

[Subscribe](#)[Past Issues](#)[Translate ▼](#)

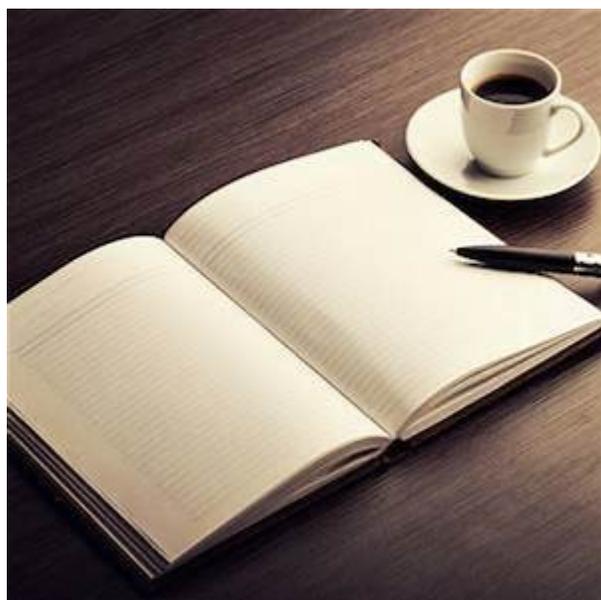
You are receiving this email because you are a member of NOSS or have expressed interest in NOSS.

[View this email in your browser](#)



NEWSLETTER
MARCH 2021

Volume 43, Issue 3
thenoss.org



A Letter from the President March 2021

*NOSS exists to assist education professionals
in making a positive difference in the lives of students.*

Dear NOSS Members,

As I think about our students, I am focused on student retention and persistence. Persistence can be defined or referred to as the act of students working towards an educational goal by continuing to enroll in subsequent terms. Retention rate can be defined loosely as an institutional way of measuring the number of students staying in school to complete their degree. William Spady, Alexander Astin, and Vincent Tinto's work on student retention have been critical for institutions to understand the complex

[Subscribe](#)[Past Issues](#)[Translate ▼](#)

with institutional goals, their sense of belonging to the institution, and the significance of relationships built with faculty, staff, and peers in increasing persistence.

Thus, as faculty and staff, we have a critical role in helping students persist to their degree and improve the institution's retention rates. I posit that to understand why students leave, we must understand our impact and influence on them. We must acknowledge and recognize our ability to impact a student's educational journey. I fear that sometimes, we get so busy teaching our courses and running our programs that we forget to pause and reflect on the impact we have on our students. We have the opportunity and privilege to purposefully build engagement opportunities for students, create programs, develop initiatives, adjust content and pedagogy, and support students academically. By doing so, we can impact student persistence. Today, I celebrate you and your dedication to students.

Denise Lujan,
President, NOSS



Registration for the 45th Annual NOSS Conference is open and the conference at-a-glance schedule is posted. Visit the [home page of NOSS](#) for details.



Special Thanks to Lumen Learning,
the premier sponsor of the NOSS 2021 conference.



Congratulations!!!!

Mary Monroe-Ellis who was elected Vice President of NOSS.

[Subscribe](#)[Past Issues](#)[Translate ▼](#)

Dr. John Craig who has been appointed NOSS Treasurer.



PROGRAMS OF PROMISE

Do you work with a promising program at your institution? NOSS seeks to recognize programs that are using effective and/or promising practices that promote student success and development. Click below to submit an application for this award.

[Programs of Promise Application](#)



WE'RE LOOKING FOR A

WRITING NETWORK CHAIR!

Are you a current member of NOSS with a specialty in teaching developmental writing and/or freshman composition? Are you looking for a way to get more involved with the organization and for a leadership opportunity?

**Email Meredith Sides at msides@thenoss.org
to express your interest and find out more info**

NOSS Network Choices

**YOUR NOSS MEMBERSHIP INCLUDES
NETWORK CHOICES!**

**UPDATE YOUR NOSS PROFILE AND SELECT
ALL THE NETWORKS YOU'D LIKE TO BE A
PART OF, INCLUDING OUR NEW RETENTION
NETWORK.**

**DON'T MISS OUT ON THIS GREAT
FEATURE OF MEMBERSHIP!**

NOSS 2020 Chapter News

GOSS Conference Update

On February 12, the Georgia Organization for Student Success held its annual conference virtually with generous support from the University System of Georgia. The conference, Pan(Aca)demic: Student Success Amid Chaos, had nearly 400 registrants from private colleges, University System of Georgia schools, and from the Technical College System of Georgia. It featured plenary speaker Dr. Nikki Edgecombe in addition to four concurrent sessions of papers on a variety of topics that included co-requisite support for statistics, online math success, equitable and inclusive English learning support, and student engagement through service learning. Jonathan Watts Hull, Director for Student Success in the Office of Academic Affairs and Policy, along with Barbara Brown, Assistant Vice Chancellor for Transitional and General Education, sponsored Dr. Edgecombe's address, and built and supported the virtual infrastructure that made the conference a success.

Subscribe

Past Issues

Translate ▼

Executive Board and Conference Planning Committee were delighted to have so many student success colleagues, both familiar and new, join our virtual conference from across the state. So many people were willing to set aside this day to spend together, sharing the successes and challenges of the previous year and looking with hope to the coming months. For me, the overwhelming success of our conference reinforces just how much we value, and are energized by, one another. It's a comfort, after a long, hard year, to be reminded that we are in this work together no matter what."

Subscribe

Past Issues

Translate ▼



PRESENTS:

INNOVATIONS: KEEPING OUR STUDENTS CLOSE FROM A DISTANCE

FRIDAY APRIL 23RD 2021
10 AM EST
Virtual Conference



Keynote Speaker

Dr. Emily Suh is an assistant professor in the Graduate Programs of Developmental Education at Texas State University. Emily teaches Developmental Reading as well as doctoral courses in Developmental Education. She has published in journals such as the International Journal of Multilingualism, the Basic Writing eJournal and Teaching English in the Two-year College.

The COVID-19 era of teaching and learning forces educators to reimagine not only the delivery of content and student assessment, but how they work to ensure that students remain engaged in meaningful educational opportunities. The NOSSMD 2021 Conference highlights the accomplishments and innovations of talented faculty and staff that aim to engage students through the age of remote learning. The keynote speaker, Dr. Emily Suh, will share experiences serving as a national advocate for equity and access across multiple modalities.

The NOSSMD Spring Conference is sponsored by:

WILEY

Pricing:
NOSSMD Members- FREE
Non-Members- \$35

Register TODAY at
www.thenossmd.org/Spring2021Conference

Registration Deadline:
April 22nd

Interested in presenting?
Submit your proposal
[HERE](#)

Proposal Deadline:
March 28th

Follow us on Twitter
[@NossMaryland](#)

[Subscribe](#)[Past Issues](#)[Translate ▼](#)

CONSIDER PUBLISHING IN PRACTITIONER TO PRACTITIONER!

Do you have a best practice you'd like to share, but don't have the time to write a formal research paper?

Please consider sharing your idea and have it published in NOSS' Practitioner to Practitioner. NOSS encourages any practice that promotes student success! Guidelines can be found at thenoss.org, and then click onto library, Practitioner to Practitioner.

The goal of P-to-P is for practitioners to share and promote exciting programs, services, professional development opportunities, workshops, placement changes, courses, advising practices, student organizations, or summer programs – just some examples that have shown success.
Share. Together we can.

Submit your article to: practitioner@thenoss.org

Share and get published!

Check out the latest issue of the *Journal of Developmental Education* posted on the NOSS website under Members Only!

"You must log into your NOSS account to access"

Subscribe

Past Issues

Translate ▼



FREE WEBINARS

The presentation material and links to recording of webinars offered this summer can be found on the NOSS website Library > Resources or by [clicking here.](#)

[Subscribe](#)[Past Issues](#)[Translate ▼](#)

March 17th at 3:00 pm Eastern time-- "[Improving Student Collaboration, Engagement, Motivation, and Learning](#)" with presenter Dr. Paul Nolting.
[Registration link](#)

Want some great resources related to multiple measures?

Click below to access the resource list the Research Network has compiled!

[Resource List](#)

CALL FOR MANUSCRIPTS JARIHE 2021

[The Journal of Access, Retention, and Inclusion in Higher Education](#)

Mission:

The Journal of Access, Retention, and Inclusion in Higher Education supports research in the areas of developmental education, access, retention, inclusion, and student success in higher education. Contributors provide scholarly research, practical insight, and accounts of best practices to support students from traditionally underrepresented, first-generation, and other marginalized communities. Readership includes faculty, program managers, legislators, and college/university senior leadership.

Editorial Statement:

The Journal of Access, Retention, and Inclusion in Higher Education (JARIHE) is a peer-reviewed scholarly publication, which utilizes a double-blind peer review process.

[Subscribe](#)[Past Issues](#)[Translate ▼](#)

especially during this time of the COVID-19 pandemic. Manuscripts can be ethnographic and tell stories of ways in which students have been supported during the global pandemic. Additionally, qualitative and quantitative reports are welcome. As always, we also welcome manuscripts which share best and promising practices as it pertains to student success programs and initiatives. This applies to all students and not only those in developmental programs. This does not exclude scholarly research, practical insights, or best practices focused on developmental education programs. In short, manuscripts focused on developmental and non-developmental programs in two-year and four-year institutions are welcome. Please note: submissions by graduate students are also encouraged. Graduate students who are co-authoring with a faculty member are encouraged as well.

As such, we welcome work from scholars and administrators who are familiar with two-year or four-year colleges/universities who have engaged with or conducted research that examines student success from the following perspectives:

- College retention, persistence, and graduation rates
- Honors and content specific student success initiatives (STEM, Business, etc.)
- Developmental courses
- Developmental course placement strategies
- Issues of access and inclusion in higher education
- Challenges and triumphs related to URM, first generation and other marginalized communities
- Student success and student athletes
- High-impact practices (study abroad, summer programs, etc.)
- Programmatic developmental education strategies
- Pedagogical strategies in developmental education
- Financial support
- Other topics related to student success

Manuscript Submission Guidelines:

We welcome manuscripts with a maximum of 4000 words (excluding tables, figures and works cited). The *Publication Manual of the American Psychological Association* (APA), Seventh Edition, should be followed for reference style and all other rules of organization, punctuation, and editorial style. **Manuscripts which exceed the maximum word requirement will not be considered.**

Submissions will be accepted through April 1, 2021. Response from the editor regarding a decision will be prior to June 30, 2021. If revisions are necessary, a final

Ed.D. Editor, at jcraig@wcupa.edu

Abstract

All manuscripts **must** have an abstract with a maximum of 150 words.

Information Required:

- Abstract with a maximum of 150 words should be included in the first page of your manuscript.
- Blind manuscript including the abstract must be prepared as a Microsoft Word document
- Separate title page including the title of the article, the name(s) and contact information of the author(s), and institutional affiliation(s).
- *Optional but strongly encouraged: Cover letter to the editor*
- Author(s) of manuscripts accepted for publication will be required to submit a biography with a maximum of 50 words.
- Statement of Acknowledgement that this manuscript has not been submitted, accepted or published previously and is not under review elsewhere.

ISSN 2691-5561 (Print)

ISSN 2691-5596 (Online)



[Subscribe](#)

[Past Issues](#)

[Translate](#) ▼

the NOSS website. Check out a variety of articles under the Library tab of the website, and more specifically at the section called [Resources](#).



2021 NOSS Conference
VIRTUAL

Webinars

March 17th at 3:00 pm Eastern time-- "[Improving Student Collaboration, Engagement, Motivation, and Learning](#)" with presenter Dr. Paul Nolting.

Copyright © 2021 NOSS, All rights reserved.

You are receiving this email because you are a member of NOSS or interested in NOSS

Our mailing address is:

P.O. Box 963, Northport, AL 35476

[unsubscribe from this list](#) [update subscription preferences](#)

[Subscribe](#)

[Past Issues](#)

[Translate ▼](#)