



IOSS Reader's Corner

Iowa Organization for Student Success Newsletter, April 2023

President's Letter



Happy spring! As usual, winter seemed long and constantly cold, but finally it seems the warm weather is here to stay (fingers crossed!). I hope each of you has had a positive and successful spring semester. I want to thank you for being a member of IOSS this year – we would not be a state

board without your support. I also want to thank our IOSS executive board members for their dedication to this committee; I appreciate the extra time that is spent each month assisting with tasks and planning the fall conference.

In early March, several of our IOSS members attended the National Organization for Student Success (NOSS) conference in Nashville, TN. It was a wonderful chance to connect with others from around the United States who share a similar passion for helping students succeed. If you have never been to this conference, I would highly suggest checking it out at www.thenoss.org. This is by far the best conference I have been to, and each year I discover new ways to interact with, inspire, and educate my students. One of my favorite things about the NOSS conference is the variety of breakout session topics. As you will see in the recaps within this edition of Reader's Corner, the conference session topics vary greatly, but all follow the overall theme of student success.

This year I stepped out of my comfort zone and attended sessions regarding dual-credit students, English instruction resources, and strategies to ensure equity in the classroom. I found many

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opportunities that allowed me the chance to try new things and to expand on the things I “the knew. Be sure to read all the session recaps in this edition of the *Reader's Corner* and, hopefully you will learn some things as well!

As a friendly reminder, there is still time to order books for our 2022-2023 **America Reads** campaign. This year Demoney Elementary School in Estherville, IA was chosen as our recipient school. You can still purchase a book or two at this link: [ELC Demoney School - America Reads](#). Books will be mailed directly to the school – the address is: South 17th St, Estherville, IA 51334.

Also, please continue to inform students about the **IOSS Student Scholarship** opportunity. This is a \$750 scholarship that can be used for tuition and college expenses. The deadline for submission is June 1, 2023. A link for both forms can be found on our website or our Facebook page.

I also want to encourage you to submit a nomination for the **Outstanding Educator Award**. This

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great opportunity to show gratitude to a colleague who has positively impacted both the students they serve and the institution they work at. The deadline for this is June 1, 2023.

Finally, due to career advancements/out-of-state moves for two of our IOSS members over the past year, we are looking for 2-3 **new IOSS executive board members**. If you have any interest in joining, in any capacity, please reach out to me or another IOSS member. Being a member of the board allows you to learn more about the organization and gives you the chance to build connections and relationships with others around the state and the nation.

I hope you all have a wonderful summer break and get the opportunity to relax and refresh! Thank you again for being an IOSS member and for all you do to promote student success.

Molly Struve

IOSS President – 2022-2023

IOSS Student Scholarship

The Iowa Organization for Student Success (IOSS) Executive Board is accepting applications for a student who has excelled in developmental coursework. Please take time to share this scholarship opportunity with students at your school. Below is the link where students will find the information needed to apply for this \$750 scholarship. Applications are due by June 1, 2023.

NOSS 2023 Conference Highlights



Equity, Diversity, Inclusion, and Student Retention

Addressing equity and pursuing effective strategies for a broad range of students has always been a prominent part of NOSS, and after the turmoil of the pandemic and increased focus in public policy issues relating to diversity and varied student experiences were prominent topics at this year's conference. The keynote speaker, Dr. Kyle F. ... Vice President of Student Affairs at Utah Valley State, reminded attendees of the valuable impact of a diverse and engaged educational environment.

<https://forms.gle/hKrprknPxz248Fh9A>

highlighting his own experiences and his educational journey. Recognizing the increased challenges in the current educational environment, many sessions this year reflected the efforts of instructors to navigate the current challenges

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diverse student population in an environment of disruptive changes both outside and within institutions.

NOSS Networks continue to guide the membership with awareness of current issues, such as supporting neurodiverse students. A presentation from NOSS Equity Network members highlighted the importance of recognizing the needs and skills of neurodiverse students, such as students on the autism spectrum. Several institutions have begun creating programs specifically for these students in order to provide academic support and social networks. This session served to remind members of the value of NOSS Networks, which allow practitioners from around the country to support each other, collaborate, and share ideas involving shared concerns in our institutions.

Several sessions recognized the difficulties for students working through emotional, mental, and cognitive challenges, particularly after the disruption and isolation of the pandemic. One writing instructor with the SUNY system included individual strategies for students to deal with trauma and emotional difficulty. Along with journaling, the instructor integrated and modeled mindfulness and stress-reduction techniques into the course, so students may have tools for both writing experiences and life tasks as well. Another writing instructor, recognizing the varied media students engage, introduced the option to create a video essay, which allowed students to integrate the expected skills for composition with the creative technological social tools familiar to many students. Students not only needed to research and construct an argument, but they also had the opportunity to creatively present their arguments using a variety of technologies.

Network chair and previous IOSS keynote speaker presented further evidence that development education courses continue to serve an effect for students, contrary to common public discourse. A session with a researcher from MDRC, an educational research foundation, complemented research by recognizing the effectiveness of structured, supported programs, such as the program at City University of New York, which features intrusive advising, guided engagement, academic support, and developmental work as needed.

While innovative technology remains a consistent presence at the NOSS conference, this year's presenters and vendors included an increase on extended connections through college-wide technology to improve retention. Technology-based advising and communication options allow colleges to connect with students through enrollment, initiate connections, and improve opportunities for academic support, and improve opportunities to expand holistic guidance. One college, Ocean County College in New Jersey, utilized their institution's chatbot and advising software to increase student engagement. The chatbot was able to directly communicate with students, conduct surveys and prompting students for information, and answer questions, which helped guide students to success and maintain awareness of important tasks. Another college has found the process improved retention and enrollment.

With all of the difficulties colleges are confronting with postpandemic uncertainty, public pressure, and continued reform challenges, NOSS provides a means to share information, exchange solutions, and build effective educational networks. This year's conference exhibited how maintaining connections

Along with the valued increase in awareness and presentation of strategies, the conference provided useful research related to supporting and retaining students. Alex Goudas, the NOSS Research

among educators may provide the support and insights needed to continue helping students during challenging times.

Dan Nelson, DMACC

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Leadership Summit First Generation Students & Leadership – Melissa Carpenter, Mesa Community College

The first day of the National Organization for Student Success (NOSS) conference offered an optional Leadership Summit for all attendees. Breakout sessions during the summit included topics related to leadership attributes, leadership vs. management, first-generation students and leadership, unpacking policies as a leader, and many more. Several NOSS attendees currently serve as a team or a department leader; however, as we all know, ANYONE can be a leader, no matter their capacity at an institution.

One session I attended during the Leadership Summit was titled, “First Generation Students & Leadership” and was presented by Melissa Carpenter, who serves as the Foundations for Student Success Director at Mesa Community College in Arizona. First-generation students are typically categorized as individuals whose parent(s) have not completed a bachelor's degree. Although many students can feel confused, overwhelmed, and stressed during college, first-generation students are especially prone to experiencing what is known as *imposter syndrome*. In the academic world, imposter syndrome is characterized by feelings of anxiety, and often, depression, about experiencing academic failure, despite being a high-performing student in the past. Students may feel like a “fraud” and that they are not actually as smart or as competent as others may think. Those suffering from imposter syndrome often seek validation that confirms or supports these negative beliefs, which can impact

As instructors and advisors, what can we do for our students who may be struggling with imposter syndrome? To start, it's important to continue to remind students that one poor test grade or one missing assignment does not mean they will fail class. I like to remind my students and advisors that all people have occasions where they underperform, forget something, or just have an off day, even adults! It's important to teach positive coping strategies that allow a student to move onward and up. They should be reminded to not use this singular experience to validate the feelings they may have about being a “fraud” or an “imposter.” Micro affirmations can be incredibly useful as well, especially when they are sincere. This can include small, subtle gestures or spoken compliments that could relate to performance in class, motivation, organization, work ethic, etc. When affirmations are intentional and regular, students will come to realize they do deserve to be in college and they can succeed; therefore, minimizing imposter syndrome.

Finally, as with many facets of life, relationship building is key to decreasing feelings of anxiety and imposter syndrome for students. If you are an instructor, advisor, or tutor, spend some time explaining the various academic and student services the college offers to students. If you are an instructor, offer extra credit points for students who visit or use any of the services. Although this may not be part of your curriculum, it can be a quick opportunity to show students you care about their entire college experience, not just how they perform in your

Finally, as a leader, one of the best ways to combat imposter syndrome for students is to evaluate and support various processes that are in place for incoming students. Oftentimes our admission and registration

success and progress toward their academic goal. This could be as simple as doing poorly on an exam or forgetting to complete an assignment.

processes are confusing and can be difficult to navigate. The following are some questions to ask about at your own institution:

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- Are the processes and policies at your institution equitable across all cultures and groups?
- Is it harder for first-generation students to “jump” through all these hoops, considering their own parents have not been through this experience before?
- What support could be provided to help first-generation students successfully transition to college?

Any roadblocks students face can quickly be interpreted as validation of the feelings of anxiety or fraud they may already hold about being in college. As leaders, it should be our mission to decrease this as much as possible.

References:

Slides provided by presenter, Melissa Carpenter. Weird, Kirsten (2013). *Feel like a fraud?* American Psychological Association. <https://www.apa.org/gradpsych/2013/11/fraud>

Molly Struve, ILCC

Using Open Educational Resources to Meet the Needs of Diverse Learners

Lately, my creative energy has been invested in trying to find an open educational resource (OER) for each of four different master course shells that I maintain for Western Iowa Tech Community College, and my attendance of the 47th Annual NOSS Conference at Nashville, TN provided me multiple opportunities to explore OERs. One session in particular on the first day of the full conference proved useful for me: Using Open

The presenters demonstrated an impressive, large collection of OER course materials, curated by educators at Amarillo College while digitally managed by the Amarillo College library staff. Students in courses with OER can also find direct links to materials specific to their courses at the [library site](https://www.actx.edu/library/class-guide) (hyperlinked -- URL included here as well: <https://www.actx.edu/library/class-guide>). Some of the materials can only be accessed via a valid student login for Amarillo College, but they can be reviewed overall for their potential usefulness for other institutions or educators.

I think the future of OER is, at least in part, in what Amarillo College is doing. Eventually, colleges and universities are serious about shifting toward OER for courses, individual institutions perhaps networks of institutions will probably have both a course resource page for OER and a repository for OER. The presenters also demonstrated the use of hyperdocs for OER that exist at multiple locations online. I do something very similar with one of the master shells that I maintain; however, during this presentation, I realized that I had not really managed to utilize these resources to their full potential.

Through hyperdocs, materials from disparate sources can be linked at a central location, the hyperdoc, while the hyperdoc can also include a lesson in its body overall. Most online textbooks do something like this already. Wikipedia has been doing this for years. Almost all online media do the same thing. I have even shifted away from expecting APA or MLA or any other traditional citation style in my courses for students who use digital documents. I am fine with students inserting hyperlinks in-text to their sources with a

Educational Resources to Meet the Needs of Diverse Learners, presented by Judy Carter and Pam Ortega from Amarillo College.

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hyperdocs as demonstrated in this session. While not actually a hyperdoc per their presentation, I can use Canvas (or any learning management system) pages in course shells to accomplish the same user-friendly organization of OER in lessons, especially when pulled from multiple sources across the internet.

Now, my summary of the session here is intended to emphasize the usefulness of these professional conferences, like the IOSS conference as well in the fall, because I benefited from the session thanks to the presenters, but I also benefited from a conversation with another educator at the session. Ulises Poyser teaches mathematics at Quinsigamond Community College, and we were the only two math folks at the session. So we struck up a conversation about OER specific to mathematics, which led to another development for me with something called [myOpenMath](#). Attending this session could now lead to my presenting on [myOpenMath](#) at the fall IOSS conference. I almost always leave a NOSS conference or IOSS conference with something significant to add to my knowledge, skills, and/or practices.

Mike Cagley, WITCC



bibliography, under whatever heading a student wants to use (e.g., Works Cited, References, Bibliography, etc.), that includes all of the sources as well. Therefore, it was a bit embarrassing to have overlooked the use of hyperlinks in

NOSS Research Update

Attendees of our IOSS virtual conference in March will remember the keynote presentation by Alexandros Goudas, "How False Narratives, Data, Are Driving Reforms, and How to Use Narratives to Increase Student Success." As NOSS Research Network Chair, Dr. Goudas research update to members on March 29, 2023. Below is his letter, shared with his permission.

Hello NOSS Members!

I hope you are doing well and enjoying some spring weather. I am reaching out because, as you know, NOSS just had its annual conference in Nashville, and there are quite a few new members. Welcome! And welcome back to all prior members who have continued to be a part of this important organization.

As the NOSS Research Network Chair, I send research updates every few months that focus on a current research topic in higher education. Today, I would like to highlight what is probably the most effective reform in the history of community colleges. The original City University of New York (CUNY) Accelerated Study in Associate Programs (ASAP) model in NYC were comprised of 90% students of color.

I am referring to the City University of New York Accelerated Study in Associate Programs (CUNY ASAP). It is a comprehensive intervention that was implemented and studied as a randomized controlled trial. It costs about two to five thousand dollars per student per year over and above existing funding.



(e.g., Pell Grant monies), but the return on investment has been calculated as nearly 10: meaning for every dollar spent on the program students and taxpayers get 10 dollars back in benefits.

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I have written an overview of CUNY ASAP here: <http://communitycollegedata.com/articles/how-to-double-graduation-rates-asap/>. At the bottom of that article, you can find several resources to read more about the models, research, and results. The program has been replicated in Ohio with equally impressive results, and the cost of that model is just under two thousand dollars per student per year. It is now being expanded to other states and institutions.

The bottom line is that *comprehensive supports*, including embedded developmental education (taken first with supports) for those who need it, can result in the doubling of graduation rates for at-risk students at public 2-year colleges. We can also start to apply the principles of CUNY ASAP by recognizing what we do well (all the current effective interventions you are using at your institutions) and combining those efforts into a more connected support system for all students. I have written about one way to do this here: <http://communitycollegedata.com/articles/applying-spectrum-thinking-to-community-college-reforms/>.

However, to take it to the next level, we would need to invest more targeted monies, staffing, and time. Until we have more funding, at the very least, CUNY ASAP gives us a model from which to work to guide us in these efforts.

Please feel free to reach out with comments or questions and take care!

-- Alexandros M. Goudas, PhD
Associate Professor of English
Delta College. Michigan

America Reads 2022-2023



IOSS is pleased to continue our participation in the America Reads program 2023! We have chosen Demoney Elementary in Estherville as the recipient of our organization's donation through the summer of 2023. IOSS members can donate children's books as checked out by teachers and librarians

Demoney from this Amazon Wishlist:

https://www.amazon.com/hz/wishlist/ls/2BCWHWLI?ref=wl_share

IMPORTANT: When checking out, on the *a Shipping Address* page, make sure to have books sent to the school address:
Demoney Elementary School
Attn: Connie Humble
109 S. 17th Street
Estherville, IA 51334

Outstanding Service to Student Award

We are excited to have the opportunity to celebrate and recognize an educator who demonstrates outstanding service and impacts student success.

NOSS Research Network Chair
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We encourage each of our members to review criteria on the form available on the [Member Resources](#) page of the IOSS website at and nominate a deserving faculty member, staff member, or administrator for this honor. You will find th

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process and award details, as well as the online application, on the [nomination form](#) at

<https://forms.gle/GaJmZAUa6JZZxPrPA>

Submit nominations by June 1, 2023.

Please note that nominees do not have to be current members of IOSS to be eligible for the award.

**Check the IOSS website
at www.dmac.edu/ioss**

**for updates on the
fall 2023 conference.**

**Reconnect with colleagues
from around the state.**

**Share your triumphs, projects, and
concerns in a breakout session or
roundtable.**



**For NOSS 2024 conference details
<https://thenoss.org/page-1827/>**

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Join the IOSS Conversation

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

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

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Check the IOSS website for 2021 conference updates; student scholarship information; Ex Board contact information; and member resc including IOSS meeting minutes and materia conference presentations.

www.dmacc.edu/ioiss

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