

Five Lessons Learned from a RISE Pilot

Gabby McCutchen
Durham Technical Community College
April 2020 NCOSS Spring Regional Meeting



Spring 2019 RISE Pilot Colleges



1. Brunswick
2. Central Carolina
3. Caldwell
4. Catawba Valley
5. Davidson
6. Durham Tech
7. Forsyth Tech
8. Guilford Tech
9. Lenoir
10. Robeson
11. Sandhills
12. Southwestern
13. Stanly
14. Western Piedmont

Slide Notes

- Durham Tech participated in the Spring 2019 pilot semester of RISE. We learned A LOT of lessons preparing to implementing RISE. Here are the top five that we learned the hard way.
- We appreciate your generosity in refraining from judgement with which you respond to our generosity in sharing our challenges and missteps. 😊

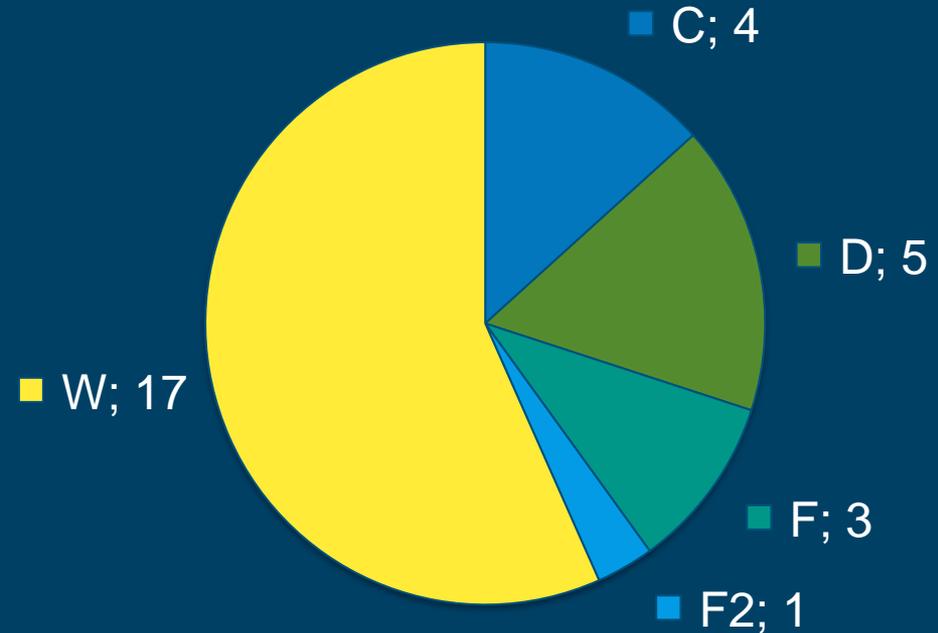
Lesson 1

Beware of the Obvious Data

97 ENG 011 Students in Spring 2019

- 30 of the 97 students had HS GPAs less than 2.2 but NCDAP scores or DRE credits that placed them into ENG 011
- The grade distribution on this slide shows the final ENG 111 grades for these 30 ENG 011 students

Historical Placement Students' Final Grades in ENG 111



Slide Notes

- A striking number of students withdrew from ENG 111 and ENG 011 in the pilot semester. It appeared that the new HS GPA placement was not working. But when we looked up the placement for the 97 students enrolled in ENG 011, we found that a third of them were returning students placed based on previous NCDAP scores and DRE credits – not HS GPA. In fact, if they had been in their first semesters, they would have placed into ENG 002.
- The lesson here is that disaggregating data and looking at it on the student level gave us a better understanding of our students.

Additional Data Considerations (1 of 2)

Note sample sizes

- Fewer than 30 students took MAT 043 and MAT 052 in the pilot semester. It is difficult to compare these students' grades with the 100s of students who took MAT 143 and MAT 152 without the co-req.

Track previous DRE and DMA experiences

- As illustrated on the previous slide, previous developmental education coursework can conflict with new RISE placement measures. We used the placement method that gave the students the highest placement. As a result, our assessment of the success of RISE was complicated.

Additional Data Considerations (2 of 2)

Distinguish between required and optional

- Advisors recommended that several students take the co-req even though they placed out of it. About a dozen students opted into a MAT co-req (especially MAT 071). Faculty asked that these students not be included in final grade data analyses out of concern that they might inflate the results.

Disaggregate by race and gender

- When we disaggregated our data, we found several interesting data points, including the fact that none of our Spring 2019 ENG 002 students were white and that in MAT 003 our black students enrolled at the highest rates but performed most poorly. This led to some useful discussions about equity and culturally responsive teaching.

Lesson 2

Support the Faculty

RISE courses are the responsibility of three different departments at Durham Tech

Creative and
Liberal Arts

- ENG 111

Science, Engineering,
and Math

- MAT 110, 121, 143, 152, 171

Student Engagement,
Transitions, and
Academic Success

- ENG 002 and 011
- MAT 003 and 010, 021, 043, 052, 071

Complex Staffing Challenges (1 of 2)

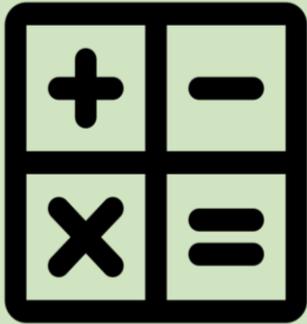


A developmental English instructor's teaching assignment:

- Six sections of ENG 011 paired with 6 different ENG 111 instructors

Durham Tech's ENG 111 instructors do not share a common syllabus or common schedule. So one instructor might be working on thesis statements in week 3 and another instructor might be introducing ethical appeals in week 3. This made it challenging for the ENG 011 instructor to plan for instruction in her class. She spent a lot of time coordinating with the ENG 111 instructors and adapting her ENG 011 classes in short turnaround.

Complex Staffing Challenges (2 of 2)



A developmental math instructor's teaching assignment:

- MAT 003, MAT 052, MAT 171, and MAT 071

The math and developmental math chairs collaborated on the schedule of gateway and co-req classes to strategically offer a variety of classes in the day, evening, and on multiple campuses. They did not plan for instructors' teaching schedules. Therefore, several developmental math instructors had less than ideal teaching schedules that included multiple subjects and preps.

Lesson 3

Clarify the Schedule

Paired Co-Req and Gateway Classes (1 of 2)

Spring 2019

ENG-111-106

MW 9:30 – 10:45 am
23 seats available

ENG-011-004

MW 11:00 – 12:15 pm
15 seats available

- How do you know these two classes were paired? They were on a Word document that advisors can access online.
- Could students see the document? No.
- How could we tell if the right students were in both the co-req and gateway courses? Just look at the two rosters in Colleague and compare names.
- Did this work? No.

Paired Co-Req and Gateway Classes (2 of 2)

Fall 2019

ENG 111-108

TTh 9:30 – 10:45 am
8 seats available

ENG 111-108C

TTh 9:30 – 10:45 am
15 seats available

ENG 011-008C

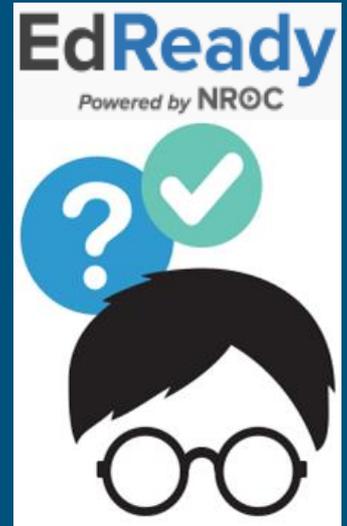
TTh 11:00 – 12:15 pm
15 seats available

- Fall 2019 fixes:
- We made it look like there were two sections of ENG 111 – one for co-req students and one for non-co-req students. ENG 111-108 and ENG 111-108C were taught by the same instructor in the same classroom.
- ENG 111-108C and ENG 011-008C were co-reqs for each other.
- ENG 111-108 and ENG 111-108C were co-listed.

Lesson 4

Supplement EdReady

- “Paper” Tests and Pre-Tests (Durham Tech)
- Pacing Guides and Topics Checklists (Gaston)
- Topic-Level Practice Sheets, Unit-Level Practice Tests, Tier-Level Practice Tests (Guilford Tech)
- Tier Workbooks (Wake Tech)



Lesson 5

Evaluate Local Pre-Reqs Early

Before RISE

After RISE

All CJC	DRE 098	none
Several WLD	DRE 096 and DMA 010, 020, 030	none
PSY 150 & most humanities & social sciences	DRE 098	ENG 002
ACC 120	DRE 098 and DMA 010, 020, 030, 040	ENG 002 and MAT 003
ECO 251	DRE 098 and DMA 010, 020, 030, 040, 050	ENG 002 and MAT 003
BIO 168	DRE 098 and DMA 010, 020, 030, 040, 050, 060	ENG 002 and MAT 003 Tier 2

Slide Notes

- Durham Tech has a lot of local pre-reqs on our courses. Most programs lowered their pre-reqs down one level. For example, classes that had a DRE 098 pre-req on them changed to an ENG 002 pre-req. So students can now take ART, PSY, HIS, SOC, and other courses in the same semester they take ENG 011/111.
- Allow time for changes to be vetted by faculty, approved by administrators, and entered in Colleague by staff. This takes longer than you may think.
- Durham Tech finalized new pre-reqs as registration began. Some advisors had already advised students with wrong pre-reqs.

Q & A

Gabby McCutchen

mccutcheng@durhamtech.edu

Durham Technical Community College

