



SCADE Connect: Newsletter of the South Carolina Association for Developmental Education

"SCADE's purpose is to help to prepare South Carolina Residents to succeed in college and beyond."

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SCADE President Wants Voices of SC Developmental Educators Heard in State, National Discussions

Dear SCADE Members,

I am honored to be given the opportunity to serve as your SCADE president for 2013. Our organization is a valuable resource for all developmental educators in South Carolina, and I am excited about the opportunities for SCADE to grow and expand its presence in the state, as well as on the national level.

As the incoming president, I want to thank Taunya Paul for her leadership as our president last year. She has provided guidance for our SCADE committees and expanded the board's vision. A special thank you to her for coordinating with TeamUp to extend our traditional one-day conference to a two-day professional retreat.

Looking to the upcoming year, I want to continue the direction in which SCADE is moving. Along with the focus on increasing membership, I'd like for us to explore ways in which the organization can better serve its members. If your developmental education (DE) program has a particular need for professional development or if you have a question relevant to DE program design, email me or one of the board members. We will facilitate discussion or assist in coordinating

workshops.

I'm sure you are aware of recent trends regarding DE. Many discussions of new ideas, approaches, and research regarding developmental education are taking place among administrators and faculty, some resulting in states making sweeping changes. With the reconvening of the state Developmental Education Peer Group, it is important that those who are "in the field" have a voice in these discussions. I am serving as the SCADE representative, so please feel free to contact me with any questions or concerns that you'd like to express. Also, read Taunya Paul's article *Five Actions for Developmental Educators*.

I am excited to be a part of a professional organization that truly supports the mission of the profession. Thank you for being a part of SCADE, and more importantly, thank you for your dedication to our students.

Warmest Regards,
Amanda Mosley

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At the October SCADE Conference, attendees enjoyed dinner with a view at the Skull Creek Boathouse in Hilton Head.



Pioneering the Education Frontier

February 27 - March 2, 2013

The National Association for Developmental Education



College Highlight: Orangeburg-Calhoun Making Strides with Course Redesigns

By *Connie Johnson-Bowman, Orangeburg-Calhoun Tech*

The developmental reading faculty at Orangeburg-Calhoun has braved a new world by implementing MyLabsPlus (MLP) through Pearson Publishing, redesigning the reading courses with a hybrid concept which includes intense face-to-face instruction in addition to weekly lab time. The theory behind the redesign is to give students more individualized instruction coupled with technology and direction instruction as well as

more flexibility in their learning schedules. The process has gone very smoothly, and students are offering faculty positive feedback.

In Fall 2011, we redesigned all developmental math classes (MAT 031 & 032) using MLP and the Squires/Wyrick Developmental Math course, designed to be used in this format. Students come to scheduled class time with their instructor and have the opportunity to accelerate or slow down as needed. They can complete more than one course

in a semester.

In January 2012, we opened our new Math Lab with 94 computers. We also now offer MAT 101 & MAT 155 in the new format. We can run up to four classes at the same time in the Math Lab with space for walk-in tutoring for all math classes. The A, B, C pass rate for MAT 031 & 032 increased from about 50% to 65% in the first semester. Data are still being tabulated for 2012 for MAT 031, MAT 032, MAT 101 & MAT 155.



“The process has gone very smoothly, and students are offering faculty positive feedback.”

BEST PRACTICES: EIGHT QUALITIES OF REMARKABLE EMPLOYEES

By *Jeff Haden* (Originally published on INC.com. Edited and used with permission from the author.)



Contributed by *Lori Smalley, Greenville Tech*

Besides utilizing best practices as leaders within their classrooms, instructors should propagate personal, professional best practices as leaders within their departments, divisions, and colleges. The following column, written by Jeff Haden, offers eight qualities that employees should aim for in order to be the BEST of the best.

Forget good to great. Here's what makes a great employee remarkable. Great employees are reliable, dependable, proactive, diligent, great leaders and great followers. They possess a wide range of easily-defined—but hard to find—qualities. A few hit the next level. Some employees are remarkable, possessing qualities that may not appear on performance appraisals but nonetheless make a major impact on performance. Here are eight qualities of remarkable employees:
1. They ignore job descriptions. The smaller the company, the more important it is that employees can think on their feet, adapt quickly to shifting priorities, and do whatever it takes, regardless of role or position, to get things done.
2. They're eccentric. People who aren't afraid to be different naturally stretch bounda-

ries and challenge the status quo, and they often come up with the best ideas.
3. But they know when to dial it back. Remarkable employees know when to play and when to be serious; when to be irreverent and when to conform; and when to challenge and when to back off. It's a tough balance to strike, but a rare few can walk that fine line with ease.
4. They publicly praise. Remarkable employees recognize the contributions of others, especially in group settings where the impact of their words is even greater
5. And they privately complain. Remarkable employees come to you before or after a meeting to discuss a sensitive issue, knowing that bringing it up in a group setting could set off a firestorm.

6. They speak when others won't. Remarkable employees have an innate feel for the issues and concerns of those around them, and step up to ask questions or raise important issues when others hesitate.
7. They like to prove others wrong. Self-motivation often springs from a desire to show that doubters are wrong. Remarkable employees are driven by something deeper and more personal than just the desire to do a good job.
8. They're always fiddling. Some people are rarely satisfied (I mean that in a good way) and are constantly tinkering with something: Great employees follow processes. Remarkable employees find ways to make those processes even better, not only because they are expected to... but because they just can't help it.



Sit in almost any developmental mathematics classroom and something usually becomes quickly apparent. A very good sum of the students already know most of what it is that is being taught by the instructor or the latest computerized support or teaching platform. They, especially the non-traditional student, have been taking care of themselves and their families for years and can, for the most part, balance a checkbook, measure ingredients to bake a cake, and help their children

The Language of Mathematics

By Rick Judy, Piedmont Tech

with much of middle school mathematics, especially when the child's textbook has plenty of explanations and diagrams included. They can do much of what we commonly term developmental mathematics. Where many of these students seem to have issues is in understanding the language that is mathematics. For the most part, students can add, subtract, multiply, and divide

their numbers. They may even know a bit about that evil thing we call fractions. They can figure out how many bags of fertilizer to buy to cover their yard in the spring. Where they seem to get lost is when the typical "sage on the stage" starts talking about quotients and products and reciprocals. They know how to divide, but do not know that quotient is simply the term used for

a division problem just as "product" is used for multiplication. The reality is that the language of mathematics is often times more difficult than the actual math itself, and thus, it may be time to consider mathematics vocabulary classes prior to the actual mathematics classes themselves. Mathematics is as much a language as it is numbers, and perhaps the acceptance of this reality could aid in teaching developmental students.

Midlands Sunshine Closet Service Learning Project Allows Students to Help Food-Insecure Peers Thrive

By: Eva A. Obrien, Midlands Tech

The SunShine Closet is a 2010 South Carolina Technical Education Association (SCTEA) Service Learning Project (SLP) second-place award winner which distributes approximately 800 pounds of non-perishable food items between Midlands Technical College's (MTC) Airport and Beltline campuses in Columbia monthly. An average of 15-20 pounds of food is provided bi-weekly, depending on food availability. The purpose of The SunShine Closet is to assist all enrolled students who may suffer and deal with food insecurity and homelessness, which puts them at risk of dropping out before degree completion. This service reduces food concerns and allows students to focus on education.

Since its inception in Fall 2009 on the Airport campus, the number of students receiving food per month has at least doubled to approximately 50 students per month. The faces of the participants would surprise most. They include displaced workers, retired

military veterans, and single heads of household-- all trying to make a better life for their families and themselves. Many of these students are the product of the current economic downturn. They are not necessarily unemployed but are just trying to make ends meet. This service can alleviate one stress when students are forced to make a choice between food, gasoline, or any basic need.

The SunShine Closet is the brainchild of two Freshman Seminar classes. In Fall 2009, when faculty were working with students on their Student Learning Projects (SLPs,) one student's work at the local food pantry, Harvest Hope, moved the other students in the class to adopt a staff member and supply the entire Thanksgiving meal. Another class heard about the plans and asked if they could offer the same to another staff member in need. The discussion of food insecurity revealed students in these classes were also impacted by hunger and had unmet nutritional needs. The two classes pooled their

resources and offered Thanksgiving meals to three needy families. Students realized there was also a need for food assistance for students enrolled on the Beltline Campus, and a Sunshine Closet was opened there. During Summer 2010. Students may come bi-weekly for non-perishable food items. In addition, The SunShine Closet now offers hygiene products and recycles all useable educational supplies. Contributions from community organizations and MTC students, faculty, and staff keep the shelves stocked.

A recognized college service organization, The SunShine Closet assists students in a respectful and confidential atmosphere. MTC Freshman Seminar students focused their efforts in house to enable food-insecure peers to thrive. The mission statement is: "A ray of SunShine for students during hard times." This embodies the charge of so many caring students, faculty, and staff who have offered nourishment with both food and an empowering education.



"The purpose of The SunShine Closet is to assist all enrolled students who may suffer and deal with food insecurity and homelessness, which puts them at risk of dropping out before degree completion. This service reduces food concerns and allows students to focus on education."



SCADE Connect

SCADE Connect is a newsletter to share ideas and information about developmental education in SC. We want to know what's happening at your college. To contribute to our next newsletter, please submit your article to Claudia Edwards, newsletter editor, at edwards.c@ptc.edu.

Find us on Facebook. "Friend" the SCADE group page. Read and share best practices in all areas of Developmental Education.

facebook

Check us out at :
www.tinyurl.com/SCADE.

Are You Teaching Contextually? *By Tia Adger, Piedmont Tech*

Take a moment to test yourself and see. These are important characteristics that should be included in all contextualized classrooms. If you answer "no" to any of the following questions, check out some of the websites below!

- ◆ Are new concepts presented in real-life (outside the classroom) situations and experiences that are familiar to the student?
- ◆ Are concepts in examples and student exercises presented in the context of their use?
- ◆ Are new concepts presented in the context of what the student already knows?
- ◆ Do examples and student exercises include many real, believable problem-solving situations that students can recognize as being important to their current or possible future lives?
- ◆ Do examples and student exercises cultivate an attitude that says, "I need to learn this"?
- ◆ Do students gather and analyze their own data as they are guided in discovery of the important concepts?
- ◆ Are opportunities presented for students to gather and analyze their own data for enrichment and extension?
- ◆ Do lessons and activities encourage the student to apply concepts and information in useful contexts, projecting the student into imagined futures (e.g., possible careers) and unfamiliar locations (e.g., workplaces)?
- ◆ Are students expected to participate regularly in interactive groups where sharing, communicating, and responding to the important concepts and decision-making occur?
- ◆ Do lessons, exercises, and labs improve students' reading and other communication skills in addition to mathematical reasoning and achievement?

-Quiz taken from <http://www.cord.org/contextual-teaching-self-test/>

Contextual Teaching and Learning Sources:

PBL Network --<http://pbln.imsa.edu/index.html>

Project Based Learning --http://www.bie.org/tools/online_resources/project_libraries

Collaborative for Teaching Excellence -- <http://www.texascollaborative.org/WhatIsCTL.htm>

Samford University Teacher Education --<http://dlserver.samford.edu/edu/teacheredpbl.htm>

Five Actions for Developmental Educators Information, Data, and Statistics to Collect, Report, and Share

By Taunya Paul, York Tech, SC Developmental Education Peer Group President

The SC Developmental Education Peer Group met in October at the State Tech office in Columbia. Representatives from the state's technical colleges attended. Taunya Paul, Department Chair of Developmental Studies at York Technical College and former SCADE president, was elected President of the group. Following are her five recommendations for developmental educators:

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. 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 cov-

ered – 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 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. (At our college, we found that 53% of our graduating seniors successfully completed develop-

mental courses.) **4. Measure successful completion of developmental courses and, most importantly, subsequent courses.** Follow developmental students through the first college-level courses. Compare subsequent course success rates of students who came through developmental and those who did not. (We have found developmental students are at least 5% more successful in subsequent courses than those placing directly into those courses.) **5. Post charts/graphs to provide a visual display of program statistics.** A picture is worth a thousand words. Complex information can be conveyed with a single image. Graphs and charts help us to absorb large amounts of data quickly.