

**STATE BOARD OF COMMUNITY COLLEGES
Reinforced Instruction for Student Excellence (RISE)**

Information: The following conceptual model for developmental education is being proposed.

Background: Developmental Education in NC has made significant gains since 2010 however there is still much room for improvement. The number of students successfully completing a gateway level math and English course within two years of enrollment is unsatisfactory. The conceptual model being proposed utilizes best practices from a national scan of developmental education reform to increase success rates in gateway level math and English courses.

Approval of the model will allow our colleges to begin piloting this work.

Contact(s):

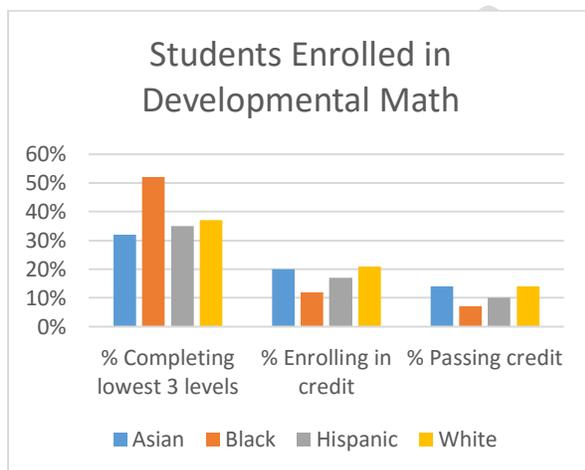
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Reinforced Instruction for Student Excellence (RISE)

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Rise is a conceptual model for increasing enrollment and success in appropriate gateway level math and English courses as fundamental components of a student's structured educational experience.

Although many of our recent initiatives and strategies have assisted students in attaining their goals we have found the students that need our help the most, the most academically underprepared, the most underserved and at-risk, were not showing as much improvement. As indicated in the chart below, of all students beginning in developmental math, only 7% of African Americans, 14% of Hispanics, and 21% of Asians and Caucasians successfully complete a gateway level math within two years.



The percentage of students passing a gateway level math and/or English course within two years of enrollment is equally alarming. Data from 2016 shows the percentage of first-time Associate Degree seeking and transfer pathway students passing a credit bearing math or English course with a C or better within two years of their first term of enrollment is 29.8% and 52% respectively. (State performance measures).

North Carolinas' Customized Corequisite Remediation

A national scan of evidence based best practices aimed specifically for the target groups mentioned above, led us to the following model, which we are very excited about and for which we see great potential. The model is designed to increase success rates in gateway math and English and align corequisite classes to career pathways. We are fortunate to have Basic Skills at our colleges and the model fully utilizes this capability. Corequisite remediation is doubling and

tripling gateway college course success rates in half the time or better.

<http://completecollege.org/SpanningTheDivide>

As you are aware there are several variations of corequisite remediation. NC already provides, or makes readily accessible, Supplemental Instruction, tutoring, 1-credit supplemental labs, etc. however none of these show as much promise as our model as described here:

The NCCCS plan is to modify the Multiple Measures policy to create **three** high school grade point average (GPA) ranges of entry. Our objective is to place more underprepared, at risk, low income, minority, first generation students as well as returning, adult students into, and successfully through, curriculum/gateway classes.

- **One** -The upper GPA range, unweighted high school GPA 2.8+, will place students directly into credit-bearing courses increasing the number of students enrolling in gateway math and English.
- **Two** - The middle GPA range, 2.2-2.799, will place students into credit-bearing math and English courses along with a corequisite class. The corequisite class will meet the same number of contact hours as the credit-bearing course, immediately before or after the credit-bearing course. Best practices indicate either the same instructor teaches both the credit-bearing and corequisite classes or a Developmental Ed instructor teaches the corequisite class.
- **Three** - The lowest GPA range, below 2.2, will place the most academically underprepared students into high-touch/no cost courses utilizing our system's basic skills (to be called The Transition Center) academic program. The Transition Center will provide a contextual curriculum, wraparound services to further expand career connections. Programs of this nature are successfully being implemented at several of the NC community colleges, and we plan to expand upon this proven work. Students in the Transition Center will meet 4 days/week, 8 hours/day without the student having to expend financial aid dollars. The Transition Center model via basic skills is beginning to close the socio-economic and minority gap, with minorities having the greatest success.
 - 85% of students in the Transition Center are successful
 - 89% of these same students are still enrolled
 - 92% have enrolled in a gateway course
 - 80% of these students have been successful

The charts below show national data that helped influence NC's decision to move in this direction. They represent students successfully completing their gateway math and gateway English within two years of enrollment. The data for prerequisite remediation versus corequisite remediation cannot be ignored.

CO-REQ COMPLETION STATS:

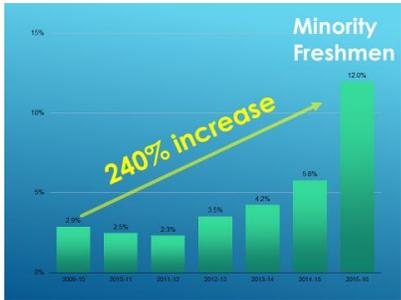
	Prereq	Coreq
GA	20%	63%
TN	12%	61%
WV	14%	62%
IN	29%	64%

MATH

CO-REQ COMPLETION STATS:

	Prereq	Coreq
GA	16%	71%
TN	31%	64%
WV	37%	68%
IN	37%	55%

ENGLISH



Gateway Momentum - Students successfully completing gateway math and English during their first year in the corequisite model of remediation

Program Momentum - Minority freshman earning 9 credits in their program of study in the first year in the corequisite model of remediation

Framework of North Carolina's Corequisite Model

CO-REQUISITE REMEDIATION: NC
High school grads within 10 years

Advising, career exploration, selecting a program of study

HS GPA 2.8+	HS GPA 2.2 - 2.799	HS GPA < 2.2
Gateway math or English without a co-requisite	Gateway math* or English with a co-requisite	Transition Center 8-16 weeks* 4 days/week, 2 hrs./day

CO-REQUISITE REMEDIATION: NC
TRANSITION CENTER

Wraparound Services

UNIT 6 MASTERY	UNIT 15 MASTERY	UNIT 19 MASTERY
Math Measurement & Literacy, Statistics or Quantitative Literacy w/ a co-requisite	Math Measurement & Literacy, Statistics or Quantitative Literacy w/o a co-requisite	Pre-Calc/Algebra without a co-requisite

The Essential Components Required for Implementation

- Faculty will develop the math and English corequisite courses, so that each course aligns with the relevant credit-bearing gateway course. These courses will replace the existing broad-based developmental education courses.
- Learning from our past innovations and based on our qualitative research, we clearly understand the message that we have not been effective in establishing and maintaining over time the clear communication and professional development needed to drive documented successes to scale. We will design and provide professional development opportunities across the system to engage all stakeholders. An integral part of our model is to utilize the coaching model used by AtD and the AACC Pathways work, a train-the-trainer model. Given we are 58 strong, community college staff from various colleges, are geographically close to one another. This will allow for the ability to deliver professional development fairly easily, ensuring sustainability.
- We know from our past work that technology changes will be required.
- State policy will need to be amended to accommodate the newly created high school GPA placement ranges.

While our focus is to target low-income, minority, and returning students, RISE will allow and empower all students to learn, progress, complete, and earn family-sustaining wages.