

# IDEA Reader's Corner

Iowa Developmental Education Association Newsletter,  
July 2016  
A Focus on Members Attending National Conferences

## Focus on an IDEA Member:



**Dan Nelson**  
**President-Elect, Iowa**  
**Developmental Education**  
**Association**

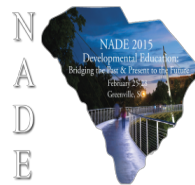
Currently, I am serving as the president-elect, and I am looking forward to the coming year. The past year has already been a great learning experience, and I know the upcoming months will provide an opportunity for getting to know many of you in our Developmental Education community. For the past ten years, I have worked with Des Moines Area Community College at the Urban and Ankeny campuses. Since 2008, I have taught reading and study strategies courses, and I have assisted students in the Academic Achievement Center Writing Lab on our Ankeny campus. My educational background features English and education, and I have recently completed a specialist degree in Developmental Education. In the past few years, I have also participated in the Kellogg Institute, which served as a great educational experience and introduced me to many of our colleagues from around the country. Along with our current president, Ruth, I attended the 2016 NADE conference, where I made many rewarding acquaintances and encountered innovative ideas which I hope to apply in my own work.

My time teaching and working within the community of educators has provided an engaging and challenging experience over the years, and I am greatly looking forward to working with and

learning from the members of IDEA. Our organization stands as a valuable resource for our students, institutions, and communities, and I hope to continue this legacy as we move into 2017.

## National Association for Developmental Education (NADE)

**February 2015 Conference Experience**  
**Greenville, South Carolina**  
**by Ruth Kunkle, MS**  
**President - IDEA**



Bridging the Past & Present to the Future  
February 25-28, 2015  
Greenville, SC

Where do I begin and how does a fresh face encapsulate an experience of a lifetime? I would highly recommend any and all professionals attend one or more conferences hosted by NADE. The opportunity to have authors such as Dr. Hunter Boylan and Dr. Benjamin S. Carson speak about their experiences and illustrate how each one of us can make a difference in the lives of our students is not to be missed. Conferences such as NADE provide an opportunity to share best practices and explore new modes of delivering unparalleled educational experiences to our students.

The Leadership Congress provides the tools to success and I have been able to exchange ideas with our neighboring chapters. This has also been an opportunity to meet with the president-elects from Wisconsin, Minnesota, South Dakota, Illinois and

others, as well as, the chance to learn to think “BIG” and not step back from uncharted waters. Patti Levine-Brown of Florida State College, at Jacksonville, shared the disconcerting news that programs in developmental education are being phased out in her state due to legislative actions. She challenged those of us in the profession of higher education to action. The outgoing President of NADE, Taunya Paul, of York Technical College in Rock Hill South Carolina, addressed the group of president-elect participants as well.

### Outstanding Sessions:

- New Efforts to Increase Retention: More than New Wine in Old Bottles
- Poster Sessions – reviewed in the Exhibit Hall
- Reflective Practice for Your Professional Growth & Personal Resilience
- Impact of Faculty Advising on Student Persistence & Program Completion

The NADE business meeting provided an opportunity to be a part of the workings of the organization. There were several opportunities to consider partnering with our colleagues to complete research, submit articles for journal publication and just simply get involved.

I had the opportunity to meet Bonnie L. Hoewig, now with an institution in Arizona but formerly with the University of Northern Iowa; she provided great insight connecting the relationships between advising and instruction.

In closing, I only emphasize the need for professionals to continue doing more. Contact Naomi Ludman if you are considering publishing a NADE Digest article; reach out to Craig Barto if you would consider a NADE Newsletter submission; if you are interested in making a

difference in the legislative arena, contact Jill Magg in Political Liaison – Find Your Passion.

Visit the NADE website: <http://www.nade.net/conference.html>

<http://www.nade2015.net/dr-ben-carson.html>

### Keynote Address



**Benjamin Carson, M.D.**  
*Renowned Pediatric Neurosurgeon,  
Inspiring Storyteller, New York Times  
Best-selling Author and FOX News  
Contributor Exclusively WSB*

Benjamin S. Carson, Sr., M.D., had a childhood dream of becoming a physician. Growing up in a single parent home and being challenged by dire poverty, poor grades, a horrible temper and low self-esteem appeared to preclude the realization of that dream, until his mother, with only a third-grade education, challenged her sons to strive for excellence. Young Ben persevered and today is an emeritus professor of neurosurgery, oncology, plastic surgery and pediatrics at the Johns Hopkins School of Medicine, where he directed pediatric neurosurgery at the Johns Hopkins Children's Center for 39 years. He was the inaugural recipient of a professorship dedicated in his name in May, 2008 and is now the Emeritus Benjamin S. Carson, Sr., M.D. and Dr. Evelyn Spiro, R.N. Professor of Pediatric Neurosurgery, having retired on June 30, 2013.

Some career highlights include the first and only successful separation of craniopagus (Siamese) twins joined at the back of the head in 1987, the first completely successful separation of type-2 vertical craniopagus twins in 1997 in South Africa and the first successful placement of an intrauterine shunt for a hydrocephalic twin. Although he has been

involved in many newsworthy operations, he feels that every case is noteworthy -- deserving of maximum attention. He is interested in all aspects of pediatric neurosurgery and has a special interest in trigeminal neuralgia (a severe facial pain condition) in adults.

Dr. Carson holds more than 60 honorary doctorate degrees and has received literally hundreds of awards and citations. He is a member of the Alpha Omega Alpha Honor Medical Society, the Institute of Medicine/National Academy of Science, the Horatio Alger Society of Distinguished Americans and many other prestigious organizations. He sits on the board of directors of numerous organizations, including Kellogg Company, Costco Wholesale Corporation, the Academy of Achievement and is an Emeritus Fellow of the Yale Corporation, the governing body of Yale University. He was appointed in 2004 by President George W. Bush to serve on the President's Council on Bioethics. He is a highly regarded motivational speaker who has addressed various audiences from school systems and civic groups to corporations and has spoken twice during the President's National Prayer Breakfast.

In 2001, Dr. Carson was named by CNN and *TIME* magazine as one of the nation's 20 foremost physicians and scientists. That same year, he was selected by the Library of Congress as one of 89 "Living Legends" on the occasion of its 200th anniversary. He is also the recipient of the 2006 Spingarn Medal which is the highest honor bestowed by the NAACP. In February, 2008, Dr. Carson was presented with the Ford's Theatre Lincoln Medal by President Bush at the White House. In June, 2008, he was awarded the Presidential Medal of Freedom by the President, which is the highest civilian honor in the land. Dr. Carson was recognized in November, 2008 by U.S. News & World Report and Harvard's Center for Public Leadership, as one of "America's Best

Leaders." On February 7, 2009, the award-winning movie entitled *Gifted Hands: The Ben Carson Story*, starring Cuban Gooding, Jr. as Dr. Carson, premiered on TNT and is based on his memoir.

Dr. Carson is president and co-founder of the Carson Scholars Fund, which recognizes young people of all backgrounds for exceptional academic and humanitarian accomplishments. The Fund is currently operating in 50 states and the District of Columbia, having awarded more than \$ 5.6 million dollars to more than 5600 scholars. The program also establishes Carson Reading Rooms to encourage young students and their families to discover the pleasure to be found in books and to recognize the true power of learning. Dr. Carson is also the co-founder of Angels of the OR under the auspices of the Baltimore Community Foundation, which provides grants to assist neurosurgery patients with expenses not covered by insurance.

His four books, *Gifted Hands*, *THINK BIG*, *The Big Picture* and *Take the Risk: Learning to Identify, Choose and Live with Acceptable Risk* (January, 2008), provide inspiration and insight for leading a successful life; a fifth book, *America The Beautiful: Rediscovering What Made This Nation Great*, (2012) was a *New York Times* bestseller. His next book, *One Nation: What We Can All Do to Save America's Future*, is scheduled for release May 2014.

In addition to writing a weekly opinion column for *The Washington Times*, Dr. Carson is a FOX News contributor.

He has been married for over 38 years to his wife, Candy, and is the father of three sons

## March 2016 Conference Experience Anaheim, California by Ruth Kunkle, MS President - IDEA



*Associate Professor, Dr. Kimberly K. Creech  
Eastern Kentucky University  
Ruth Kunkle, IDEA Chapter President  
Photo courtesy of Stephanie Gwyn Brown*

The Anaheim NADE Conference was outstanding. The people you meet make the conference experience come alive! Keep in mind when attending the NADE Conference be prepared to be “friendly”; NADE members are the most outgoing and friendly group.

Get involved. Prior to attending this spring’s conference – I had decided to get involved with the conference planning committee. The planning committee requested that I co-organize the “Poster-Presenters.” I was provided the list of candidates who had been selected to present their work. I introduced myself to the presenters via email letter and let them know I would be their contact and would be happy to help them as they prepared to attend the NADE Conference and show-case their work.

Above, you will see I am pictured with one of the several presenters. Dr. Creech was promoted to Associate Professor in the Department of English & Theatre last year. She received her EdD in

Curriculum & Instruction from the University of Kentucky in 2014. She teaches developmental reading and writing courses and Freshman Composition courses. She has presented her work at regional and national conferences and is published in the *NASSP Bulletin* (Creech & Clouse, 2013) and *The Journal of College Reading and Learning* (Cantrell et al., 2013). She has worked to develop p-12 partnerships to promote college readiness. Please feel free to contact Dr. Creech at

[kim.creech@eku.edu](mailto:kim.creech@eku.edu). After many months of emailing the presenters, asking them questions about their work and feeling I knew them; it was so nice to put faces with names.

Additionally, I was able to meet many of our neighboring states NADE chapter members; Minnesota, Missouri, Illinois, Wisconsin and Michigan; yes, I even met a NADE chapter president from Alaska. I thoroughly enjoyed my time and was able to bring that excitement back to share.

We have a wonderful chapter with fresh ideas; attending NADE, we bring innovative ways to deliver the best educational experiences to our students.

## March 2016 Conference Experience Anaheim, California by Dan Nelson President-Elect - IDEA

Despite occurring next door to Disneyland, the NADE conference for 2016 offered more than enough diversions and distractions for educators. A broad variety of presentations, discussions, and meetings kept attendees busy, and I discovered that I shared my first NADE conference with a diverse range of educators from San Diego to Sweden. Reflecting the complex nature of developmental education, the conference provided plenty of thoughtful insights on classroom strategies and



important discussion on the politics of higher education.

I gravitated to sessions addressing reading and writing since I work in those areas. Presenters offered a range of creative methods for building more engagement in the classroom, such as the use of art and graphic novels. Due to current trends in developmental education, several sessions addressed the progress of Accelerated Learning Programs, or ALPs, which involve a set of developmental education students taking college-level courses with an extra support course conducted by the same instructor. Primarily, these courses are designed for first-year composition courses, and many institutions are experimenting with the approach. From nearby Kansas City, Metropolitan College discussed their programs, and they seem very pleased with their experience, although they recognized the logistical obstacles to such a course. If any of our Iowa institutions are considering a similar course, I am sure they would be willing to share what they have learned or host a visit if any interested Iowa visitors would be considering a similar program.

Although the course material was engaging and creative, the conference also provided thoughtful discussion involving the national trends affecting developmental education. In particular, many states, including our neighbors in Minnesota, are dealing with political pressures which are critical of developmental education. These pressures are often linked with the implementation of the ALP-style co-requisite courses and other approaches to guiding students toward completion of gateway courses. In fact, people participating in the first day of the conference engaged in a survey and discussion about a potential set of "Six Core Principles" offered by a collection of organizations such as Achieving the Dream and Complete College America. These principles including the use of co-requisites and a general assumption that developmental structures need to be redesigned. This inspired a healthy debate that continued

throughout the conference, including whether or not NADE should even cooperate with these groups. Two of the most interesting sessions offered analysis of the research and conclusions used to critique developmental education. In one very thorough presentation, a member of the Chancellor of Community Colleges office in California offered strong statistical arguments to be cautious of critics. A town hall-style meeting at the end of the conference suggested that some members of think-tanks and foundations, such as the Gates Foundation, are recognizing the complexity of the student experience and the value of developmental education despite some of the political difficulties in the past few years.

While the conference shared classroom ideas, new research, and reflections on current events, some of the most valuable experiences involved interaction with colleagues. The conference offered the opportunity to meet other educators from across the world and around our region. This ability to engage in conversation and share ideas extended from groups with region connections to the NADE leadership, which reiterated the organization's commitment to building upon our core mission by projecting a stronger national identity and advocating more actively in the public sphere.

Even with the obstacles for developmental education on the national scene, this year's conference showed that we have a wealth of support and resources as we build more rewarding experiences for our students. After this experience, I know our members have the knowledge and skills to continue as higher education leaders in Iowa and our region.

## College Reading and Learning Association (CRLA)

### **November 2015 Conference Experience Portland, Oregon**

**by Sue Wickham – 3 articles**

**Webmaster - IDEA**

The College Reading and Learning Association is a sister organization to NADE that focuses on reading, learning, and academic support services in post-secondary institutions.

### **Keynote Speaker Offers Technology Preview**

In his opening keynote address at the 2015 College Reading and Learning Association Conference, Kyle Bowen, Director of Education Technology Services at Penn State University, provided a glimpse of cutting edge technology that may be used in classroom and online teaching. Here are some of the intriguing innovations:

- Wearable technology (like a Fitbit) that provides a behavioral nudge by recording microtransactions with questions like “Have you talked with a peer about class this week?”
- Simplified studios for students to practice presentations and think-alouds and for instructors to record instructional videos. The One Button Studio, a free app developed at Penn State, requires the user simply to insert a flash drive and press a button to record. More information at <http://onebutton.psu.edu>
- Lightboards, not whiteboards, use liquid chalk on clear boards, allowing the presenter to face the audience while writing equations, drawing diagrams, and annotating

PowerPoint slides. More information at <http://science.nd.edu/news/50608-lightboard-provides-new-innovative-technology-for-teaching-in-the-college-of-science/>

- Popular programs like iMovie, Garage Band, Twitter, and Yammer to capture the performance of learning
- Capturing the maker mindset through 3D printing to create models that translate calculus equations into forms that show change of shape of shape over time and through electronic Legos that link to create simple machines. More information at <http://littlebits.cc>

In addition to using technology to transform learning, learners and educators may use online technology in new ways to recognize learning. Bowen described “open badges,” electronic symbols of learning that break down the course clock into smaller units and demonstrate progress toward learning goals. Learners or instructors can name and describe a skill, define the criteria for mastery, identify the badge issuer and date issued, and link to evidence of mastery. Badges can be stacked, grouped, and displayed to prospective employers. They are applicable to curricular, co-curricular, cross-curricular, and open curricular learning. They are especially useful for older students who want to demonstrate mastery of skills through their careers. Mozilla offers more information about this concept and free open badge software at <http://openbadges.org>

Bowen noted that responses to technological innovation on campus range from the FIVEs (faculty into virtually everything) to the FAVEs (faculty against virtually everything). Those at both extremes provide a valuable service: the FIVEs are eager to pioneer new approaches, while the FAVEs provide healthy skepticism and insist on demonstrated value before hopping on the innovation train. Wherever we are on the continuum,

we need to stay open to new opportunities to engage our students.

## Free, Free, Free! Three CRLA White Papers Available for Download

CRLA White Papers, available for download at <http://www.crla.net/index.php/publications/crla-white-papers>, are scholarly syntheses of research related to topics of interest to developmental education and learning assistance professionals.

Three white papers are currently available:

- *The Terrain of College Developmental Reading*, by Jodi Patrick Holtschuh and Eric J. Paulson, Texas State University, published July 2013;
- *Assessment of Learning Assistance Programs: Supporting Professionals in the Field*, by Jan Norton, University of Iowa, and Karen Agee, University of Northern Iowa, published December 2014; and
- *Meeting the Needs of Linguistically Diverse Students at the College Level*, by Christa de Kleine, Notre Dame of Maryland University, and Rachele Lawton, The Community College of Baltimore County, published November 2015.

The authors of the most recent publication, on linguistically diverse students, presented an overview of their white paper at the 2015 CRLA conference. They have addressed the differing linguistic backgrounds and academic needs of four groups of students. International students, who enter U.S. post-secondary institutions with strong academic training in their native languages, may have relatively strong writing skills but need additional assistance in speaking and listening. Their prior training in grammar gives them sufficient background to discuss linguistic differences between their native language and English. Immigrant students, particularly Generation 1.5 students, may

have developed such strong oral communication skills that they are not even flagged as English Language Learners; however, their skills in academic reading and writing may lag, in part because they have spent much of their secondary education in ESL classes rather than in disciplinary coursework. World English speaking students, those from countries such as India or Sierra Leone, where the variety of English used differs substantially from American or British English, may not recognize the dialectal differences. Finally, speakers of non-mainstream English, such as those who use African American or Appalachian forms of English, continue to experience more academic problems than other native-born speakers.

In addition to describing the linguistic strengths and instructional needs of each group, de Kleine and Lawton provided recommendations for addressing those needs at the institutional and instructional levels. They noted that student support services such as tutoring and writing centers have vital roles in adjusting instruction to the needs of individual learners. They also recommended professional development at all levels to dispel myths about linguistic differences, build appreciation for the contributions that linguistically diverse students can make in the classroom, and incorporate evidence-based strategies to assist them.

The white paper includes an extensive list of references related to current research on this subject. It should be an excellent starting point for a review of institutional policies regarding placement of English Language Learners in ESL or developmental education courses, instructional practices in these courses and in regular credit-bearing courses, and support services for these students.

## An Academic Coach Approach: Building Skills to Foster Student Success

In their session at the CRLA conference, Kristen Rademacher and Robert K. Pleasants described and demonstrated an academic coaching program offered by their University of North Carolina at Chapel Hill learning center. This voluntary program, run by professional staff and graduate students, offers free coaching sessions to empower students to set and take action toward their academic goals. Coaches create a collaborative relationship with students to help them understand their habits, thinking patterns, strengths, and weaknesses. As they work to help students stay accountable and committed to their goals, they foster self-regulation and improved executive functioning skills.

This program is based on principles taught at the Coaches Training Institute (for information about training programs and publications, see the CTI website at <http://www.thecoaches.com>):

- Students are not broken; rather, they are “naturally creative, resourceful, whole.”
- Students, not the coaches, are the experts on their lives.
- The person, not the problem, is the focus of the coaching session.
- Challenges are opportunities for growth (à la Carol Dweck).
- The coach must be fully engaged, present, and flexible.
- The coach and the student are collaborative partners.
- The coach does not work harder than the student.
- The coach guides the student to arrive at his/her own strategies and plans.

Each 45-minute session consists of four phases, in which both student and coach play active roles:

1.) *Set the agenda.* The agenda comes from the

student, but the student often needs help to articulate the issues. 2.) *Self-reflect and learn.* The coach helps the student to envision what success would look like in comparison to the present situation. 3.) *Explore options and actions.* The coach helps the student select strategies, decide how to track progress, and consider how to handle possible pitfalls. 4.) *Establish commitment and accountability.* The coach asks the student how he/she wants to be held accountable for following through with the plan. At the end of the session, the coach writes a summary in a database which the student can access.

Throughout the session, the coach strives to ask open-ended questions, listen fully, hold the student's agenda, and stay curious. Sample questions and comments in a recorded session included the following: *If I were to watch you reviewing the exam, what would I see? Can I make a suggestion? How can you keep track of where you're getting stuck? When can you do the practice problems? Can you tell any of your friends about your study goal? Can you ask one to hold you accountable? What's your level of confidence that you'll follow through? How would you get from 80% confident to 100% confident? I'm going to give you a challenge . . . .*

The term *coaching* creates an easily understood athletic parallel that makes academic coaching more acceptable and keeps the ball of control firmly in the student's court: *As you go from high school to college basketball, do you have more or fewer coaches? Who's doing the work—you or the coach?*



## IDEA Fall 2016 Conference Preview



### Fall Conference Preview

## 2016 IDEA Conference



### **Growing Through Developmental Education**

**Date:** Friday, October 7, 2016 (one-day conference)

**Location:** Arrowwood Resort and Conference Center, Okoboji

**Keynote Speaker:** Dr. D. Patrick Saxon

- **Submit a proposal to share your experiments and successes in a concurrent session.**

We have decided to try a one-day conference, which will run from **8:00 am – 3:30 pm** on **Friday, October 7<sup>th</sup>, 2016**. *The event will once again be held at Arrowwood Resort and Conference Center in Okoboji, IA.* Based on the feedback from the 2015 conference, many attendees were in favor of a one-day conference and stated that Friday would work best with schedules. We hope this new format will allow others from your institution to attend and give them the chance to learn more about developmental education.

Please save the date for this great event!

### **IDEA Fall 2016 Conference Website**

<https://www.dmac.edu/idea/SitePages/2011fallpreview.aspx>

## Stay in Touch with IDEA and NADE

### IDEA Website:

Check the IDEA website for 2016 conference updates, student scholarship information, and member resources.

[www.dmacc.edu/idea](http://www.dmacc.edu/idea)

### IDEA Facebook:

Like us on Facebook to receive updates on IDEA



and our annual conference!

[www.facebook.com/iowadevelopmentaleducationassociation](http://www.facebook.com/iowadevelopmentaleducationassociation)

### NADE List Serve:

<https://groups.google.com/a/thenade.org/d/forum/na-de-discussion-forum>

## Join the IDEA Conversation

- Have you recently attended a conference of another professional organization? Summarize a session relevant to our membership for the Reader's Corner.
- Has your institution revamped its placement policies, developmental studies offerings, or academic support program? Provide a quick update.
- Have you located a great academic resource for student or faculty use? Share the wealth.
- Have you transitioned to a new position or received special recognition for your professional accomplishments? Let us celebrate with you!

**To submit articles or information for future editions of "IDEA Reader's Corner," please send to:**

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### IDEA Executive Board

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(For contact information please see the IDEA website linked to the left)