Scaling Student Success Across North Carolina Community Colleges

Thanks for joining us! We will begin promptly at 2:00 p.m. ET.

- Use the “questions” area to submit questions as they arise.
- This webinar will be archived at NROCNnetwork.org.
  and you will receive a follow-up email with a link to the recording and slides.
- Contribute to the Twitter conversation at #NROCpd.

Facilitated by

SUSAN BARBITTA
NC Community College System

BRIGETTE MYERS
Stanly Community College

THE NROC PROJECT
NROC collaborates with educators to imagine, develop, test, & refine technologies that improve student success.
WHAT WE OFFER

NROC COURSES

NROC MATH
- Algebra 1
- Developmental Math

NROC ENGLISH
- Developmental English

WEB-BASED TOOLS

EdReady
a readiness system (to personalize a learner’s study path)

Hippo Campus
a curated repository of learning objects

NROC courses can be installed in a Learning Management System (LMS)

or can be accessed through our web-based tools
**WEB-BASED TOOLS**

Open and Designed for Institutional Customization

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**What do you want your students to be ready for?**

- **Goals**
  Create goals that are meaningful to your students.

- **Scope**
  You can tailor study paths and embedded diagnostics to support programmatic needs within a customized scope of expectations.

- **Data Access**
  Access data for planning and evaluation.

- **Readiness**
  Customize messaging to let students know what is next.

- **Resources**
  Select and prioritize content interventions.

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EdReady

Created by NRDC
INSTALLED COURSES

Media-Rich, Learner-Centered, & Pedagogically Diverse

Adaptable within Local Learning Management Systems

COURSE: Algebra 1

COURSE: Developmental Math

COURSE: Developmental English

Blackboard
brightspace
canvas
moodle
North Carolina RISEs for Student Success

July 16, 2020

Susan Barbitta, Executive Director, NC Student Success Center
Brigette Myers, Mathematics Department Chair
North Carolina

- 58 community colleges
- Governed by a centralized system office
- 710,000 community college students
- 58,000 dual-enrolled students
Nationally - Student Progression Through the Developmental Math Sequence

63,650 Students
Referred to 3+ Levels of Developmental Math

74%
Began Taking Developmental Math

37%
Continued to Mid-Level Developmental Math

21%
Continued to High-Level Developmental Math

13%
Continued to Intro College-Level Math

11%
Passed Introductory College-Level Math (7,001 Students)

89%
Were Lost during the Sequence (56,649 Students)

26%
Did Not Enroll after Referral (16,549 Students)

Bailey, Jeong & Cho, 2010
Will pass an NCCCS gateway-level math course within two years of enrollment
## Nationwide Math Data

<table>
<thead>
<tr>
<th>State</th>
<th>Prereq Model – 2-yr Gateway Success</th>
<th>Coreq Model – 1-yr Gateway Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia</td>
<td>20%</td>
<td>63%</td>
</tr>
<tr>
<td>Tennessee</td>
<td>12%</td>
<td>61%</td>
</tr>
<tr>
<td>West Virginia</td>
<td>14%</td>
<td>62%</td>
</tr>
<tr>
<td>Indiana</td>
<td>29%</td>
<td>64%</td>
</tr>
</tbody>
</table>
RISE and NROC

RISE Placement Test (statewide)
- EdReady math & English (mandatory statewide)

Transition math course (1 semester)
- EdReady (mandatory statewide)

Transition English course (1 semester)
- NROC installed (mandatory statewide)

Corequisite Courses
- EdReady and/or NROC (college decision)
The RISE Model
RISE Statewide Core Team

Conceptual Model

Information Technology
Faculty
Student Services
Institutional Research

RISE Model
RISE Placement Criteria*

- Unweighted HS GPA
- ACT/SAT Scores
- GED/HiSET Scores
- Associate/Bachelor Degree
- AP/IB Scores
- Transfer Credit
RISE Primary Placement

High School GPA

- **GPA 2.8+**
  - Any gateway math or English **without** a corequisite

- **GPA 2.2-2.799**
  - Any gateway math or English **with** a corequisite

- **GPA Below 2.2**
  - One semester (or less) of a transitions course
# RISE Transition Courses
(English & Math)
One semester or less, GPA below 2.2

<table>
<thead>
<tr>
<th></th>
<th>Credit Hours</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Curriculum</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Gateway Course</td>
<td>Credit Hours</td>
<td>Contact Hours</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Freshman English I</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Technical math (AAS degree)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Algebra &amp; Trigonometry I (AAS)</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Statistical Methods I</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Precalculus Algebra</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
Professional Development & Communications

- Regional RISE Coordinators
- Google Drive
  - Weekly email (Listserv)/Monthly Webinars
  - Face-to-Face PD
- NROC (software) Specialists
  - Subject Matter Experts
- RISE Evaluation
  - Qualitative/Quantitative, Implementation Fidelity, Site Visits
Student, Faculty, & Student Services focus groups

RISE Core Team
(Includes IT)

RISE Coordinators
Google Drive
RISE 101 (11-module online course)
Weekly Listserv
Monthly Webinars
Face-to-Face PD

NROC Specialist

SMEs

Math (Cloud based)
English (LMS installed)
Math
English
Advising
Admissions/Registrar
Testing

RISE Evaluation

College calls
Site visits
Qual/Quant Analysis
Implementation Fidelity
Teaching & Learning in the Classroom
Statewide vs College Decision

**Statewide**
- Placement test
- Transition courses
- Placement criteria
- Coreq courses

**College Decision**
- Delivery modality
- Adult Ed vs Curriculum
- Gateway/coreq pairing
Implementation –
Statewide Adoption
on a Local Scale
COREQUISITE COURSE DESIGN
Stanly Community College
Math Corequisite Course Format

- Same modality (hybrid and online) & term length (16 and 12-week courses)
- Homogenous materials in all sections of same course
- Online corequisite courses offered along with online gateway math courses
  - Optional zoom meetings held weekly
  - Students have access to instructor via phone, email, text, and zoom
Math Corequisite Course Content

- Utilized backward design to develop mathematical course content
  - Consider the objectives for each chapter/unit in the gateway course and decide the pre-requisite skills needed to be successful for each objective
  - Create assessments for these pre-requisite skills
  - Create learning activities to help students to obtain the pre-requisite skills

- Included journal entries and discussion board posts emphasizing student study skills such as growth mindset, time management, and learning styles
Grading in Corequisite Courses

- Grade in corequisite course is separate from grade in gateway course
- Pass/Fail
- Grades determined from the following:
  - Journal Entries & Discussion Boards = 60%
  - Math Homework = 40%
Journal Entries

- Reflect on grade, quiz/test, study strategies, etc. from gateway course.
- Learning Styles
- Growth Mindset
- Time Management
Lessons Learned

- Communication between gateway and corequisite instructors is key!
- Corequisite and Gateway instructors copy each other when emailing “shared” students.
- Gateway instructor "drops-in" to the corequisite showing teamwork of the two instructors.
- Combined checklist of assignments for corequisite students that contains gateway and corequisite assignments in the order to be completed.
- Advising is important for these students. Don’t overload their course schedules.
NCCCS Data
Implementing RISE in the midst of declining and stagnant enrollments

**English 111 Enrollment**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>14-15</td>
<td>70500</td>
</tr>
<tr>
<td>15-16</td>
<td>69500</td>
</tr>
<tr>
<td>16-17</td>
<td>68500</td>
</tr>
<tr>
<td>17-18</td>
<td>66500</td>
</tr>
<tr>
<td>18-19</td>
<td>70500</td>
</tr>
</tbody>
</table>

**Math Enrollment (all gateway courses)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
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</thead>
<tbody>
<tr>
<td>14-15</td>
<td>65500</td>
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<tr>
<td>15-16</td>
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<tr>
<td>16-17</td>
<td>66500</td>
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<tr>
<td>17-18</td>
<td>67000</td>
</tr>
<tr>
<td>18-19</td>
<td>67500</td>
</tr>
</tbody>
</table>

**English 111 Enrollment**

- **14-15**: 70500
- **15-16**: 69500
- **16-17**: 68500
- **17-18**: 66500
- **18-19**: +793

**Math Enrollment (all gateway courses)**

- **14-15**: 65500
- **15-16**: 66000
- **16-17**: 66500
- **17-18**: 67000
- **18-19**: +899
English Gateway Course Success

Spring 2019 – Select RISE Colleges

- **Success**
- **Non-Success**

- **Enrolled Without Co-Req**: 63%
- **Enrolled With Co-Req**: 45%
- **Total Enrolled**: 60%

+13%
Math Gateway Courses Success

Spring 2019 – Select RISE Colleges

- Enrolled Without Co-Req: 68%
- Enrolled With Co-Req: 52%
- Total Enrolled: 67%

+10%
CVCC Data
English Gateway Course Success
Spring 2019 – Catawba Valley CC

- Enrolled Without Co-Req: 74%
- Enrolled With Co-Req: 59%
- Total Enrolled: 72%

Success: 74% Non-Success: 26%

Increase: +13%
Math Gateway Courses Success
Spring 2019 – Catawba Valley CC

- Success
- Non-Success

Enrolled Without Co-Req: 62%
Enrolled With Co-Req: 52%
Total Enrolled: 61%

+9%
English Gateway Course Success

Fall 2019 – Catawba Valley CC

- **Success**
- **Non-Success**

### Enrolled Without Co-Req
- 79%

### Enrolled With Co-Req
- 69%
- +9%

### Total Enrolled
- 77%
Math Gateway Courses Success

Fall 2019 – Catawba Valley CC

- **Success**: 70%
- **Non-Success**: 45%
- **Total Enrolled**: 68%

Enrolled Without Co-Req: 70%
Enrolled With Co-Req: 45%
Total Enrolled: 68%

+5%
Access and Equity
RISE Target Population Enrollment by Race/Ethnicity at all NCCCS Colleges

<table>
<thead>
<tr>
<th>ETHNIC_GROUP</th>
<th>2019/20</th>
<th>2020/21</th>
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<tbody>
<tr>
<td>Other/Unknown</td>
<td>5834</td>
<td>311215</td>
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<tr>
<td>Hispanic</td>
<td>6073</td>
<td>22324</td>
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<tr>
<td>Black</td>
<td>11290</td>
<td>34853</td>
</tr>
<tr>
<td>White</td>
<td>24547</td>
<td>302587</td>
</tr>
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</table>

The bar chart shows the enrollment distribution by race/ethnicity for RISE students and non-RISE students at all NCCCS colleges for the years 2019/20 and 2020/21.
RISE Target Population Enrollment by Pell Status at all NCCCS Colleges

<table>
<thead>
<tr>
<th></th>
<th>Pell Status</th>
<th>2013/14</th>
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</thead>
<tbody>
<tr>
<td>Rise Student</td>
<td>No Pell</td>
<td>26318</td>
</tr>
<tr>
<td></td>
<td>Pell</td>
<td>22478</td>
</tr>
<tr>
<td>Non-Rise Student</td>
<td>No Pell</td>
<td>120542</td>
</tr>
<tr>
<td></td>
<td>Pell</td>
<td>52447</td>
</tr>
</tbody>
</table>
Challenges & FAQs

- Coreq courses with few students enrolled
- 10-year HS GPA expiration dates
- Minimum 2.2 HS GPA for coreq admittance

- Large number of combined contact hours with coreq
- Passing the gateway but failing the coreq
- Grading in the coreq course
Contact Information

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Thank you for joining us!

You will receive a link to the recording and presentation assets, also available at NROC.org.