  
<http://www.tinyurl.com/SCADE>

**2013 Annual Conference**  
 South Carolina Association for Developmental Education

October 24-25, 2013

**Achieving New Heights  
 in Developmental Education**

## 2013 State Chapter Conferences

State	Chapter	2013 Conference Date	2013 Contact
Alabama	ALADE	October 11, 2013	<a href="mailto:acook@sheltonstate.edu">acook@sheltonstate.edu</a>
Arizona	SWADE	October 24-25, 2013	<a href="http://swadedeved.weebly.com">swadedeved.weebly.com</a>
Arkansas	ArkADE	Fall 2013	<a href="mailto:tnguyen@ccua.edu">tnguyen@ccua.edu</a>
California	CalADE	September 20-21, 2013	<a href="http://www.calade.com">www.calade.com</a>
Colorado	CoADE	October 18, 2013	<a href="http://www.coade-colorado.org">www.coade-colorado.org</a>
Connecticut	LAANE	October 18, 2013	<a href="http://www.laanechapter.org">www.laanechapter.org</a>
Florida	FDEA	October 31-November 2, 2013	<a href="http://www.fdea.net">www.fdea.net</a>
Illinois	ILSADE	October 18, 2013	<a href="mailto:millerj@jwcc.edu">millerj@jwcc.edu</a>
Indiana	INADE	October 17-18, 2013	<a href="http://www.inade.info">www.inade.info</a>
Iowa	IDEA	October 2-4, 2013	<a href="http://go.dmacc.edu/idea/shareddocuments/executiveboard.aspx">go.dmacc.edu/idea/shareddocuments/executiveboard.aspx</a>
Kansas	MRADE	October 2-4, 2013	<a href="http://www.mrade.org">www.mrade.org</a>
Kentucky	KADE	November 7-8, 2013	<a href="http://sites.google.com/site/kadeorg/">sites.google.com/site/kadeorg/</a>
Louisiana	LADE	Fall 2013	<a href="http://www.ladeonline.us">www.ladeonline.us</a>
Maine	LAANE	October 18, 2013	<a href="http://www.laanechapter.org">www.laanechapter.org</a>
Massachusetts	LAANE	October 18, 2013	<a href="http://www.laanechapter.org">www.laanechapter.org</a>
Mississippi	MADE	November 7-8, 2013	<a href="http://www.mymade.org">www.mymade.org</a>
Minnesota	MNADE	September 26-27, 2013	<a href="http://www.mnade.org">www.mnade.org</a>
Missouri	MRADE	October 2-4, 2013	<a href="http://www.mrade.org">www.mrade.org</a>
Nebraska	MRADE	October 2-4, 2013	<a href="http://www.mrade.org">www.mrade.org</a>
Nevada	SWADE	October 24-25, 2013	<a href="http://swadedeved.weebly.com">swadedeved.weebly.com</a>
New Hampshire	LAANE	October 18, 2013	<a href="http://www.laanechapter.org">www.laanechapter.org</a>
New Mexico	SWADE	October 24-25, 2013	<a href="http://swadedeved.weebly.com">swadedeved.weebly.com</a>
North Carolina	NCADE	October 3-4, 2013	<a href="http://ncade.net">ncade.net</a>
Ohio	OADE	November 1, 2013	<a href="http://www.oade.org">www.oade.org</a>
Oklahoma	OKADE	September 26-27, 2013	<a href="http://okade.weebly.com">okade.weebly.com</a>
Rhode Island	LAANE	October 18, 2013	<a href="http://www.laanechapter.org">www.laanechapter.org</a>
South Carolina	SCADE	October 24-25, 2013	<a href="http://www.tinyurl.com/SCADE">www.tinyurl.com/SCADE</a>
Texas	TADE(CASP)	October 3-5, 2013	<a href="http://tade.org">tade.org</a>
Tennessee	TASSR	October 23-25, 2013	<a href="http://www.tassr.org">www.tassr.org</a>
Utah	SWADE	October 24-25, 2013	<a href="http://swadedeved.weebly.com">swadedeved.weebly.com</a>
Vermont	LAANE	October 18, 2013	<a href="http://www.laanechapter.org">www.laanechapter.org</a>
West Virginia	WVADE	October 23-25, 2013	<a href="http://wavde.wordpress.com">wavde.wordpress.com</a>
Wyoming	SWADE	October 24-25, 2013	<a href="http://swadedeved.weebly.com">swadedeved.weebly.com</a>