Rise session- April 3, 2020l

Presenters:
Dr. Davonna Thomas- DRE/ Rise & Coordinator and Ashley Ess- division chair
Coastal Carolina Community College (CCCC)

Caveat:

The presenters are not a pilot institution; they are sharing their journey

First, an administrative perspective:
Open to suggestions and open to more discussion
Curriculum design by Davnna (a rock star)
RISE is a state mandate that affects all 58 NC CCs
It will replace the DRE curriculum that is only 5 years old- based on the idea of co req support

RISE reframes the developmental model to computer based learning and eliminate the need for placement testing
RISE affects math as well
Whole campus effort that is managed by the coordinators- seriously everyone
Even though the transition effects many stakeholders, the transition classes are being handled in maybe too many departments
It made more sense to designate a coordinator- need for point of contact

Buy in?
This is happening. Now what?
Leadership needed to develop a new attitude and encourage buy in from the whole campus.
Acknowledgement of the frustration Devonna: opens meetings by encouraging an "unproductive airing of grievances" (genius)
Accept that it might not be perfect and focus on the team effort and how groups can work together to iron out the kinks. This process is ongoing
Institutions are going to need professional development- Institutional as well as state wide.
Faculty meetings and divisional meetings- help the different groups on the campus understand how the transition will affect their classes.
Pre-reqs will change advising as well
Pilot of the courses over the summer. To prep for training
Training fac advisors to help students navigate the system that your campus campus up with - transitions should be local

One of the things that CCCC discovered:
"This thing has tentacles"
It will change the way that students experience their education

It will also affect pacing

Tech and furniture are even issues

How to design the computer classrooms even matter- Devonna: students need to feel comfortable learning- they are experimenting with mentor teaching. Pairing experienced, preferably Dev. ed teachers with less experienced teachers.

Spaces that do not feel sterile are important especially when implementing a computer course

Staffing & scheduling:

Advice: Might underestimate the number of course you might need - anticipate more sections than you think you will need

Students can opt in- this can drive up coreq numbers

DRE/DEV instructors- do you need to prepare more faculty? What about teachers without the masters? Least experienced instructors teaching the least prepared students.

Co-req courses are gateway courses

111&011- can you keep the same instructor or are there going to be team teaching models- this might create new sets of issues

Mentor/ mentee- for 111 & 012

Section numbering is a headache- - Ashley can explain individually but that is not an easy task. Developing student schedules are one of those "tentacles…"

ENG 002- 6 contact hours- 3 credits- Students may end up in 12 hours of courses with only 6 hours of credit (GPA based placement problem) MAT/ENG

Building full schedules

ACA 090- can help here by creating a useful but not labor intensive course to allow students to take enough hours for financial aid and not kill them? COM 120- Interpersonal communications. The development of these courses helps students!

Might need to get creative and make template schedules that serve the students in these situations

Diploma level courses- create ways that serve students and allow them to take the courses that they need to feel successful

Gen Ed. challenging courses may no longer have a prereq- Do gen ed classes need to be writing intensive? Encourage Creating curriculum that both conveys important content and does not frustrate

Davonna

Mandated at state level

Software mandated and computer based

Transitions instructors should engage in mini lessons and students will progress through software at their own rate

Mastery based program 80-ENG/85-MAT- scores needed to move on. 002- 2 tier, MAT003- 3 tiered

Includes guided reading, high stakes writing, and a test

Test can be retaken

Grades p1, p2, r.

p1=111 w/coreq (default)
p2=111 no coreq (very few students are earning this)
r= ?
Pacing guides, 10 essays- various genres- stair step through more familiar to the more complex that involve critical thinking
Partial online double sections
2 hour blocks
(most of this is on gheslides)
Main goal is independent work that helps students maintain progress and values their time.
Advice: keep the mini lessons simple and teach for the test because that will be most beneficial to themselves.

Software does not require formatting, this can be a disservice
Students having issues with the tests not the essays- this seems to point to issue with the tests
Instructor interventions to work around issues with the test.
Participatory credit
Documentation needs to be taught before the move on- at this time it is not

Co req- mandatory support for some oportune support for many
ENG 011 should serve ENG 111 but not be a study hall for it
This should be part of your fac dev discussions
CCCC Plan
20 Course cap
2 hour class
1 hour lab

Common assignments for the 111 course help create consistency
Reading should be contextualized and relate directly with the course
Research component in coreq and create consistency through the courses. One instructor model will help with this; the 2- instructor model can complicate this effort.
Front load the course with foundational concepts
Use faculty input on what they could do differently to create goals for the new course format

3 R's for reading

Mindset / grit- how to survive a boring text?

Q&A:
From chat:
Suggestions
M. Jarvis- GTCC- embedded tutors
A Smith- Eng. studio- tutors professional

Pass/fail from C. Millsaps

There is no mandate about failing 011 and passing 111- no state mandate- discretion there

CCCC- made the decision that the 111 would heavily influence the 011 grade

G. Yount- teaching the same group from 011/111 now in 112, not seeing much improvement. Maybe a coreq for 112 is needed?? Skills are not transferring. At least an opt-in for support. 112 lacks individual support moving on from the coreq models- her students seem to be disappearing. There is a need for follow up.

Send them to the other resources on campus.