

# Harvard Symposium 2000: Developmental Education

## Where are we going? Strategic planning of the National Association for Developmental Education

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### Overview

Developmental education is the fastest growing academic component of postsecondary education today. The role of the National Association for Developmental Education (NADE) and its members will become even more crucial in the future as the need for our services grows. About three-quarters of higher education institutions that enrolled first year students offered at least one developmental reading, writing, or mathematics course. All public two-year institutions and 81 percent of public four-year institutions offered developmental courses. The percent drops to 63 percent of private two-year and private four-year institutions. The lower the mean socio-economic status (SES) of student body and the more open the admissions' standards of the institution, the higher the percent of institutions of a specific type offering developmental courses (Lewis & Greene, 1996).

Twenty-nine percent of first-time first year students enrolled in at least one developmental reading, writing, or mathematics course in Fall 1995. Of the 2,128,000 first-time first year students, 445,220 first year students enroll in one or more developmental courses. This does **not** include: sophomores, juniors, seniors or graduate students who enroll in developmental courses; students who participate in non-credit academic enrichment activities such as tutoring, Supplemental Instruction, learning strategy workshops, or similar activities; students of any classification who enroll in developmental courses in science and other content areas not covered by the survey; and students of any classification who enroll in study strategy courses. About half of institutions offering developmental courses said that the number of students enrolled in developmental courses at their institution had stayed about the same in the last five years, 39 percent said enrollments had increased, and 14 percent said they had decreased (Lewis & Greene, 1996).

I am optimistic for the future of developmental education. The form of service will adapt to meet the future needs of students and the college educational environment. Even with secondary education improving the academic quality of more high school graduates, the expectation level of many college professors and future employers will still require the "value-added" availability of developmental education and learning assistance programs with improving the academic skills of many college students.

However, I believe that developmental education and the professional associations that provide leadership are facing critical choices. The choices that developmental educators make in the next few years will decide whether the professionals are change agents for the next phase of service or whether other policy makers assign them tasks. It is exciting to see what some institutions are already doing to transform their departments and centers to more effectively meet new needs.

The issue of accountability in higher education has never been higher than it is now. Legislators, tax payers, parents, policy makers and students want to know why they are getting

for their money. While healthy scepticism is useful, American society has become somewhat cynical toward many of its institutions. Like many other education programs, developmental education has been placed under increased scrutiny. As I travel across the country, I hear of plans by some local, state and national policy makers that could have a dramatic negative impact of our profession and the students that we serve. Rather than feeling powerless due to these dismal forecasts, now is the time for us to take action.

The good news is that developmental education is doing an excellent job in preparing and assisting students to complete their college education (Phipps, 1998). Professionals in our field possess critical knowledge, skills and strategies needed for the retention of college students: content-area knowledge, current learning theory, computer-based instruction, small group and peer-led learning environments, academic alert programs, academic intervention strategies, assessment development and interpretation, new student orientation, academic and personal advisement, teaching expertise, practioner skills, data collection and analysis skills. These are similar skills possessed by those who direct campus-wide enrollment management systems. We must continue to conduct research to document the effectiveness of our programs regarding student achievement, persistence and graduation rates.

### **Strategic Planning**

Proactive planning is essential to prepare individuals or groups to prepare for future opportunities of service. The opportunities and problems encountered are extremely complex and involve numerous interrelated issues. The response to these often requires a comprehensive solution that involves many people over a period of time. If an association like NADE waits until emerging trends become de facto national policy, it may be difficult if not impossible to influence or solve them.

Properly set up and used, strategic planning can be a powerful tool in helping an organization like NADE to reinvent itself to better meet today's and tomorrow's needs. While a professional association like NADE cannot be all things to all people, it must be responsive to a fast-changing environment.

The strategic planning process involves the asking of several basic questions (Park, 1990). Strategic management, in its simplest terms, attempts to address four questions. The following were used with the American Dental Association as they revised their association's strategic plan (Murphy, 1995).

- ***What do we want to be in the future?*** Using data obtained from all sources, the group creates a vision for the association, its chapters and individual members.
- ***Who are we?*** The second step is to understand the association's mission statement and stakeholders.
- ***Where are we now?*** The association and its chapters must take inventory and analyze both external and internal forces affecting the organization.
- ***How do we get there?*** A strategic plan is useless unless action steps with deadlines are established. Future success depends on detailed implementation of action plans.

The sequence of these four questions is significant. First, the association develops a common vision of what it wants to look like in the future. Once the vision is established, then the association reevaluates its mission statement and the stakeholders to which it was responsible. At

this point the association then conducts a detailed analysis of trends that have an impact upon the organization. It is only at this point that the association begins to identify specific activities that it plans to take toward practical steps for achieving its vision and mission for the future.

During 1996 and 1997 hundreds of individual NADE members, chapter leaders, and national leaders participated in surveys, focus groups, and deliberations concerning draft components of the NADE strategic plan. Draft components of the plan were distributed to thousands of professionals both inside and outside the association for comment and revision. The plan went through many drafts to build a document that represented a widespread consensus. The NADE Executive Board in 1997 adopted the final version of the plan and placed in the NADE Policy and Procedure Handbook (Policy #1) and the NADE Internet web site [<http://www.umkc.edu/cad/nade/nadedocs/straplan.htm>].

### ***Step One, What Do We Want to Be in the Future?***

As Dr. Steven Covey, author of *Seven Habits of Highly Effective People* (Covey, 1989), shares in the second habit, “start with the end in mind.” Using Covey’s idea, rather than focusing on the present condition of the association, what should NADE look like in the future? Following is a vision statement for what NADE should look like in the future. Parts of the vision statement have already been accomplished. Others will take more time. ***“By 2003, NADE will be a nationally recognized association of professionals with expertise to help students academically succeed throughout the entire educational experience from high school through college and graduate/professional school.”***

While the vision statement does not identify specific activities, it provides a common image and goal for the association to move toward. It provides a core value for the association’s members to consider as it examines specific individual activities.

### ***Step Two, Who Are We?***

This step of the strategic planning process examines the mission of the association and a profile of its stakeholders. After considerable discussion and consensus building with NADE members, the following mission statement was selected, ***“The purpose of the National Association for Developmental Education is to increase the academic success of students.”***

The Association will accomplish its purpose by taking practical steps to carry out each of the following eight objectives:

- Providing professional development to our members through conferences and workshops at the state, regional and national levels.
- Promoting, assessing, and supporting student learning and successful educational outcomes.
- Providing leadership through public awareness activities, policy development, and advocacy for students at the local, state, national, and international levels.
- Expanding the theory and knowledge upon which the profession is based.
- Disseminating information on exemplary models of practice that have been identified through program evaluation.
- Coordinating efforts with other organizations and individuals within the U.S. and abroad that have goals in harmony with NADE.
- Facilitating communication among our members through newsletters, special mailings, emerging technology communication systems, and other dissemination media.

- Adapting the association infrastructure to meet current needs and anticipate future trends.

### **Stakeholder Review**

The professional literature has begun to focus on the needs of stakeholders. In the 1980s much attention was spent on “customer service.” While the results of the attention may be questioned, a great deal of emphasis was placed on satisfying the needs of “customers.” The customers for most educational associations are commonly viewed as the professionals in the specific discipline area. However, progressive management practice suggests that associations should think beyond its previous definition of the customer.

A common definition for stakeholder is someone who has a “stake” or interest in the organization. Besides learning assistance and developmental education professionals, others may be interested in the activities and services of NADE. These groups might include: students, parents, spouses, institutional upper-level management, local institutional board members, state coordinating boards of education, state and national departments of education, state and national elected politicians, and other possible groups.

Covey talks about the need of businesses to conduct a 360-degree review. In attention to being concerned about the perceptions of the customers, he also suggests a review of the employees, suppliers and any other group that the business have a relationship.

Many associations spend 80 percent of their time and energy delivering existing products and services to its members and stakeholders. Progressive organizations balance time between maintaining such services while expanding to new customers and services. It may take several years to develop and then provide new services.

Most of the current NADE stakeholders include the developmental education and learning assistance professionals (e.g., individual developmental education and learning assistance program faculty, administrators, staff, and employees; leading researchers and writers; professional associations) along with the students who enroll in developmental education courses or take advantage of learning assistance services. In addition, students, faculty and administrators of developmental education graduate degree programs are viewed as critical partners in the future of the profession.

Potential widespread stakeholders for NADE in the future should include the following exhaustive list of individuals or groups: (1) Parents and guardians of students who are or should be served by developmental education and learning assistance programs; (2) Policy makers (e.g., accrediting agencies, board members, elected politicians, public school coordinating agencies, higher education coordinating agencies) at the institutional, local, state, and national levels; (3) Developmental educators in other countries; (4) College upper-level-management administrators; (5) Regional and national accrediting boards; (6) Faculty members and administrators in graduate/professional school academic programs who want to increase their knowledge and expertise with assessment, accommodation and student retention; (7) Students at the high school and the graduate/ professional school levels whom learning assistance programs do not serve; (8) Secondary school teachers/counselors/administrators, community educators and employers; (9) Business and labor union leaders who are concerned about workplace learning skills of their employees and co-workers; (10) Academic advisors, counselors and other academic support professionals; (11) College faculty members from outside the field of developmental education; and (12) Citizens and taxpayers.

Balancing service to current and future NADE stakeholders will be a complex operation. It will take additional volunteer staff, careful planning, extensive talk with stakeholders, and more association resources. Developing priorities of whom to serve and what services to provide will require extensive work to develop consensus and target resources.

### **NADE Member Expertise and Professional Development Needs**

Understanding the strengths and weaknesses of most of association members can help guide the selection of new activities and services to offer to current and new members. Expertise areas of most current NADE members include many of the following: (1) Content area knowledge (math, science, etc.); (2) Communication skills (reading, writing, speaking, etc.); (3) Learning theories and strategies; (4) Teaching skills; (5) Assessment skills; (6) Training skills; (7) Program development; and (8) Improving student retention and persistence (e.g., quality developmental education courses, new student orientation programs, Supplemental Instruction, tutoring, first-year experience programs, academic assessment and placement, counseling, academic advisement)

Many current NADE members have shown a desire for professional development in the following areas: (1) Technological skills (e.g., education research tools, Internet, computer-assisted instruction, computer-managed instruction, web pages development, distance education, computer-based mail); (2) Qualitative and quantitative research skills (e.g., critically read and evaluate educational research, conduct quality research); (3) Program evaluation skills; (4) Skills in disseminating knowledge to others (e.g., campus reports, presentations, article writing, public awareness); (5) Skills to influence policy makers at the local, state and national levels; and (6) Skills to create an effective learning environment for students with learning disabilities

### ***Step Three, Where Are We Now?***

There are many trends at the state and national level that are having important impact upon our profession. Understanding the trends are important since it enables us to anticipate some change agents and provide time for us to adapt our programs to meet their needs. Unfortunately, many well-intentioned developmental educators focus most of their energy on serving their students and ignore much of the external environment. For them, the world is contained within the four walls of their classroom. In the past this practice was fairly safe since most potential changes and threats never occurred. However, times have changed. Education has become an important political issue at the local, state, and national level. It is viewed by many voters as the most important campaign issue. Due to this new prominence and the desire to control spending programs, many policy makers at various levels of the political process are advocating for rapid and comprehensive change in education. Being in a reactive mode with change is dangerous both professional as well as serving the best interests of the stakeholders, especially the students.

Change takes much time and energy. Curriculum realignment can take a year or more of painstaking work and research. Building consensus on campus among faculty and administrators requires numerous meetings over a long period of time. Conducting carefully-designed research studies to identify critical factors will involve numerous members of the campus and take time for execution and analysis. Influencing state legislators requires the investment of large amounts of time to build credibility and relationships with key policy makers.

Internal and external forces that will influence NADE as it strives to serve its stakeholders. These observations are based upon a review of the professional literature, surveys of NADE members, and interviews with leaders in each area profiled during 1996 and 1997. Some trends

are supportive of NADE objectives, other forces provide challenges. Some of these trends are based on what many in our profession may believe to be false perceptions. It does not matter whether what we believe. What some call a false perception, the person that holds that point of view thinks it is the “truth.” Understanding these beliefs, forces, and perceptions is critical. And develop plans that consider them as we advance our strategic plan.

#### ***A. Political Trends:***

Most political and policy battles concerning developmental education will occur at institutional, system, and state levels. Except growing financial support for TRIO programs, the federal government will not be significantly involved with providing financial resources or leadership for learning assistance programs at the postsecondary level. They will focus most attention on elementary and secondary education.

Policy makers are more interested in developmental education when the emphasis is placed upon the two million postsecondary students served annually rather than concern over the future jobs of the 50,000 members of the developmental education profession. A combination of both quantitative research can best influence policy makers (regarding student outcome variables -- e.g., grades, retention, graduation rates) -- and qualitative studies (e.g., success stories of individual developmental education students).

Policy makers and the public will increasingly demand accountability regarding college budget expenditures and college student outcome measures (e.g., testing of all incoming college students, content mastery within the college major upon graduation, graduation rates, length of time taken to graduate, readiness for work). Policy makers expect research-based and cost-effective solutions for pressing academic problems and issues.

Due to decisions by state-level policy makers, more states will legislate that developmental education courses in public four-year institutions are decreased or eliminated. Some of these institutions will subcontract to provide needed developmental courses/programs; other institutions may provide different types of academic assistance for their students (i.e., linked developmental and academic content courses, learning communities, Supplemental Instruction, critical thinking courses) . While the academic needs will remain, the forms of service to students are already changing at many campuses. There is a false impression held by many policy makers that more stringent high school graduation requirements and more demanding college entrance requirements will eliminate the need for academic assistance and developmental education at the college level. Rising expectation levels by campus educators often accompany this false impression, therefore negating the expected effect of reducing the need for academic assistance.

#### ***B. Student Trends:***

More students with special needs will be enrolled in postsecondary education (e.g., attention deficit, learning disability, physically challenged, ESL). There will be a temporary increase in number of 18 to 22 year old college students, then a decrease after 2002. An increasing proportion of college students will be part-time and returning adult. The learning style diversity of students will increase. Demographic trends will produce a more diverse student body.

#### ***C. Institutional Trends:***

There will be an increasing recognition by institutional leaders and faculty members that students from all levels of academic preparation need learning assistance in one or more of their

courses each academic term. Currently about one-third of all entering students need to enroll in one or more developmental education credit courses. Institutions will provide more services for students with special needs. It appears that more institutions will increasingly address ethnic and learning style diversity.

Exempting highly selective admission institutions, the first-year to sophomore persistence rates continues to decrease. The dropout rate ranges from 46 percent for open admissions institutions to 9 percent for highly selective institutions (American College Testing, 1999). Though the dropout rate decreases as the admissions selectivity increases, the financial impact of dropouts is notable since higher tuition accompanies elevated admissions' selectivity.

Some college administrators hold to a false belief that with the temporary rise in the total number of high school graduates, developmental students are not a high priority for recruitment and retention anymore for more selective institutions. The increase in high school graduates is temporary. These administrators reason that they can theoretically recruit the average and above students and eliminate the need to deal with developmental level students. National reports from the U.S. Department of Education indicate that one-third to one-half of all first-time, full-time first year students need developmental courses in reading, writing and/or math (Lewis & Greene, 1996). What institution can afford to send away or attempt to replace one-third of its entering class?

#### ***D. Economic Trends:***

Over the past five years there has been diminishing federal financial support for higher education except appropriations for TRIO. This trend will continue regardless of which political party is in power. This is due to the focus on the federal deficit and the continuing debate on funding for Social Security.

Most states will decrease the percent of annual appropriations for higher education. Many states will increase the percent of annual appropriations for elementary and secondary education, prison construction, and employment of additional law enforcement officers. Additional financial pressure will be caused in many states by attempts to cut taxes.

A disappointing trend is that some institutions will set up fee-based academic support program activities for both students and academic departments (e.g., students pay for academic tutoring and advisement; students pay a surcharge for developmental courses that may or may not be returned to the learning assistance department; students pay higher tuition for developmental education courses).

The professional literature suggests that effective developmental education and learning assistance centers that have research-based evidence of positive student outcomes are viewed by many policy makers as important components of enrollment management and student retention programs. As a result, there might be stable or increasing financial support for developmental education departments with both empirical studies and student interviews that document increased student academic performance. Business and union leaders link economic development and an educated work force.

#### ***E. Instructional Trends:***

Many education reports (Lewis & Greene, 1996; Phillips, 1998) suggest that despite the academic preparation level of incoming students, some will continue to need academic assistance and enrichment services. More progressive institutions view education as a "talent development"

or “value added” experience. With these institutions all students are involved in a developmental learning process. This is opposite of the more traditional analogy of viewing education as a medical model where students are assessed for deficits and then prescribed treatment (e.g., developmental classes, academic contracts) only if the students displayed symptoms for academic failure. In addition, there will be increasing recognition by institutions that high potential students enrolled in graduate and professional schools need academic assistance. There will be more articulation agreements and bridge programs between high schools and postsecondary institutions.

Research-based instructional improvements (Barr & Tagg, 1995; U.S. Department of Education, 1986) and quality developmental education courses (Casazza & Silverman, 1996) have proved that they increase deeper mastery of academic content material, increase final course grades and academic term grade point averages, increase rates of persistence and college graduation, and increase satisfaction rates regarding the institution and their personal educational experience. Faculty members and administrators will be more discerning on which practices to adopt. Services will more often be bundled to increase their synergistic impact on improving student academic success (e.g., programs that involve academic advisement, tutoring, orientation courses, high school/college bridge programs, Supplemental Instruction, developmental courses). Linked courses (e.g., a content course and a learning strategy course that use material from the content course) are increasing. Emerging technologies for instructional delivery, learning assessment, and communication are used increasingly. The biggest trend will be the concurrent development of learning strategies while students are enrolled in graduation-credit content courses. Separate developmental education courses will be “mainstreamed” into the traditional college course work. This will be done in a variety of fashions: embedded instruction within content courses; paired courses; learning communities; and adjunct supplemental activities such as Supplemental Instruction.

For example, at the University of Missouri-Kansas City our department consults with other academic units as they develop distance learning programs. Supplemental Instruction is being added as a part of these computer or video distance learning systems to help students gain more from the course material. This is helping to deal with a few of the weaknesses of distance learning systems such as social isolation, lack of active learning, and integration of course components.

To help with quality improvement, the profession will continue to develop and disseminate standards of practice. Some of these standards will be used to credential programs and individuals in the field.

Extending the idea of talent development to the entire student body, more developmental education departments will develop into full service learning centers that help all students -- despite their previous levels of academic performance or preparation -- to learn more, earn higher grades, and graduate at higher rates. More institutions are establishing learning- and teaching-effectiveness centers to help with faculty development and to increase the efficiency and effectiveness of student learning. Some are outgrowths of current learning assistance centers.

Expanding upon the traditional college study body, more institutions will become partners with local business and industry in developing customized instructional programs. Learning assistance centers have expertise needed by local employers regarding workplace learning needs. Recent federal reports document that more than half of all two-year colleges are offering developmental courses and workshops for business and industry clients.



#### ***F. NADE Member Trends:***

The NADE membership will show an increase in the number of younger members, new members to developmental education, and the percentage of members from two year institutions. NADE members will increasingly attract members from the 50,000 staff and teachers who work in developmental education and learning assistance centers. Many of these persons are either part-time, or they teach one or two developmental education courses as part of their regular load of other college-level courses. Of the 50,000 who work in developmental education and learning assistance, more than 10,000 are employed in federal TRIO programs.

Faculty members in academic disciplines report that they must make a choice between attending NADE and attending subject-specific conferences. Part of this is due to budget considerations and time commitments.

By the year 2000 it is estimated that NADE will attract more than 1,500 national conference attendees. This number will be higher if many new stakeholders begin to attend. By 2003 it is reasonable to project that NADE will have 3,500 members and will have 34 state or regional chapters. Based on the current number of NADE members, NADE is not keeping pace with the cost of needed member services.

There will be increased membership in chapter associations due to diminished travel funds and need to focus on meeting state-specific education needs. Chapter associations may become significant resources for serving part-time instructors or those full-time faculty who only teach one or two developmental education courses. Increased chapter membership may result in higher national membership. However, since many of these new chapter members may be unable to attend the national conference, NADE will need to serve them through print materials, video tapes, emerging technology and other delivery systems.

#### ***Step Four, How Do We Get There?***

Action steps with deadlines are essential to achieve the strategic plan and see the vision statement become a reality. These activities are based on fulfilling NADE's purpose statement, ***"The purpose of the National Association for Developmental Education is to increase the academic success of students."*** We list the complete list of activities within the strategic plan available through the NADE homepage (<http://www.umkc.edu/cad/nade/>).

Following are some strategic activities that have already been accomplished: (1) Feature national conference concurrent sessions concerning the "best practice" models for the delivery of services; (2) Disseminate high quality information through a variety of media (e.g., print, video, emerging technology); (3) Provide more financial support for NADE chapters to strengthen their efforts to serve; (4) Beginning in 1998 offer a separate program strand for "professional development" at the national conference that could include cultural diversity and sensitivity, resume writing and interviewing, career development, writing for professional publications, academic guidance for doctoral students, and other appropriate topics.

Other strategic activities are in progress. The following is a small sample of the work being conducted by national leaders, committee members, and taskforce participants: (1) Work in partnership with the National Center for Developmental Education to develop a certification program for individual developmental educators that recognizes both formal and informal professional development activities; (2) Increase the number of grants and scholarships for professional development; (3) Occasionally conduct joint conferences at the chapter and national levels, coproduce publications, and engage in mutually beneficial projects with other like-minded

organizations; (4) Develop a certification program for developmental education departments using standards published by the Council for the Advancement for Standards that were revised by NADE and other like-minded associations and the NADE Self-Evaluation Guides; (5) Serve as an information resource for policy makers at the state and national levels (e.g., conduct research, give testimony, draft legislative language); (6) Provide a continuous training program for association members and leaders concerning political advocacy and create support materials (e.g., press kits, manuals, video tapes, workshops).

Some activities have not yet been started. However, they are in the written plan for the association for completion by the year 2003 or earlier: (1) Develop video and emerging technology-based delivery systems to provide training for adjunct faculty, full-time English or mathematics instructors who teach developmental courses on an occasional or part-time basis, and other association members who are unable to travel in-person to conferences or workshops; (2) Develop a mentor/mentee network to increase professional development opportunities for new members; (3) Offer regional conferences of one or more day duration on focused training topics (e.g., grant writing, tutor training, research skills, program evaluation, computer technology); (3) Begin conducting public awareness campaigns that include radio public service announcements, press kits, press releases, and success stories of developmental students; (4) Annually feature conference presentations on teaching and learning effectiveness that are of general interest to both developmental education faculty and subject specific faculty; and (5) Encourage members to become involved in local secondary education to help improve the successful transition of students to postsecondary education.

## **Summary**

There is a major paradigm shift occurring in higher education. After a long period of focusing on teaching, there is a healthy shift to focusing on learning. While the instructional paradigm often focuses on increasing the quantity of information, the learning paradigm focuses on the efficiency and effectiveness of the learning process regarding what does the students know and what can they do with the new information (Barr & Tagg, 1995; Boggs, 1998). Many classroom professors are searching for effective ways to change from a transmission mode of instruction to a focus on improving the learning and mastery of content material by students. This represents a change from being teacher-centered to learning-centered. Another trend influencing higher education is a change in the focus of student academic support and enrichment. In the past some institutions focused their attention by serving only students at the far extremes, developmental students and honors students. I think that the new trend will be to serve all students at the institution regarding academic excellence and persistence toward achievement of their academic degrees.

Leaders in higher education believe that most faculty members want to improve the learning environment (Massy, 1995; Miller, 1997). They have tremendous content knowledge. However, we as learning assistance professionals possess some knowledge and skill that would be helpful to faculty members as they seek to improve the effectiveness and efficiency of the learning process. There are no better experts in the learning process than those who are in our profession. Many developmental educators possess knowledge and skills in one or more of the following areas: peer collaborative learning, informal classroom assessment techniques, new paradigms of student learning pedagogy, instructional technology, affective domain needs of students, curriculum

development, peer reviews of teaching activities, professional development activities, adapting instruction for diverse learning styles, and other areas.

At my institution we often consult with faculty members on improving instructional delivery, integrate emerging technology with instructional delivery systems, conduct new faculty member orientation and instructional training programs, and host faculty development programs. We have been invited by faculty members and academic departments because of the reputation we have with supporting academic development of students at all levels within the institution. Functionally we have become a teaching and learning center. This provides an excellent way to integrate ourselves more deeply into the academic community. We are all partners in the learning process.

We need to learn to reinvent ourselves as resources for the entire campus -- students and faculty alike -- in renewing the learning environment. Our institutions need for our centers and departments to expand our services to include academic enrichment for all students. Whatever the name for the center or department, becoming a more comprehensive learning center in service is the bright future for our profession.

***“By 2003, NADE will be a nationally recognized association of professionals with expertise to help students academically succeed throughout the entire educational experience from high school through college and graduate/professional school.”*** This vision statement provides a common vision and goal for the association to move toward. Developmental educators increasingly are called to serve additional roles in our communities with current and new stakeholders. Some of these new responsibility areas include: academic enrichment for all students; high school bridge programs; faculty development; support for distance learner programs; and Internet-based services for on-campus and distance learners. This vision statement identifies a broader context of service for NADE members. These individual members have enormous talents and resources that society desperately needs. The challenge for NADE is to help equip its members to meet current and future challenges.

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