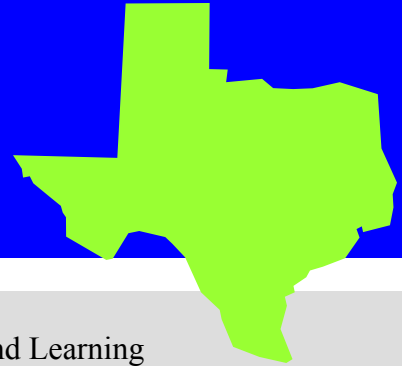


CASP News



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CASP 2009: A Towering Passion for Teaching and Learning

October 20-23, 2009 San Antonio, TX

CASP 2008 CONFERENCE

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TxCRLA
Texas College Reading
and Learning
Association

TADE
Texas Association for
Developmental
Education

The 2008 CASP Conference was a success! From the beginning to the end, all appeared to have a wonderful time and walked away with valuable information.

The National Association for Developmental Education (NADE) Certification Training began on Tuesday and completed the training on Wednesday. It was a full house with seventeen participants and the NADE trainers. All attendees received valuable information and materials to begin the certification process.

Wednesday evening the Welcoming Indoor Beach Party was a huge success. We had music, games, contests, and good old hotdogs with all the trimmings. It was amazing how much talent one could see in one spot.

Numerous concurrent sessions were presented and the feedback from the attendees indicated that the sessions were

very well attended and meaningful. We would like to thank all the presenters for the time and effort they put into their presentations. We hope to see you back next year in San Antonio.

Both speakers at the meal events were inspiring and so easy to listen to. Their speeches were motivational and well received by the attendees. Thanks for the messages and for taking the time to prepare such stimulating information. Dr. David Arendale and Dr. Dann Brown did a tremendous job.

We would also like to express our appreciation to all the attendees who contributed to the raffle. Through your generosity, CASP was able to give a donation of \$500 to the county library in Robstown. The library has recently opened its doors and is in need of funds to purchase books. They were very appreciative of the donation and wished to express their gratitude, also.

The CASP Conference would not have been such a success without the help of all the great folks on the CASP Board and the surrounding areas. Our host university, Texas A & M University-Kingsville, was so supportive. The community colleges in the vicinity were such a great help. Most of all we would like to express our gratitude to our participants. Without you, we would not have had the success we had!
THANKS!!!

Betty Black



CASP News

CASP Lifetime Achievement Award Presented to Russ Hodges



Russ Hodges, Texas State University-San Marcos, was unanimously selected by the CASP board to receive the 2008 CASP Lifetime Achievement Award at the recent CASP Conference in Corpus Christi, Texas. This award is reserved

for those individuals who have made significant contributions to the field of Developmental Education and/or to the field of Learning Assistance and have served in one or both sponsoring organizations, TxCRLA and/or TADE. Dr. Hodges, Associate Professor of Adult and Developmental Education at Texas State, is prominent as a leader in Developmental Education, having served in many capacities in the field both inside and outside the classroom.

Dr. Hodges is a member of both TxCRLA and TADE and served as president of the national College Reading and Learning Association (CRLA) in 2004 – 2005. Previous to that office, he served as that organization's treasurer from 1999 until 2002. He and his team have been regular contributors at the annual CASP conferences, having just presented their highly popular pre-conference

institute, "Tutor Training Leadership Institute," for the eleventh consecutive year. Dr. Hodges has collaborated with several colleagues in publishing education books and articles, and he won Outstanding Article for Volume 24 in the Journal of Developmental Education, which was presented at the 26th Annual Conference for the National Association for Developmental Education. Dr. Hodges is instrumental in the establishment and ongoing leadership of the Technology Institute for Developmental Educators (TIDE), an intensive five-day technology workshop specifically designed for developmental educators.

The CASP Lifetime Achievement Award was last presented in 2005 to Janith Stephenson, now retired from the College of the Mainland, Galveston, Texas.■

Dear CASP Colleagues:

Words cannot come close to expressing how deeply touched I am to have received the *CASP Lifetime Achievement Award* at our recent CASP conference in Corpus Christi. Please know that I have gained tremendous personal and professional growth by knowing, collaborating and working with you. Thank you for the past opportunities that you have given to me, and I look forward to our future work together. We still have much work ahead as we help our citizens reach their potential by enrolling in our college programs.

Receiving this award really touches my heart!

Most sincerely,

Russ Hodges

Feature Article**Mastering Developmental Math (MDM) Program****By Denise Lujan**

The developmental Math Program at University of Texas at El Paso (UTEP) is housed under the Office of Undergraduate Studies, reporting directly to the Provost's office. Separate from the Math Department, it is centralized and has twelve faculty positions. The department offers two courses, Beginning Algebra (Math 0310) and Intermediate Algebra (Math 0311).

Denise Lujan is Director of Developmental Math at the University of Texas at El Paso.

In 2006 the ACCUPLACER cut off score was changed to allow students who placed in the top portion of Intermediate Algebra to take their college level math (Math 1320: Math for Social Sciences) with the help of a lab. The Developmental Math Program teaches this lab in conjunction with the UTEP Math Department. In fall of 2008, we ran 22 sections of our lab, allowing 436 students to take their college level math.

Learning communities as well are an important part of our curriculum. We work with both the College of Business and the CIRCLES (Circles of Learning for Entering Students) department, which works with the STEM (Science, Technology, Engineering, and Math) majors to identify sections to be used for learning communities. Roughly 25 percent of our developmental math sections are identified as a learning community and only students within those majors are allowed to register for them.

Mastering Developmental Math

Mastering Developmental Math (MDM) is a self-paced summer program offered by the Developmental Mathematics department at UTEP. The program allows the students to complete their developmental math courses using an on-line system, ALEKS. During orientation week, students take the Accuplacer test; those that place into a developmental math course go through a six-hour review. Then, if the students still place into developmental math courses they are offered the opportunity to complete the *MDM* program. During the summer of 2008, the program was free to the students; there was no registration, no fee, and no charge for access to ALEKS.

The short term goals are

1. Reduced time to enter credit-bearing math courses
2. Higher pass rates in each developmental math course.
3. Higher pass rates in their next developmental math course.
4. Higher pass rates in their first college level math course.

The program will track these students through the successful completion of their first college level math. Initial data looks very promising.

Basics of the program**Cost to Student:**

Nothing (except the cost of the Accuplacer retake). Note: We are contemplating having the students buy a six weeks ALEKS code for \$30 in the MDM Summer 2009 program.

Length of Program:

We staff the MDM lab for eight weeks; however, students start and end the program at different times based on when they attend orientation and how quickly they complete the material.

Number of faculty:

Three faculty, working from the first orientation in mid-June to mid-August.

Feature Article, *continued*

Time required of the student:

- Four hours in the computer lab with instructors and ten hours working on their own. Attendance in the lab as well as time outside of the lab spent online is strictly monitored. If students do not meet these requirements they are dropped from the program.
- Instructors run the MDM lab Monday – Thursday from 9:00 am-2:00 pm.
- Students may put their four hours in at a time of their choosing. Many of our students work, so allowing flexibility in their attendance is necessary. This is also a major reason why we allow so many hours to be completed outside the MDM lab.

ACCUPLACER:

Students must take a pre- and post- test using Accuplacer.

Waiver:

Students are given waivers into their next math class upon completion of the program. Students may complete up to four courses during the summer program.

Parking:

Students are given a free parking permit during the duration of the program.

Content:

The program covers Basic Arithmetic, Beginning Algebra, and Intermediate Algebra. Because this is a summer program provided to the students, not an actual course offered through registration, we allow students who place into any developmental math course the opportunity to enter this program. At UTEP we require students who score 70 or below on the Arithmetic test of the ACCUPLACER test to take their developmental math courses at the community college. In the summer program, we allow those students to participate in this program. Therefore, the content of the program ranges from Basic Arithmetic Skills to Intermediate Algebra.

Benefits of the Program

1. The program is individualized. Each student starts at a different place and completes the program at a different time. The students progress through the content at different rates based on ability.
2. The students receive one-on-one help. Instructors are more “coaches” than lecturers.
3. The students have the possibility to complete more than one course during the program, thereby decreasing the amount of time spent in developmental math courses.

ALEKS System

We chose to use the ALEKS program by McGraw-Hill. ALEKS is a smart system in that is based on Mastery Learning. The beauty of the program is that ***no one fails!*** What work the student does is never lost. If the students do not finish the program in the summer, they register for their math class in the fall and finish the material. In other words the student does not have to start the course from the beginning. The student also completes the course at different
(Continued on page 19)

MEET TAMARA CLUNIS



Tamara Thornton Clunis is the recently appointed Director of Developmental and Adult Education for the P-16 Division of the Higher Education Coordinating Board. She is responsible for developing a statewide plan for developmental education, with an emphasis on improving student outcomes and increasing alignment between adult basic education and post-secondary education.

Ms. Clunis has more than ten years of experience with developmental and adult education in Texas. Prior to joining the Coordinating board, she worked for Austin Community College teaching reading and learning strategies. While at ACC, she

(continued on next page)

taught in learning communities targeting developmental education students. She was also active on developmental education committees and served on college-wide committees to promote student success for students of color. She taught developmental reading and educational psychology classes for first year students at Texas State University-San Marcos for several years. Her most recent position was with the United States Military Academy (WestPoint) where she worked as a senior faculty member and developmental reading specialist. At WestPoint, she redesigned the learning strategies curriculum to focus on contextualized learning to increase student success in the freshman core curriculum.

Ms. Clunis has directed numerous adult education professional grants with Texas State University College of Education and led the statewide project that developed a credentialing system for Texas adult educators. She holds a master's degree in Developmental and Adult education from Texas State University and is a Ph.D. candidate in the Adult, Professional, & Community Education program at Texas State University. ■

Feature Article

Math FOCUS: Fundamentals of Conceptual Understanding & Success

By Dr. Selina Vasquez Mireles

Math FOCUS: Fundamentals of Conceptual Understanding & Success is a program that provided at-risk college students with an innovative, hybrid curriculum, Developmental Mathematics and College Algebra. However, it did not utilize the typical pre-algebra developmental mathematics curriculum. Instead, the College Readiness Standards [CRS] were used to renovate the Developmental Mathematics curriculum.

There are many ways that one can combine these two courses. For example, one approach is to review the CRS first and then tackle College Algebra. Another tactic is to restrict the CRS to those standards that are more Algebra-based. The Math FOCUS program made an attempt to have daily instruction of all the CRS as well as traditional function-based College Algebra.

The program was comprised of a total of four hours of direct mathematics instruction: two hours per day each of Developmental Mathematics and College Algebra. Approximately one and one-half content standards were addressed per week for four weeks preceded by an overall activities-based approach to the process standards. The primary instructional technique utilized was the Algorithmic Instructional Technique (Vásquez, 2003). The College Algebra part of the course followed the departmental syllabus, resulting in a more functions-based course including extensions to systems of equations and thus matrix theory. Both mathematics aspects infused best practices including the use of technology (e.g., graphing calculators, computer assisted instruction) and student-centered, hands-on activities that incorporated study strategies as well as fostered

problem solving and reasoning and provided real-world connections. Regular assessments targeted approximately 30 percent Developmental Mathematics and 70 percent College Algebra.

Selina Vasquez Mireles is Associate Professor in the Department of Mathematics at Texas State University-San Marcos.

Evaluation efforts support the effectiveness of the program. The CRS alignment yielded gains on the Mathematics portion of the Texas Higher Education Assessment [THEA]. In fact, statistically significant results were achieved. Success in College Algebra also occurred: forty-seven students participated in the program with approximately half earning a “B” or better.

The Math FOCUS program was comprehensive in nature and thus provided the students with a more academic experience than traditional college classes do. The spirit of community was fostered through lunch seminars that highlighted college attendance and success strategies, especially study skills and matriculation issues. Other support services such as mentoring and tutoring were mandatory parts of the program. Overall program evaluation supports the notion that it was sum of the parts that produced successful results. ■

Call for Proposals

CASP Conference 2009

San Antonio, Texas

October 20-23, 2009

College Academic Support Programs (CASP) is a conference jointly sponsored by the Texas College Reading and Learning Association (TxCRLA) and Texas Association for Developmental Education (TADE)



The CASP program committee welcomes proposals on any topic related to learning assistance and developmental education. Presentations may cover the following areas: classroom practices and/or research, instructional theory, best practices, academic counseling, academic advising, academic assistance, student learning assessments/outcomes, and classroom assessment techniques.

Proposals are welcomed from faculty, teachers-in-preparation, support staff, researchers, program administrators, graduate students, materials and curriculum developers, and other higher education professionals. Take the opportunity to share your expertise with others at CASP 2009.

Program strands include the following:

Learning Communities & Engagement
Mathematics
Science
Administration, Management & Supervision
Composition/Writing
Reading Theory & Strategies
Teaching & Learning with Technology
Texas Success Initiative

Study Skills
Cognitive Thinking
Critical Thinking/Problem-Solving Skills
First Year Experience
Tutoring/Supplemental Instruction
Assessment & Placement
Learning Styles
Disabilities

Look for the proposal submission and registration forms online
March 2009 at www.txcrla.org or www.tade.org

Deadline for Online Proposals is Thursday, April 30, 2009

Gladys R. Shaw

Professional Development Award Announced



The executive board of the Texas chapter of the College Reading and Learning Association [TxCRLA] was pleased to announce the establishment of the Gladys R. Shaw Professional Development Award at the recent CASP 2008 Conference held in Corpus Christi, Texas. This annual award is available to current TxCRLA members to use toward travel expenses and other costs associated with any professional development conference, workshop or other training activity related to their fields. The first award winner was announced at the October 2009 CASP Conference in San Antonio, Texas.

The award is named in honor of Gladys R. Shaw, Director of the Student Support Services Program at the University of Texas at El Paso. Mrs. Shaw is a champion in the field of developmental education and traces her passion back to her own personal experience. “I was a first-generation-college, low-income farm girl myself who earned a scholarship

that went with the valedictorian designation for my high school graduating class.” However, she married her husband while she was still a high school senior; consequently, both honors were denied because of the marriage. She eventually did earn a B.A degree (*Magna Cum Laude*) in Business and Education, earning her certification for public accountant after sitting for the exam only once. Two years later, she earned her M.A. (with honors) in business and education. Mrs. Shaw has worked in both commerce and education, “especially Developmental Education, but [has] always been driven back to developmental education--probably partially due to that high school experience, but also one can really see the difference one makes,” she adds. “When I look at my resume, and reflect on the wonderful honors that have come my way, I have to say (as my daddy always told me) we get out of any experiences exponential rewards for the passion and effort we invest. Of those rewards, which I do treasure greatly, the most important are still the students who succeed and the friends I have made along the way.”

Besides her prized students, Mrs. Shaw has been recognized for many other awards, including her 2004 induction as a Fellow of the American Council of Developmental Education Association and her recent nomination to the El Paso Women’s Hall of Fame. She has held offices in and served on numerous committees of NADE and CRLA as well as several other academic organizations. She was the treasurer of both NADE (1991-1995) and CRLA (1986-1988). She served as the TADE President from 1991-1992 and as treasurer from 1988-1991. She has authored and co-authored numerous books, chapters, journal articles, and other publications, most of which were in the field of developmental education. Mrs. Shaw sums up her past and ongoing career with, “You know the old saying, ‘success breeds success?’ ”

For more information on the eligibility requirements and application procedure for the Gladys R. Shaw Professional Development Award, refer to the TxCRLA website at <http://txcrla.org> and then click on the “Awards” page.■

TxCRLA News

President Sharon Haigler

Sharon Haigler has been an educator for more than thirty years, having taught the very early grades through college. From her earliest childhood years through the completion of her degree in biology (genetics) at the University of Texas at Austin, teaching was the last profession that she thought she would pursue. After graduation, a scarcity of jobs in the genetics field led her into taking a “last resort” position as a seventh grade life science teacher at Southwest Junior High School in San Antonio “until something better comes up.” One month later, her dream job came up at Southwest Research in San Antonio, and she was offered THE job. However, it was too

late, and she turned it down because by then she realized that she didn’t just teach--she WAS a teacher.

Since August 2002, Ms. Haigler has served as Program Coordinator for the Texas Success Initiative at Texas A&M University in College Station. Her first higher education teaching experience was at Hardin-Simmons University where she taught upper level reading courses in the Irwin School of Education. (She received her M.Ed. in Reading Specialty from HSU, graduating summa cum laude.) Seeing a need for individualized academic needs, she opened Summit Academic Services in 1990, a tutoring and academic testing service that served children and adults in Abilene and the surrounding area. She directed her business, which

maintained a staff of eight professionals, for 11-1/2 years.

In addition to managing her business, Ms. Haigler served as department chair for developmental education at Texas State Technical College-West Texas at Abilene. While at TSTC, she founded and served for five years as advisor for the Beta Zeta Psi Chapter of Phi Theta Kappa International Honor Society. While in Abilene, Ms. Haigler received the annual Arête Award presented by the Abilene Chamber of Commerce and the Abilene Education Council for excellence in teaching.

A TxCRLA board member since 2003, Ms. Haigler served for four years as the organization’s treasurer before becoming president-elect in 2007. She was the recipient of the CASP 2003 Best Concurrent Session Award.■

What better opportunity to stay current in your professional field of academic support programs than to attend the 2009 CASP Conference in San Antonio, Texas, on October 20 - 23! This annual event, co-sponsored by TxCRLA and TADE, is the perfect occasion to network with your colleagues from across the state, and beyond, while exploring new ideas to bring back to your classrooms and departments. With a slate of concurrent sessions covering numerous program strands, learn about the latest educational research, best practices, resources to enhance academic programs, and more. Come a day earlier and attend a pre-conference seminar for a more in-depth study of a particular topic.

Mary Ann Greenlees, site chair, and her team are busily planning to make this year’s conference one of the best. Watch for details for the several excursions and activities with a San Antonio Latino flavor. You will not be disappointed. The El Tropicano Hotel is the venue for this year’s conference. It is located on the main San Antonio River with river ferries that will take you to the famous near-by horseshoe bend for additional sights and sounds and shopping that make San Antonio such a popular conference & convention spot.

Websites: TxCRLA - <http://txcrla.org/>; TADE - <http://www.tade.org/>

Conference program co-chairs for this year’s conference are TxCRLA President-elect Sara Weertz and TADE President-elect Carolyn Mello. Watch for the Call to Conference on each organization’s website for additional details, but make plans now to join your colleagues for a host of enriching activities.

Sincerely,

Sharon Haigler, President TxCRLA

TxCRLA News, *Continued*

Ann B. Faulkner Award

TxCRLA established the Ann B. Faulkner Professional Development Award in 1994. TxCRLA members may apply for up to \$500, which is available annually, to further professional development and research activities related to learning assistance and/or developmental education.

One or more awards may be made depending upon the amounts requested by the winning applicants. Appropriate uses of the award include graduate study, attendance at professional meetings, and research. By taking a broad view of professional development, the committee wishes to encourage members' creativity in submitting proposals. The committee may make specific suggestions to the winners to maximize their professional growth or to disseminate their research findings.

To apply, applicants should provide the following information: name, address, phone number(s), academic affiliation (institution & position), and length of TxCRLA membership. In addition, applicants should include a proposal for professional development or research, the need for

financial support, and a budget or projection of expenses. The specific amount requested and other anticipated sources of funding should be indicated.

A letter of support for the activity from the applicant's immediate supervisor or major professor should also be included. Past recipients include Virginia Heidemann, University of Texas at El Paso (2006) and Sara Weertz, Angelo State University (2007).

Current TxCRLA officers are ineligible for this award.

Deadline: September 28, 2009

Send applications to

TxCRLA President

Sharon Haigler

Texas A&M University

4230 TAMU – SLC

College Station, Texas 77843-4230

Office phone: 979-458-0700

Email: s-haigler@tamu.edu

Ann B. Faulkner Professional Development Award Recipient – 2008

M.E. McWilliams, Director of the Academic Assistance and Resource Center at Stephen F. Austin State University, was awarded the Ann B. Faulkner Professional Development Award at the 2008 CASP Conference in Corpus Christi, Texas. McWilliams plans to use the award to attend the Technology Institute for Developmental Educators.

Join or Renew TxCRLA membership: Application forms are available online at www.txcrcla.org. TxCRLA membership is \$10.00 per year.

Check TxCRLA Membership Status: Contact **Linda Callen**, Membership Coordinator, Texas A&M University.

Join CRLA or Renew CRLA Membership: Application forms are available online at www.crla.net. CRLA membership is \$50.00 per year. (NOTE: Membership in CRLA no longer results in an automatic membership in TxCRLA.)

Help Your Professional Organizations: Encourage other professionals on your campus who work in the areas of reading, writing, math, learning assistance, developmental education, and tutorial services to join CRLA and TxCRLA.

TxCRLA News, <i>Continued</i>

TxCRLA Membership Report

Region	Region Name	No. Institutions	No. TxCRLA Members
			Jan. 2009
1	High Plains	9	3
2	Northwest Texas	10	5
3	Metroplex	36	23
4	Upper East Texas	18	10
5	Southeast Texas	6	2
6	Gulf Coast	29	28
7	Central Texas	17	34
8	South Texas	27	67
9	West Texas	6	8
10	Upper Rio Grande	3	13
Other		n/a	5
Total		161	198

Are You Ready to Serve?

You are the consummate professionals! You juggle students, budgets, faculty meetings, professional development workshops, training sessions, office hours, staff concerns, family matters, and your life on a daily basis. You manage all of these responsibilities so well that we'd like for you to consider making one more commitment and that is to TxCRLA. We are looking for individuals to run for the offices of President-Elect and Treasurer.

The position of President-Elect entails a three year commitment. In your first year as President-Elect, your primary responsibility is to work with the TADE President-Elect to plan the CASP Conference program. In your second year, as President, you are the organization's leader. In your third year, as Past-President, you are responsible for developing a slate of candidates and conducting the election for TxCRLA officers. The Treasurer holds office for two years and manages the finances of TxCRLA.

If you are interested in running for either of these offices, **please contact Dr. Kathy K. Stein**, TxCRLA Past-President (kstein@sulross.edu or 1-432-837-8770). She can answer any questions that you might have about either of the positions. Nominations will be accepted until May 31, 2009. Voting will take place in early summer.

TxCRLA News, *Continued*

TxCRLA Treasurer Report
October 31, 2008-January 21, 2009
Submitted: Richard Treviño, Jr.
January 23, 2009

Beginning Balance **11,984.59**

Income:		Description	
	11/11/2008	Membership	20.00
	1/7/2009	CRLA Expenses Reimbursement	955.00

Total Income **975.00**

Expenses:		Description	
Check #			
1449	10/31/2008	BLS Trophies	59.95
1450	11/6/2008	Falkner Award	500.00
1451	11/7/2008	Reimburse Membership	10.00
1452	11/7/2008	CASP 2008 Travel: Membership Secretary	632.79
1453	11/7/2008	CRLA 2008 Travel: President	576.33
1454		VOID	
1455	11/7/2008	CRLA 2008 Travel: Past President	1477.51
1456	11/7/2008	Newsletter Expenses	68.75
1457	11/7/2008	SI Conference: TAMU	500.00
1458	11/8/2008	CASP 2008 Travel: Secretary	92.65
1459	11/11/2008	CASP 2008 Travel: Treasurer	598.15
1460	11/11/2008	CASP 2008 Travel: Board Dinner	238.07
1461	11/17/2008	CASP Registration: Presenter	190.00
1462	11/17/2008	CASP Travel: Presenter	765.45
1463	11/17/2008	CASP 2008 Travel: Past President	436.97
1464	11/19/2008	CASP 2008 Travel: President Elect	754.17
1465	11/19/2008	CASP 2008 Travel: President	897.97
1466	11/21/2008	CASP 2008 Travel: Incoming President Elect	92.75
1467	11/21/2008	CASP 2008 Travel: Outgoing Secretary	975.66
1468		VOID	
	11/28/2008	Check Enclosure Fee	5.00
	11/28/2008	Monthly Maintenance Fee (Acct under \$5000)	16.00
	12/31/2008	Monthly Maintenance Fee (Acct under \$5000)	16.00
1469	1/7/2009	Austin THECB Meeting: President	167.36
1470	1/7/2009	Austin THECB Meeting: Past President	246.87

Total Expenses **9,318.40**

Balance to Date **3,641.19**

TADE News

President Laura Villarreal

Laura M. Villarreal received her Bachelor of Science and Master of Science degrees from Pan American University in Texas and completed her Doctorate of Education in Curriculum and Instruction from the University of Houston. She began her teaching career in the public school system and for the past sixteen years has taught mathematics at the University of Texas at Brownsville. While the majority of her teaching assignment is developmental mathematics, she also teaches mathematics courses for elementary and middle school pre-service teachers.

Laura has been a member of NADE for several years. In 2004, she served on the *NADE Digest* Editorial Committee and is now serving as the *Digest's* Co-Editor. Laura is also active on her campus where she has served as chair of numerous committees. She is a recipient of the 2009 NISOD award and the ASPIRE teaching award voted by students. Laura is married and has three children.

Message from the President:

This past year's CASP Conference in Corpus was a huge success. We would like to take this opportunity to thank Betty and Santiago for all the hard work they did! Our next state conference will be held in San Antonio, I look forward to seeing you there.

As President of TADE for 2008/2009, I have set several goals that I would like to accomplish during this time. The first is to increase membership. I discovered that there are Texas NADE members who are not TADE members.

The TADE organization would like to recruit those folks and to extend invitations to new faculty at our institutions. You can be a big help in this endeavor.

My second goal is to become more involved with developmental education at the state level. This year, Sandra Chumchal, Past President, and I have had the wonderful opportunity to represent TADE in two meetings at the Texas Higher Education Coordinating Board (THECB) in Austin to meet with the Director of Developmental Education, Tamara Clunis.

DALLAS 2014



Texas is such a great place that we wish to share it with the rest of the nation. TADE board members have asked our friends from TxCRLA to help host a NADE national conference in

Texas in 2014. Currently, cite conference experts are looking at various hotels in Dallas. We will need to form a conference planning team for this huge event. Please let us know if you are interested in serving on this committee.

Please contact me by e-mail, laura.villarreal@utb.edu with any questions or concerns you have regarding our state organization. Please consider becoming an officer and sharing your leadership in a worthwhile professional organization. There is an opportunity for everyone to contribute.

Sincerely,

Laura Villarreal, President TADE



TADE TREASURER'S REPORT
November 6, 2008 - January 19, 2009



Beginning Balance				\$13,872.73
Income:				
Outstanding Deposits:				
Membership	1/14/09		\$ 10.00	
Membership	1/16/09		30.00	
NADE Grant	1/16/09		500.00	
Total Income				540.00
Expenses:				
Ck # 1342	11/07/08	Rosemary Karr	CASP 08	\$514.09
1343	11/07/08	TAMU	SI Regional Conf.	500.00
1344	11/07/08	Leslie Jones	CASP 08	561.87
1345	11/07/08	Carolyn Mello	CASP 08	520.53
1346	11/07/08	Jean Swartz	CASP 08	378.20
1347	11/07/08	Sandra Chumchal	July Board Mtg.	265.95
1348	11/07/08	Sandra Chumchal	CASP Award Plaque	94.00
1349	11/07/08	Laura Villarreal	CASP 08	470.60
1350	11/12/08	Laura Villarreal	CASP 08	38.15
1351	11/23/09	Lisa Credit	Newsletter Printing	68.75
1352	11/23/09	Glenda Solomon	CASP 08 – SWOT	92.65
1353	12/18/09	Laura Villarreal	Travel to Austin	198.00
1354	01/05/09	Carolyn Mello	CASP 08-Baggage fee	30.00
Total Expenses				3,732.79
Balance to Date				\$10,679.94

Respectfully Submitted by
 Glenda Solomon, Treasurer

TADE Membership Report

Great News! As of January 1st, 2009 TADE has 256 members. Since CASP 2008, TADE has added 27 new members, thanks to all the new members.

TADE membership offers many benefits: the CASP newsletter, updated information on TSI changes, the support of a political liaison officer who is constantly monitoring legislative efforts concerning TSI, membership in an organization of instructors and administrators like you who face common problems, a sponsored annual conference on developmental issues, and a strong state organization to support our national parent organization NADE, which maintains and formulates initiatives and policy concerning developmental education problems. TADE membership will keep you on our mailing lists for calls for proposals, calls to conference, the CASP newsletter and for updated information on political changes.

Apply Now for the 2009 TADE Professional Development Scholarship!

A \$500 scholarship is awarded annually to a TADE member who meets the following requirements:

A recipient must be a TADE member in good standing. The award must be used for professional development and may include a project or research not funded at the applicant's institution (does not include degree research), or it may reflect professional travel or conference attendance not funded or fully funded at the applicant's institution. Please indicate the degree of institutional funding (if any) with the application. All materials should be submitted to the current TADE President by May 31, 2009. A report should be given at the following year's TADE Business meeting reflecting how monies were used. If it is impossible for the recipient to attend, a written report should be sent to the TADE president so members can hear how monies were expended and how the award enhanced the member's professional development.

TADE Distinguished Service Award

TADE is offering the TADE Distinguished Service Award. This award consists of a plaque and recognition will be given at the annual CASP Conference. It is designed to recognize an individual for outstanding service to and/or support of TADE. Members are encouraged to submit letters of recommendation to the current president by May 31, 2009.

TADE Best Program Award

TADE presents this award to a program that is exemplary in providing academic support services to the developmental education population at its institution. The award consists of a plaque for its school as well as a \$500.00 award to be used by the program however it sees fit to benefit developmental education. The winning program will have the opportunity to discuss its components as part of the TADE annual state meeting.

To apply, send a letter of nomination (limit 2 pages) summarizing the strengths and achievements of your developmental education program. You will need a letter of support from your campus administrator (limit 1 page). Then, provide a description of the developmental education program: mission statement, program components, unique program features, instructional delivery systems, staffing, program evaluation criteria (e.g. percentage of student body served, number of students served through activities, qualitative and/or quantitative research studies on program effectiveness regarding student outcomes, partnerships with other campus or off-campus departments and agencies) (limit 1 to 7 pages). You should also send supporting materials of the program -- e.g. campus promotional materials, newspaper/magazine articles describing the program; awards received by the program (limit 1 to 5 pages).

Please submit your materials to the TADE President by May 31, 2009.

TADE News, *Continued***TADE Membership Application**

Join today by completing the membership blank below. The \$10 TADE membership is a great value! Membership application and \$10 should be sent to Glenda Solomon at Collin College, 2800 E. Spring Creek Pkwy, Plano, TX 75074 Email: gsolomon@ccccd.edu; 972-881-5659 (wk)

E-mail Address _____

Name _____ Position _____

Institution _____

Academic Address _____

Phone _____ (W) _____ (H) _____ FAX _____

Kellogg Institute

Applications are now being accepted for the 2009 Kellogg Institute, to take place June 27 – July 24, 2009 on the campus of Appalachian State University in Boone, NC. Now in its thirtieth year, the Kellogg Institute is the nation's longest-running professional development program for the training and certification of Developmental Educators. Information/application available online at: <http://www.ncde.appstate.edu/kellogg.htm> or e-mail Kellogg@appstate.edu.

Author's Corner

Stein, K. (2008, Fall). El Paso's College Readiness Initiative: Cooperation at Work. *NADE Digest*, 4(1), 1-10.

Abstract: In El Paso, Texas, the public institutions of higher education have joined with area school districts to create the El Paso College Readiness Initiative. Through a great deal of coordination and cooperation among the participating institutions, high school faculty, students, and parents are introduced to the placement test used by the city's community college and university, students are tested, and interventions are provided to the students. The purpose of this initiative is to reinforce the idea of college attendance among high school juniors and seniors and to help them avoid developmental status when they do decide to matriculate.

National News**CRLA EXECUTIVE BOARD****2008-2009**

To meet the growing needs for teaching reading skills for college level course work, a group of professionals founded CRLA in 1967. While it started out as a reading-specific organization, it evolved to include other academic support programs, including tutorial assistance and developmental education in reading, writing, and math. Today, CRLA is represented by chapters in nearly every state of the nation.

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NADE and Your Chapter Want YOU!

Chapters are as strong as their members, and NADE is as strong as its chapters, so NADE needs YOU to be a chapter member and a NADE member!

If you are a NADE member and a chapter member, you benefit, your chapter benefits, and NADE benefits.

You benefit by an affiliation with like-minded professionals who share your enthusiasm for helping students learn and grow. You have the opportunity to discuss Developmental Education both globally and in field-specific issues through your selection of a free Special Interest Network (SPIN) membership. You have access to research and practical teaching and learning strategies through publications, conferences, newsletters, and networking with professionals from a variety of disciplines and institutions. NADE sends you the *NADE Digest* and *Journal of Developmental Education* as part of your membership. You have many opportunities to serve and develop as an educational leader, to publish, and to present conference sessions at chapter and national levels. In addition, as a chapter member and a NADE member, you are eligible for a variety of NADE awards and scholarships.

Your chapter benefits by having a core of state or regional educators who discuss significant local issues through newsletters, conferences, and unique educational partnerships. Your chapter also benefits from the camaraderie that develops and the leadership that emerges among educators from schools and programs across your state and region.

NADE is enriched by the diversity of its members – diversity in professional interests and backgrounds, educational programs, institution types, professional research and publications, and leadership and service opportunities within NADE.

Remember that NADE offers both individual and institutional memberships. Share membership information with colleagues and administrators at your institution. Membership applications are available on NADE's web site at www.NADE.net.

If you have any NADE membership questions or would like to get involved, please **contact us at** rkarr@cccd.edu or kpattvg@siue.edu.

Dr. Rosemary M. Karr, NADE President

Dr. Karen Patty-Graham, NADE President-Elect

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Professional Development

Texas State University Master's Program in Developmental and Adult Education Submitted by Jovita Ross-Gordon

Texas State University--San Marcos offers an M.A. program with a degree in Developmental and Adult Education that CASP members may find to be an attractive option for professional development. Program features include:

- * Dedicated, student-focused faculty who are leaders in the field
- * Fellow students who are collaborative and collegial
- * A curriculum integrating research, theory, and practice aimed at helping students become reflective practitioners
- * Course delivery formats designed with working professionals in mind (evening courses and "hybrid" weekend/online courses)

The 39-hour master's program includes 3 semester hours of supervised internship practicum in a setting appropriate to the student's career goals. Those students selecting the thesis option write and defend a master's thesis on a developmental or adult education topic under the supervision of graduate faculty. For both the thesis and non-thesis option, core coursework emphasizes adult learning and development, program development and evaluation, research methodology, teaching adults, and multicultural perspectives in postsecondary and adult education. Additional courses are added to the student's degree outline in consultation with the program advisor and with consideration of the student's professional career tracks (e.g. adult literacy/ESL, continuing and community education, or developmental education and learning assistance).

Students in the Developmental Education and Learning Assistance track complete required courses focusing on the under-prepared learner in post-secondary and adult education, teaching basic writing, teaching learning strategies and critical thinking, and teaching reading to adults

and older students. Recommended electives include a course on the community college and a course on

advising developmental and adult learners.

Other electives may be selected.

Students in this track

typically complete supervised internships in university or community college settings working in learning centers, tutorial labs, supplemental instruction programs, or other academic assistance programs. Students completing the program with a developmental education focus typically find employment in similar kinds of programs.

The program currently admits students either fall, spring or summer semesters, with an April 15th application deadline for summer 2009 and a June 15th deadline for fall 2009. Those interested in scholarship or assistantship opportunities are encouraged to apply in early spring, since deadlines for these opportunities range from March 1 to May 15th, usually with eligibility requirements including a completed application to the Graduate College and Department. Those interested in learning more about the program are invited to visit the program web site at <http://www.txstate.edu/eaps/developmental-and-adult-education.html>. You are also encouraged to contact the program coordinator and graduate advisor, Jovita Ross-Gordon (jr24@txstate.edu or 512-245-8084) with any questions you may have if you considering applying for the program. It is also possible to enroll in selected courses on a non-degree basis. An application to the Graduate College is still required for non-degree admission, but the application process is simpler. ■

Jovita M. Ross-Gordon is Professor, EAPS Dept. , Director of the Education Ph.D. Program, and Coordinator of the MA in Developmental and Adult Education at Texas State University - San Marcos.

(MDM Program, continued from p. 4)

times based on how quickly the topics are mastered. Benefits of this system are:

1. The program is Mastery Based; the students must show mastery of a topic before moving to the next topic.
2. It is individualized. The student begins the program with an assessment that places each student at different levels based on ability.
3. The student is given a “pie chart” of topics. The student may choose to work on any part of the pie that is open to him/her. This makes the program very fluid. It is not a linear program in that a student must cover one topic before moving on to the next.
4. The system contains assessments and practice. The students receive explanations while working on the practice problems. During the assessments, students must work the problems without help.
5. The system will not let students work on material they are not ready to learn.
6. The assessments contain questions on two types of content. First, there are questions on the content the student has already practiced. If the student misses these questions, he/she must go back and work on them again. Secondly there are questions on new content; if the student gets these questions correct, he/she will progress in the program.

Future

We are currently collecting data on how the students have done in their first college level math course. So far the data looks promising. We have tracked the students who took MDM Summer 2007 into their college level math course as of Fall 2008. Below is a comparison of pass rates in the first college level math course for students who took MDM Summer 2007 with students who passed through the traditional developmental math sequence. We are currently tracking the students who participated in the MDM program summer 2008 for their pass rates this past fall.

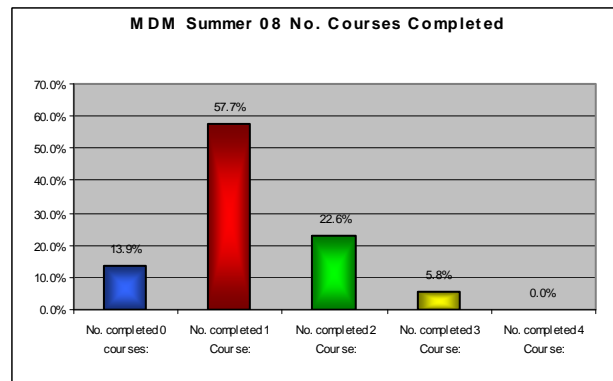
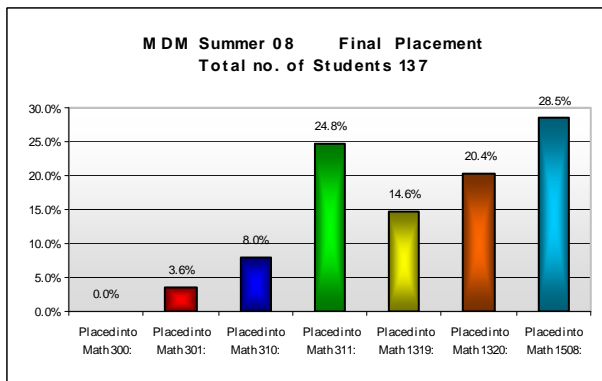
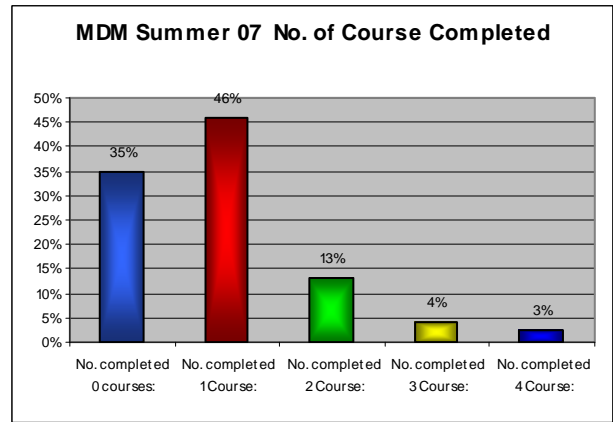
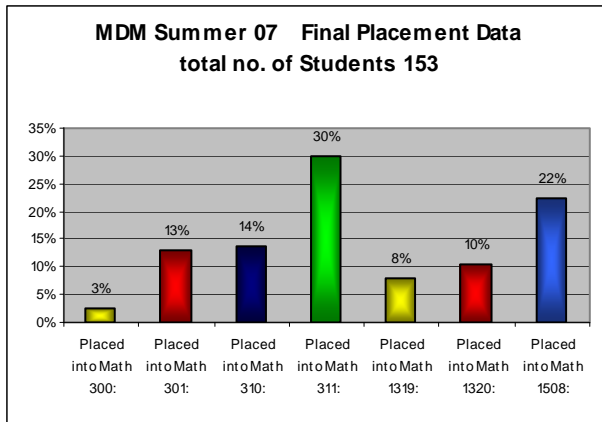
First College Level Math Course	MDM Summer 2007	Dev. Math Traditional Math Pass Rates
Math 1319: Math in the Modern World (education, liberal arts)	100%	88%
Math 1320: Math for Social Sciences (business, criminal justice, psychology)	62%	60%
Math 1508: Pre-calculus (STEM majors)	62%	44%

Currently the Developmental Math Program is focusing on two things: 1) data collection and analysis of the summer MDM program to ensure that the benefits the students, and 2) implementation of ALEKS into our traditional courses. We have converted the majority of our Beginning Algebra courses to ALEKS and are collecting data on its success. We are also focused on getting prepared for MDM Summer 2009 if we obtain funding to run the program.

Data and Results


MDM	Summer 2007	Summer 2008
Total Number of Students	153	137
Total Number of Students who completed at least one course	100	116
Percent of students who complete at least one course	66%	85%

(continued on page 20)



Note: Math 300 and Math 301 are courses offered at El Paso Community College
 Math 310 is Beginning Algebra; Math 311 is Intermediate Algebra
 Math 1320 is Math for social Sciences; Math 1508 is Pre-Calculus; Math 1319 is Math in the Modern World


MDM Summer 2008 Beginning Placement Course and ACUPLACER score	# Students	# Students Passed	# Students who Placed into College level Math	Dev. Math Traditional Math Pass Rates
Math 311; Intermediate Algebra ACUPLACER College Level of 20-24	56	44 (79%)	44 (79%)	63%
Math 310: Beginning Algebra: ACUPLACER Arithmetic level of 71-120	42	38 (90%)	29 (69%)	67%
El Paso Community College; Math 301: ACUPLACER Arithmetic level of 41-70	33	30 (91%)	11 (33%)	NA
El Paso Community College; Math 301: ACUPLACER Arithmetic level of 20-40	6	4 (66%)	3 (50%)	NA
MDM Summer 2007 Beginning Placement Course and ACUPLACER score	# Students	# Students Passed	# Students who Placed into College level Math	Dev. Math Traditional Math Pass Rates
Math 311; Intermediate Algebra: ACUPLACER College Level of 20-24	47	35 (75%)	35 (75%)	63%
Math 310: Beginning Algebra: ACUPLACER Arithmetic level of 71-120	54	36 (65%)	11 (20%)	67%
El Paso Community College; Math 301: ACUPLACER Arithmetic level of 41-70	41	20 (48%)	8 (19%)	NA
El Paso Community College; Math 300: ACUPLACER Arithmetic level of 20-40	11	7 (58%)	6 (50%)	NA



Foundations for Success in Times of Change
College Reading and Learning Association
42nd Annual Conference
October 28-31, 2009
Richmond, Virginia

Call For Proposals!!
Deadline: March 31, 2009
www.crla.net

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CRLA 2009 Conference Chair
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The CRLA Call for Proposals to present at the 2009 conference in Richmond, Virginia, October 28-31, is now online at www.crla.net. Also available on the CRLA website (click Conference on the main page) are the “Tips for Proposals” and the “2009 Proposal Scoring Rubric” that members may use when developing their proposals.



Call for Manuscripts

The *Nade Digest* is a peer-reviewed journal focusing on topics related to Developmental Education. We invite manuscripts from everyone interested in adding to the discussion of practical issues in post-secondary education. Manuscripts that describe effective classroom practices or report research are encouraged. For more information contact Laura at Laura.Villarreal@utb.edu or visit the NADE website at www.nade.net

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Will you write the next feature article or success article?

The CASP Newsletter is looking for a feature or a success article for its next issue (Fall 2009). A position paper, book review, program description, or empirical report are all welcome contributions. We have 1000+ readers who want to hear about what you do. Please submit your idea, or a brief overview of your planned submission to lcredit@tlu.edu. Final articles should be 1000 to 1500 words in Times New Roman, 10 point font.

The International Tutor Program Certification Committee is actively seeking qualified Program Evaluators

Are you a current CRLA member?

Is your tutoring program certified?

Please consider using your expertise to help other programs.

For more information or to volunteer, please contact:

Olga Thurman, ITPC Coordinator of Publicity and Recruitment,

Othurman@epcc.edu or (915) 831-2740

Future dates for NADE Conferences

2009: Greensboro, NC (Feb. 25 - March 1, 2009)

2010: Columbus, OH (March 10 - 14, 2010)

2014: Dallas, TX

College Academic Support Programs

TxCRLA

Texas College Reading
& Learning Association



TADE

Texas Association for
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