

PROGRESS ON THE IMPLEMENTATION OF THE CAREER AND COLLEGE READY GRADUATES PROGRAM

A Report to the:
Joint Legislative Education Oversight Committee

Submitted By
The State Board of Community Colleges
and the
State Board of Education

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SUMMARY & PROPOSAL

The NC Community College System (NCCCS) staff, along with staff from the Department of Public Instruction (DPI) worked to develop remedial programs in support of the career and college ready graduate legislation. For the 2016-17 academic year, the State Board of Community Colleges (SBCC) and the State Board of Education (SBOE) are recommending regional state-wide pilots employing remediation models that incorporate components and strategies already being used in several communities. The models include the NROC Project focused on college and career readiness, a Transition Center program, and the SREB Math Ready program. The measure for determining whether a student would be required to participate in the remedial program would be based upon the student's performance on current College Transfer Career and College Promise (CCP) pathway requirements. During the 2016-17 academic year, the pilots would be monitored by a state-level committee comprised of NC Community College faculty and staff, staff from the NC Community College System Office, and staff from DPI to determine their effectiveness and which approaches should be scaled state-wide. In addition, during the pilot year professional development plans would be designed for high school faculty to use in delivering the curriculum. Following is information on the development of the pilot program recommendation as well as details on the proposed plan.

BACKGROUND

Section 10.13 of S.L. 2015-241, Career and College Ready Graduates, requires the State Board of Community Colleges (SBCC), in consultation with the State Board of Education (SBOE), to develop a program for implementation in the 2016-17 school year that introduces the college developmental mathematics and developmental reading and English curriculums in the high school senior year and provides opportunities for college remediation for students prior to high school graduation through cooperation with community college partners.

This program will be mandatory for high school students in their senior year who have not met benchmarks established by the SBCC in their junior year. High schools are required to use the curriculum approved by the SBCC, in consultation with the SBOE. The SBCC is also required to determine the appropriate measure of successful completion to ensure students are prepared for coursework at a North Carolina community college. The courses will be delivered by high school faculty after completing training requirements. The NC Community College System will provide oversight for the program.

In working to design the program, the NCCCS and DPI are partnering to support the goal of students successfully graduating from public high schools who are career and college ready. In doing so, both the NCCCS and DPI are engaged in developing the best additional strategies to target specific academic deficiencies.

As a first step, the NCCCS convened a community college stakeholder team to lead the development of strategies to design and implement the career and college ready graduate program. The team is composed of mathematics faculty; English/reading faculty; and, statewide

association representatives.¹ The team investigated programs in the State as well as other states and identified four tenants essential to support a successful program:

1. Program development must be data-informed.
2. One strategy may not sufficiently address the State-wide need.
3. The program should build on policies already in place as well as possible partnerships with work already occurring within the State.
4. Students who successfully complete the program should be career and college ready, including all public higher education in North Carolina.

PROPOSED PLAN: 2016-17 REGIONAL PILOTS

After review of the programs and consultation with DPI, the team recommended regional pilot programs using three program models for the 2016-17 academic year.

A. Regions. The team recommends a requirement for pilots in each region of the State, including a minimum of 2 pilots in the following regions:

1. Central NC with partner colleges to include Davidson County Community College, Randolph Community College, and Vance-Granville Community College.
2. Eastern NC with partner colleges to include Brunswick Community College and Coastal Carolina Community College.
3. Western NC with partner colleges to include A-B Technical College and Central Piedmont Community College.

Consideration should also be given to rural and urban areas. The determination would be based upon active partnership programs and priority as suggested by DPI.

B. Measures for Determining Student Participation in Remedial Coursework. The requirements for the College Transfer Career and College Promise (CCP) pathway would be the initial factor in determining whether a student would be required to enroll in remedial coursework during the senior year. The College Transfer CCP pathway uses GPA and 11th grade assessment or placement scores with required coursework in high school English and mathematics. Students who meet these standards are exempt from the career and college ready graduates coursework.

To be eligible for enrollment in the College Transfer CCP Pathway, a high school student must meet the following criteria: 1) be a high school junior or senior; 2) have a weighted GPA of 3.0 on high school courses; and 3) demonstrate college readiness on an assessment or placement test (See below). A student must demonstrate college readiness in English, reading and mathematics to be eligible for enrollment in a College Transfer Pathway.

¹ NC Association of Community College Presidents; NC Student Development Administrators; NC College English Instructors; NC Community College Association of Distance Learners; NC Association of Community College Instructional Administrators; NC Association of Development Educators; and, NC Mathematics Association of Two-Year Colleges.

A high school junior or senior who does not demonstrate college-readiness on an approved assessment or placement test may be provisionally enrolled in a College Transfer Pathway. To qualify for Provisional Status, a student must meet the following criteria: 1) have a cumulative weighted GPA of 3.5; 2) have completed two years of high school English with a grade of 'C' or higher; 3) have completed high school Algebra II or Math III (or a higher level math class) with a grade of 'C' or higher.

College Readiness* Benchmarks on Approved Diagnostic Assessment Tests

Test	PLAN**	PSAT 2014 and earlier**	PSAT 2015 and Future**	Asset (NCCCS Cut Score)	COMPASS (NCCCS Cut Score)	Accuplacer (NCCCS Cut Score)	NC DAP (NCCCS Cut Score)
English	15	45	26	41 Writing	70 Writing	86 Sentence Skills	Composite score of 151 or higher ***
Reading	18	47	26	41 Reading	81 Reading	80 Reading	
Mathematics	19	47	24.5	41 Numerical Skills and 41 Int. Algebra	47 Pre-Algebra and 66 Algebra	55 Arithmetic and 75 Elem. Algebra	7 on each assessment for DMA 010 thru 060

In addition to the diagnostic assessments, colleges may use the following SAT and ACT scores recommended by the testing companies as benchmarks for college readiness:*

SAT (Pre-March 2016)		SAT (March 2016 and Future)		ACT	
English	500	Evidence-Based Reading and Writing	410	English	18
Critical Reading	500			Reading	22
Mathematics	500	Mathematics	520	Mathematics	22

*To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 19 on PLAN math with an 86 and an 80 on Accuplacer sentence skills and reading to demonstrate college readiness.

**PLAN and PSAT scores recommended by ACT and College Board as indicators of college readiness.

***The Reading and English part of the NC DAP is an integrated assessment of reading and English skills; meeting the composite cut score for placement into ENG 111 is one way to demonstrate college readiness in order to participate in the College Transfer Pathway.

Students who do not meet the above benchmarks would be required to enroll in remedial coursework in their senior year.

C. Pilot Program Models. Currently, there are several programs already underway that can be built upon and used as career and college ready graduate pilots.

1. **The NROC Project (Network Resources Open College and Career).** Central Piedmont Community College (CPCC) has incorporated resources from The NROC Project. NROC's math and English programs are designed to be used with students striving to meet college entrance and placement requirements. Learners can work at an individualized pace and customized path through developmental studies. Each learner may begin a unit by taking an adaptive pre-assessment that directs them to a customized path through the content needed to close their proficiency gaps.² CPCC has utilized NROC to improve student readiness for college-level mathematics to help support students prepare for the NC Diagnostic and Placement Test (NC DAP), to support high school bridge efforts, and to create supplemental math labs for students admitted to college and the NCCCS multiple measures for placement policy.³

NROC would be used as supplemental instruction with the high school class. In the models that use supplemental instruction, the programming will be targeted to meet diagnostic-determined needs. In the transition program or co-requisite instruction, the programming will be less targeted to learning outcomes.

2. **Transition Center Program.** To address the needs of the most at-risk developmental education students, Davidson County Community College developed the College Transition Center. The College Transition Center combines self-directed learning through a technology-delivered format, including teacher-led small group lessons and one-on-one interaction. Students can progress through the center at the pace their individual needs require. Through a pre-test and post-test model, computer-based learning, instructor guided peer learning teams, and contextualized problem sets, students actively learn and construct a stronger reading and math foundation. Completion of the College Transition program is achieved when students complete all course requirements, improve their TABE score, and pass the final assessment with an 80 or better in all required developmental modules.

The College Transition Model would be incorporated into a summer bridge program between 11th and 12th grades. The Transition program incorporates content of the first two developmental math modules and the first developmental reading and English course. Students would engage in the Transition Model during a summer session. This could potentially be followed with enrollment in a supplemental instruction (NROC) model in the senior year.

3. **SREB Math Ready.** The Southern Regional Education Board (SREB) Math Ready is a course taught by several secondary schools and approved to minimum admission requirements by the UNC system as well as the 4th math for NC Community Colleges Multiple Measures

² NROC Developmental Math Fact Sheet, http://nrocmath.org/products/higher-ed/developmental-mathematics/#case-studies_tab (March 9, 2016).

³ NROC Completion by Design - NROC as Support for Central Piedmont Community College Initiatives <http://nrocnetwork.org/completion-design-nroc-support-central-piedmont-community-college-initiatives-0>

for Placement. The course is designed to support learning of math concepts to enable students to be prepared for college coursework. Concepts include exponentials, quadratics, equations, measurements, number operations, systems, linear functions, and statistics (optional). Randolph Community College is partnering with Asheboro High School by aligning the content of the Math SREB high school course with the NCCCS developmental education content (DMA 010-080). The college will work with the high school instructors to provide materials in support of this content alignment.

- D. Assessment to Determine Successful Completion.** After completing remedial coursework, students will be assessed to determine career and college readiness. This assessment will occur at the end of the remedial intervention in the student's senior year. The default post-test is the NCDAP. However, the post assessment can be targeted to appropriately address the student's chosen pathway. For students who choose a community college, the post-test would be NCDAP, and for students who want to attend a four-year school, the post-test would be the ACT or SAT.
- E. Evaluation of Pilots & Design for Professional Development.** While the pilots are in progress, the team, in conjunction with DPI will monitor, assess, and determine recommendations for which approach or approaches should be potentially scaled state-wide and for ongoing professional development and collaboration. It is suggested that the establishment of regional task forces can further develop and enhance the alignment of learning expectations through the following proposed actions:
- 1. Establish regional task forces** consisting of English and mathematics faculty members from high schools and community colleges. The task force members will collaboratively:
 - a. Discuss the alignment of learning objectives** in courses spanning from high school to college-level course work
 - b. Perform analyses to determine where gaps may exist** in the learning continuum (i.e. course learning objectives, uses of technology, instructional modalities, expectations for independent student engagement, etc.).
 - 2. Identify or develop English and mathematics courses** that can be offered in the high school senior year, and that can be used to illustrate satisfaction of community college development education prerequisites.
 - a.** The above-referenced curriculum alignment discussion will position task force members to **adopt** existing **courses**, or to establish frameworks for new courses, that will align with NCDPI graduation standards as well as satisfy college-level course prerequisite requirements.
 - b.** The task force will **establish frameworks for instructional delivery methods uses of technology** that will be applied to the adopted courses.

3. Establish district level, regional and statewide professional development workshops that will position high school and community college faculty to collaboratively refine the quality associate with the adopted courses.

a. Establish articulated standards associated with the above-referenced frameworks for instructional delivery methods and uses of technology. These standards, combined with adherence to the learning objectives of the adopted courses, will serve as the guide for semi-annual professional development activities.

b. Establish an evaluation plan that will position colleges and school districts to review the success levels of student completers of the adopted courses.

F. Conclusion. The NCCCS stakeholder team believes the proposed plan has strong potential for success as it is designed to ensure that

1. Program development is data-informed.
2. The possible need for multiple strategies to sufficiently address the State-wide need is identified and supported.
3. The program is built on policies already in place as well as partnerships with work already occurring within the State.
4. Students who successfully complete the program should be career and college ready, including all public higher education in North Carolina.