TASSR Newsletter

Tennessee Association for TASSR
Student Success and Retention

Message from the President
Dr. Stacy Cummings Onks
East Tennessee State University

Hello TASSR! It is my honor and privilege to serve as president of this organization. I have always admired the closeness of the TASSR membership and the fierce dedication each of the members had for empowering students to reach their potential. It is that dedication and the members themselves that drew me to this organization. I clearly recall Dr. Karen Siska's challenge to become more involved in the organization, a challenge that I could not turn down. Inspired by her sincere interest in each student's welfare, I hope to bring TASSR to the next level of student advocacy.

Our role has emerged into not only providing supportive education to our students in the classroom, but to extend that support throughout their academic career. Retention is the buzzword of the day, but in fact has been what the TASSR members have been about all along. As we encourage others to become part of the TASSR family, it is important that we remember the key role we have played in student retention and continue to be that voice for students.

To continue this history of student dedication, we need to reach out to other professionals that provide student support. On our campuses and on campuses not represented in our membership, each of us need to seek out individuals who are as dedicated to student success as we are and personally invite them to become part of the TASSR family. By increasing the diversity and scope of our membership, we can become a strong support system for students and TASSR can become a stronger voice for their needs.

Recently, Dr. Siska shared with me a letter of thanks from one of the students who attended our annual conference. This student was the recipient of an honorarium sponsored by TASSR. It reads,

> *I would like to take a moment to personally thank you for allowing me the opportunity to attend the TASSR Keynote Luncheon on October 30, 2014. I not only enjoyed myself, but I now feel the confidence in myself to go as far as I can in my education. I feel that if I want to go farther than a Master's Degree, I can!*
>
> *The scholarship money that I was awarded from TASSR has benefited me tremendously in my education. I was able to afford my college experience this semester without the financial burden that so many other college students struggle with on a daily basis. I thank you again, for such an incredible opportunity.*
>
> *I hope that our paths may cross in the future.*

It is the voice of this student and the many others we hear every day that guide is in what we do. There is nothing more gratifying than to see a student succeed. Each of us could share many stories of students whose paths we have crossed after they left the classroom and the realization that we are making a difference. Let each of us take up the challenge to move TASSR forward to become an even stronger presence on our campuses, within our state and beyond as we support our students in reaching their goals. I look forward to what we can accomplish together!

Upcoming Conferences

NACADA Region 3   April 13-15, 2015   Cincinnati Marriott at River Center, Covington, KY
http://www.nacada.ksu.edu/Events-Programs/Events/Region-Conferences/Region-3.aspx
NACADA 2015 October 4-7, 2015   Caesar's Palace, Las Vegas, NV
         http://www.nacada.ksu.edu/Events-Programs/Events/Annual-Conference.aspx
TASSR 2015   October 28-30, 2014   Renaissance Center, Dickson, TN   www.tassr.org
NADE 2016   March 15-19, 2016   Anaheim Marriott, Anaheim, CA
NADE 2017   Oklahoma City, OK

What other organizations' conferences should we highlight? Send your suggestions to the newsletter editor, Daryl Stephens (stephen@etsu.edu).

The *TASSR Newsletter* is published online every winter, spring, and fall, a few weeks after each board meeting. Deadline for the next newsletter will be April 17, 2015. Submissions of articles or announcements of any length (one paragraph to about 7 pages) related to student success or retention in Tennessee are welcome. Email submissions to Daryl Stephens, newsletter editor, at stephen@etsu.edu. These can be in the text in the body of the email or attachments in any of the following formats: TXT, DOC, DOCX, RTF, WPD, ODT. Photographs of TASSR or NADE-related events are welcome also.

TASSR to Honor Outstanding Members, Students

The 2015 TASSR Conference will begin October 28, 2015, and during the conference the Awards Committee will present two prestigious awards!

The **TASSR Award for Outstanding Service to Students in Learning Support Programs** recognizes long-term contribution of time and energy to students in Learning Support Programs by a TASSR member. Criteria for evaluation include the following: (a) nominee will have spent approximately half or more of their time serving learning support students through teaching and/or administration for at least five years; (b) evaluation will include both the nominee's record of service and recognition by others; (c) nominee must be a member of TASSR at the time of nomination.

The **TASSR Award to an Outstanding Alumnus of a Learning Support Program** recognizes a student who has been in a Learning Support Program and who has distinguished him/herself in other areas of life. Criteria for evaluation include the following: (a) the nominee must have completed at least two learning support courses or participated in at least two of the following support program activities: TRIO Upward Bound, TRIO Student Support Services, high school-to-college bridge program, special admissions program, enrollment in learning support classes (e.g., math, writing, learning strategies, reading); (b) the nominee must have outstanding accomplishments outside the classroom.

Watch the TASSR website for the deadlines for nominations.

Meredeth McCoy, Awards Chair
Columbia State Community College
mmccoy@columbiastate.edu

Kellogg Institute 2015 -- June 20 – July 17

Since 1980, the Kellogg Institute for the Certification of Adult and Developmental Educators has offered an advanced professional development and certification program for those seeking to enhance their knowledge of the field and improve developmental and learning assistance programs. Sponsored by the National Institute for Developmental Education on the campus of Appalachian State University, the Kellogg Institute provides an intensive 4-week summer residential learning experience during which participants design a practicum project to be carried out on their home campuses. Three hours of graduate credit are earned upon completion of the practicum project.

Grounded in theory and research, Kellogg Institute seminars are led by experts in fields such as Assessment and Placement, Designing Learning Environments, Academic Support Services, Technology in the Developmental Education Classroom, and Program Evaluation. Special Interest groups meet to discuss challenges and share solutions. Discussion of national policy issues related to developmental education is an important component of the Kellogg experience as well.

Kellogg alumni comprise a network of scholar-practitioners, empowered to advocate for best practices in developmental education and student success at their home institutions and beyond.

Participants in the Kellogg Institute design practicum projects to:

- o Develop student assessment systems
- o Design a program evaluation system
- o Conduct program evaluation activities
- o Use principles of instructional design and adult learning theory to inform teaching
- o Improve student retention
- o Promote students' academic and personal development

Who We Are: The National Center for Developmental Education (NCDE) provides instruction, training programs, research, and other services consistent with the purpose of developmental education and the missions of Appalachian State University and the Reich College of Education. These services are provided to a national audience of professionals dedicated to serving underprepared and disadvantaged college students. In addition to the graduate programs in developmental education and the Kellogg Institute, the NCDE also provides specialized workshops and training sessions on a contract or fee basis. The content of these sessions is designed according to the professional development needs of a particular audience.

Applications for the 2015 Kellogg Institute are now being accepted. For more information, visit www.ncde.appstate.edu/kellogg or e-mail kellogg@appstate.edu Or call (828) 262-2805.

Scenes from the October 2014 TASSR Conference

Carolyn Hopper leads the preconference workshop on brain-based learning.

More from the preconference workshop.

Sheila Otto helps roll out the new *Journal of Student Success and Retention.*

TASSR Board meeting gets underway.

News from the January 2015 TASSR Board Meeting

The TASSR board met on January 30, 2015, at the Maple Leaf Center of MTSU.

The Journal of Student Success and Retention has a new editor, Kelly Ormsby of Volunteer State Community College. Deadline for submissions for the next issue is April 1. A new associate editor or two (one from a community college and one from a university) will be needed. Articles from JOSSR can be turned into presentations or vice-versa. Particularly needed are articles about the results of redesign using the corequisite model. More information is on a later page.

Institutions in TBR may opt to require a first-year experience course which does not count as part of the 60 or 120 hours towards the associate's or bachelor's degree.

Tennessee is leading the nation in learning support redesign. Other states are looking at what we are doing for guidance.

Our current TASSR membership is 93. We would like to see that expanded to 150 and outgrow the Renaissance Center as a venue.

We would like to invite people from underrepresented schools to join TASSR, as well as people from areas other than learning support who are involved in student success and retention, such as advisors, retention task force members, chief academic officers, etc.

If you have any items you would like to have the board discuss at the next meeting on April 10, please contact any board member. The board membership roster is on our website, www.tassr.org.

JoSSR

Call for Submissions

Journal of Student Success & Retention

You are invited to submit an article for publication in the second issue of the *Journal of Student Success and Retention*, fall 2015.

About the Journal: The Journal of Student Success and Retention (JoSSR), the official publication of the Tennessee Association for Student Success and Retention, provides a forum for the scholarly study, discussion, dissemination, and evaluation of policies, programs, and practices that influence post-secondary student academic success and retention. An online, peer-reviewed, open-access journal, JoSSR reflects the mission of TASSR to reach out to academic staff, administrators, and faculty working with diverse populations of students on college campuses. This publication is a vehicle for information and idea sharing to support and coordinate the collective effort to improve student success. Topic areas include, but are not limited to, the following: retention initiatives, learning support and/or developmental education, academic advising, effective teaching practices/techniques and curricula, student support services, special student populations, distance/online learning, student life, enrollment and administrative services, and current research/trends that advance the field of student success and retention. JoSSR is published annually in the fall. The first issue and further information about the journal are available at www.jossr.org.

Types of Submissions

• Research articles

• Learning support program profiles

• Best practices in teaching, advising, retention, student support, etc. (for example, innovative and effective techniques and methods, lesson plans, classroom handouts, assessment techniques, etc.)

• Literature reviews

• Reviews of professional books and articles, textbooks, educational resources (computerized and print)

• Reflective essays

In addition to the types of peer-reviewed articles listed above, the journal will also publish the following: Eye on the News (short reports and links to current news items of interest to our readers); Event Board (announcements about conferences, workshops, meetings, etc.); Tech Trends (information about software, apps, web resources, etc.).

General Guidelines

• Send submission as an email attachment to the editor. See contact information below.

• Submission document should include the title of the article, a short summary (maximum of 100 words), and the text of the article. Text documents should be typed in Microsoft Word, 12 point font, double-spaced, one-inch margins. Multimodal submissions are also welcome; please contact the editor for information.

• Authors' names should not appear on any of the pages of the article, but please submit a separate cover sheet that lists the title of the article, along with name, institutional affiliation, title, mailing address, email address, and telephone number for each author.

• Preferred documentation styles are APA and MLA.

• Articles should be original, unpublished works that are not under consideration for publication elsewhere.

Review Process

Submissions will be screened for appropriateness by the editors and then sent to members of the editorial board and/or invited reviewers for external peer review. Reviewers address these criteria: timeliness, usefulness, clarity, organization, development of topic, and research or theoretical base.

Contact Information
Kelly Ormsby, editor
Kelly.Ormsby@volstate.edu
615-230-3381

Tennessee Association for
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Submission Deadline
April 1, 2015

Tennessee Board of Regents

Office of the Vice Chancellor for Academic Affairs

Fundamental Features of Co-requisite Remediation

(updated 1/12/15)

Mathematics

- All students with ACT Math sub-scores below 19, who have not demonstrated satisfactory mastery of the A-100 Math Competencies, will be enrolled in a co-requisite college-level credit bearing math course, unless they are enrolled in a program for which a mathematics course is not required. If the program does not require a mathematics course, but the student chooses to take a math course, standard assessment and placement rules apply.
- For students who are **not** enrolled in a STEM or Business program, or a field requiring an algebra-intensive course, the math course will be a non-algebra based course that satisfies the general education requirement, such as elementary statistics or quantitative reasoning.
- For students enrolled in a field **with** a calculus or algebra-intensive math requirement, the co-requisite math course **may** be linked with a college-level credit bearing algebra based course that does not satisfy the general education requirement, such as MATH 1000. This co-requisite instruction will address the A-100 Math Competencies, as well as additional competencies to prepare for College Algebra.
- Schools may develop pilot plans for co-requisite, algebra-intensive courses for Fall 2015 for students who are enrolled in a STEM or Business program, or a field requiring an algebra-intensive college-level course.
- The co-requisite experience will be a required semester-long experience that interfaces with the college-level credit bearing course.
- The college-level credit bearing course experience will be identical to that taken by students who have ACT sub-scores above 18, and no elements of the co-requisite experience will contribute to the grade earned in the college-level credit bearing course.
- It may be appropriate to require differing co-requisite experiences with fewer SCHs or different delivery approaches. Examples include students with differing ACT sub-scores or within specific majors or cohorts.
- The co-requisite experience will serve the dual purpose of supporting and illuminating the skills and concepts of the college-level credit bearing course while also providing instruction for students to remediate those A-100 Math Competencies in which they have a deficiency.
- The co-requisite experience may be for **up to** 3 SCH, and tuition may be charged accordingly at community colleges.
- While it is possible for students to complete the A-100 competencies without earning a passing grade in the college-level credit bearing course, if they pass the college-level course they will be deemed to have also satisfied the Learning Support competencies.
- Students who are deemed to have satisfied the A-100 competencies by passing the college-level credit bearing, non-algebra based course will not be eligible to enroll in College Algebra, or Pre-Calculus until they are able to demonstrate all Math Competencies that prepare a student for success in College Algebra.

- Degree-seeking students with ACT Math sub-scores below 19 who have not demonstrated appropriate mastery of the A-100 Math Competencies, who are enrolled in a program that requires **no** mathematics course, and who choose not to take a college-level math course, must still address the A-100 Math Competencies. Non-degree-seeking students **may** be required to address A-100 Math Competencies **if** faculty have established the Learning Support Math Competencies as pre-requisite for admission or completion of a certificate program. In each of these situations, the student may enroll in a stand-alone Learning Support Math course. Only community colleges are allowed to charge tuition and award credit for any Learning Support intervention, but all Learning Support activities may be delivered as either credit bearing or non-credit bearing
- For programs requiring no college-level mathematics, schools may develop ways to embed the A-100 Math Competencies into one or more non-Mathematics college level course(s) or co-requisite pairings with other college-level courses.
- When a student's placement requires remediation in more than one subject area, Learning Support competencies may require more than one semester of work, but should be completed within the first 30 semester credit hours. In this case, it may be appropriate to address literacy requirements first.

English

- All students with ACT Writing sub-scores below 18 who have not demonstrated that they have achieved the A-100 Writing Competencies will be enrolled in a co-requisite section of ENGL1010.
- There will be a required semester-long co-requisite experience that interfaces with the college-level credit bearing course.
- The college-level credit bearing course experience will be identical to that taken by students who have ACT sub-scores above 17, and no elements of the co-requisite experience will contribute to the grade earned in the college-level credit bearing course.
- Students will be assessed in all of the established developmental writing competencies.
- While it is possible for students to complete the A-100 competencies without earning a passing grade in the college-level credit bearing course, if they pass the college-level credit bearing course they will be deemed to have also satisfied the competencies.
- It may be appropriate to require differing co-requisite experiences with fewer SCHs or different delivery approaches. Examples include students with differing ACT sub-scores or within specific majors or cohorts.
- The co-requisite experience may be for **up to** 3 SCH, and tuition may be charged accordingly at community colleges.

Reading

- All students with ACT Reading sub-scores below 19 who have not demonstrated that they have achieved the A-100 Reading Competencies will be enrolled in a co-requisite college-level credit bearing reading intensive course that satisfies a general education requirement or is a freshman student success course.
- There will be a required semester-long co-requisite experience that interfaces with the college-level credit bearing course.
- The college-level credit bearing course experience will be identical to that taken by students who have ACT sub-scores above 18, and no elements of the co-requisite experience will contribute to the grade earned in the college-level credit bearing course.
- Students will still be assessed in all of the established developmental reading competencies.
- While it is possible for the students to complete the A-100 competencies without earning a passing grade in the college-level credit bearing course, if they pass the college-level credit bearing course they will be deemed to have also satisfied the competencies.

- It may be appropriate to require differing co-requisite experiences with fewer SCHs or different delivery approaches. Examples include students with differing ACT sub-scores or within specific majors or cohorts.
- The co-requisite experience may be for **up to** 3 SCH, and tuition may be charged accordingly at community colleges.