Defaulting to College Level

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Guided Pathways Vision

A system that advances

racial, social, and economic justice

by achieving

equitable student aspiration, access, economic progress

and goal attainment

Land and Labor

We acknowledge
- the erasure of identities via racist laws that served to segregate,
- the land that was taken from Native People,
- the forced labor that was provided by enslaved Africans and black people,
- that the foundation of our educational system is based in colonialism, racism, and indignity, and
- that our nation continues to profit financially from the exploitation of the descendants of enslaved Africans.

We honor the Indigenous and enslaved peoples' contributions throughout Washington.

We honor and celebrate their resilience.

We commit to creating a future founded on respect and healing by continuing to re-educate ourselves about the histories and experiences of all peoples in our region and by finding ways to foster connections .

Placement – the idea and the word

What problem are we trying to solve? What are we trying to do?

Increase the number of students who aspire to and complete a meaningful credential.

Close equity gaps.

Increase the number of students who complete their first college level math/English courses within their first year.

Increase the number of professional/technical students who choose a transferable math/English course to satisfy their general studies requirements.

Decrease the number of students who stop out after getting a High School credential.

Corequisites in California
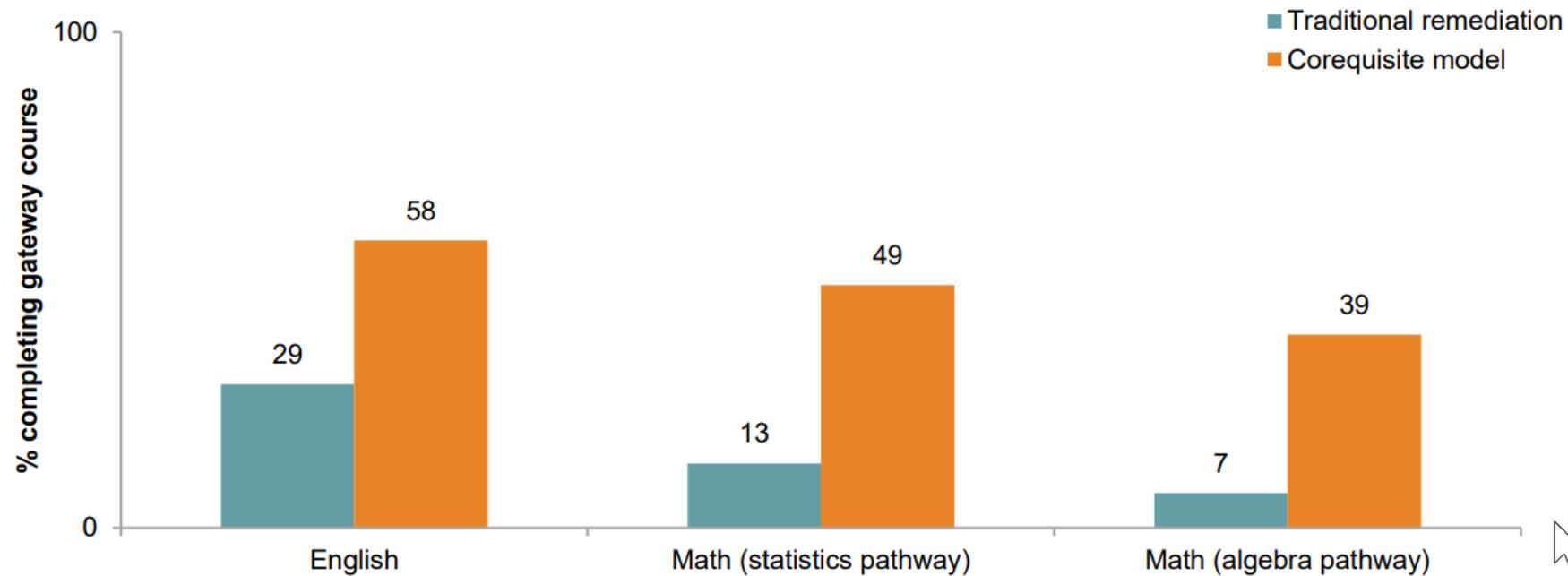
Source: Authors' calculations using COMIS data.
Notes: For the corequisite model, chart shows the share of students who completed a transfer-level course in fall 2019 among first-time English or math students. For traditional remediation, chart shows the share of students who completed a transfer-level course in one year (English) or fall-to-fall (math) among students who started in a remedial English or math course in fall 2018.
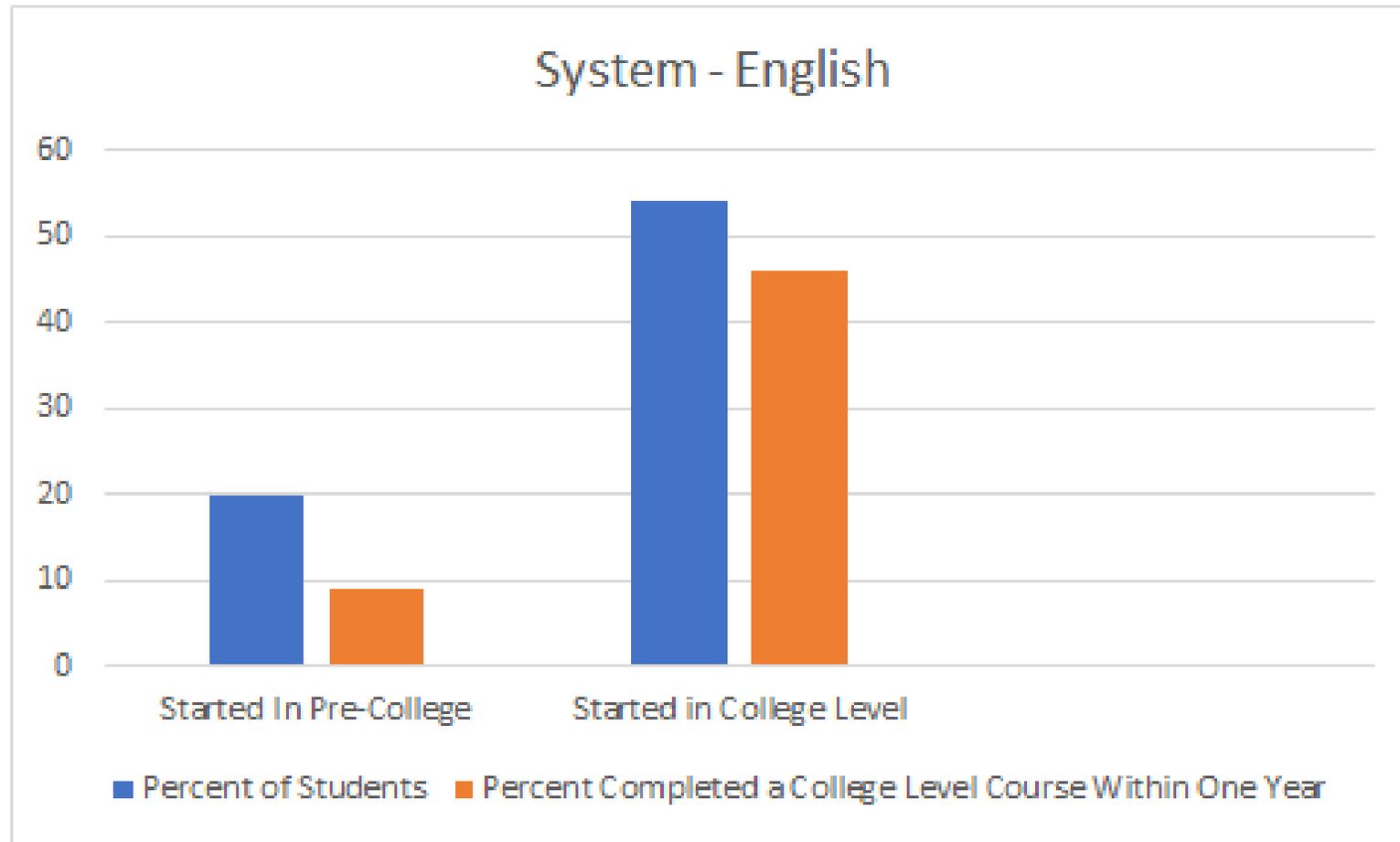
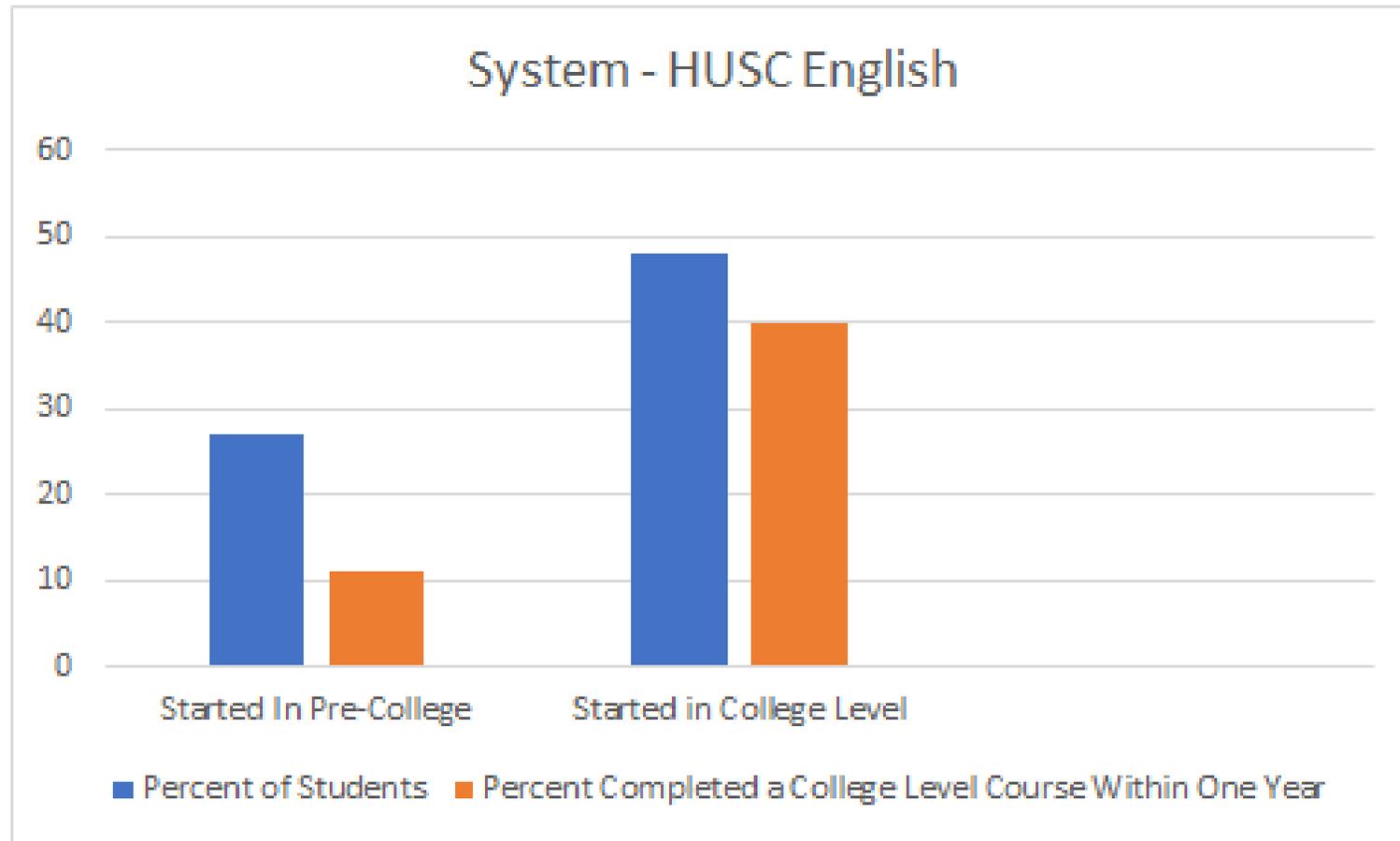# Washington Degree Seeking Students with High School Credential
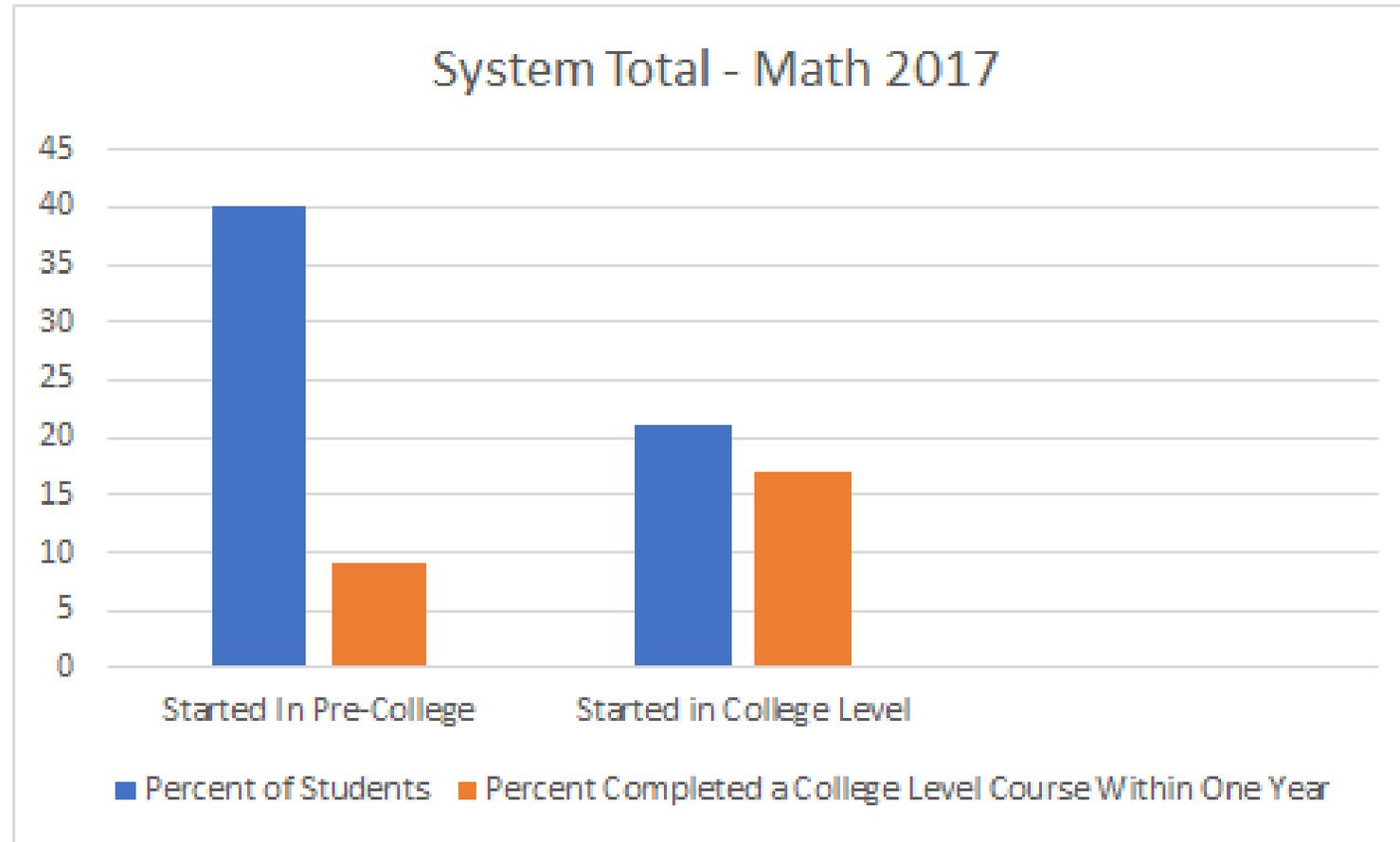
Washington Degree Seeking HUSC with High School Credential
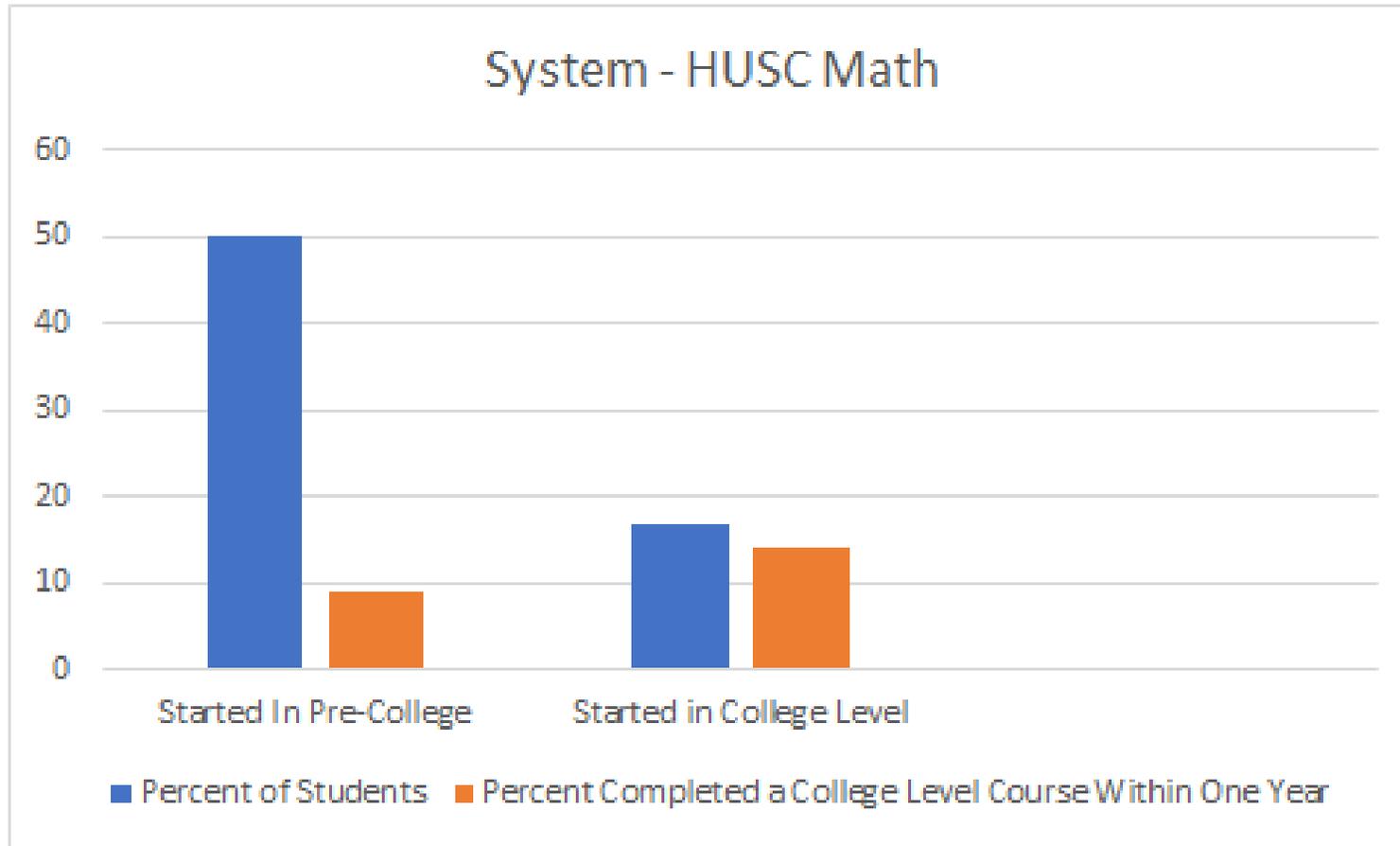
Washington Degree Seeking Students with HS Credential

Washington Degree Seeking HUSC with High School Credential

"Don't try to fix what isn't broken?"

"What makes you think that it isn't broken?"

What fraction of our students could be successful if they were sufficiently supported and the courses we offered were meaningful to them?

Why do equity gaps exist? Who is responsible for closing them?

What is the college's role in a student's success?

"*Public education has successfully shifted the blame for the failure of schools to meet the needs of minority students on to the shoulders of the clients they purport to serve. They have pulled off the perfect crime, for they can never be held accountable since the reason for failure in school is said to be the fault of poor homes, cultural handicaps, linguistic deficiencies, and deprived neighborhoods. The fact that schools are geared primarily to serve monolingual, White, middle-class and Anglo clients is never questioned.*"

-TOMÁS A. ARCINIEGA (1977)

What Role Does Placement Play?

What don't we know/do we know?

Many colleges have used enrollment data as a proxy for placement data.

Many colleges only collect "test score" data - even when they are using multiple measures.

Many colleges have not looked at disaggregated placement data.

Students who start in standalone precollege math and English courses are much less likely to complete their degree math and English within their first year.

In the data we do have, we see that historically underrepresented students of color are much more likely to be placed into and enrolled into precollege courses.

Progress

- Improve access to existing measures.
- Add additional measures to capture equivalently prepared students.
- Broaden the target audience.
- Identify student goals and needs.

Improve Access to Existing Measures

- Make placement test available online.

- Allow multiple attempts of placement test.

- Offer boot camps, self-paced review courses, ….

- Allow students to use unofficial transcripts or screen shots of high school records/test scores.

- Improve communication to students about access/options.

- Streamline the process.

Add additional measures to capture equivalently prepared students.

SAT/ACT Scores

High School Courses

Placement Reciprocity

GED or CASAS Scores

Broaden the target audience.

- High School GPA

- Student Confidence

- Changes in Cut Scores

Don't Want to Go Back to "Right to Fail"

What would it mean to "Default to College Level"?

Assume that every student with a high school credential should be enrolling in college level courses. Students enrolling in precollege courses should be the exception – not the rule.

Stop investing in "improving" pre-College and instead invest in developing and implementing college level supports.

Develop supports across the curriculum – not just in math and English.

Use the existing placement infrastructure to identify student goals, needs and strengths – not to sort students by "readiness".

Recognize the (possibly significant) changes in faculty and staff roles that are required and provide the needed professional development.

Plan for continuous improvement: collect data (quantitative and qualitative) and use it to inform policies and practice.

Acknowledge and address the roles that placement has played beyond "placing" students into math and English courses.
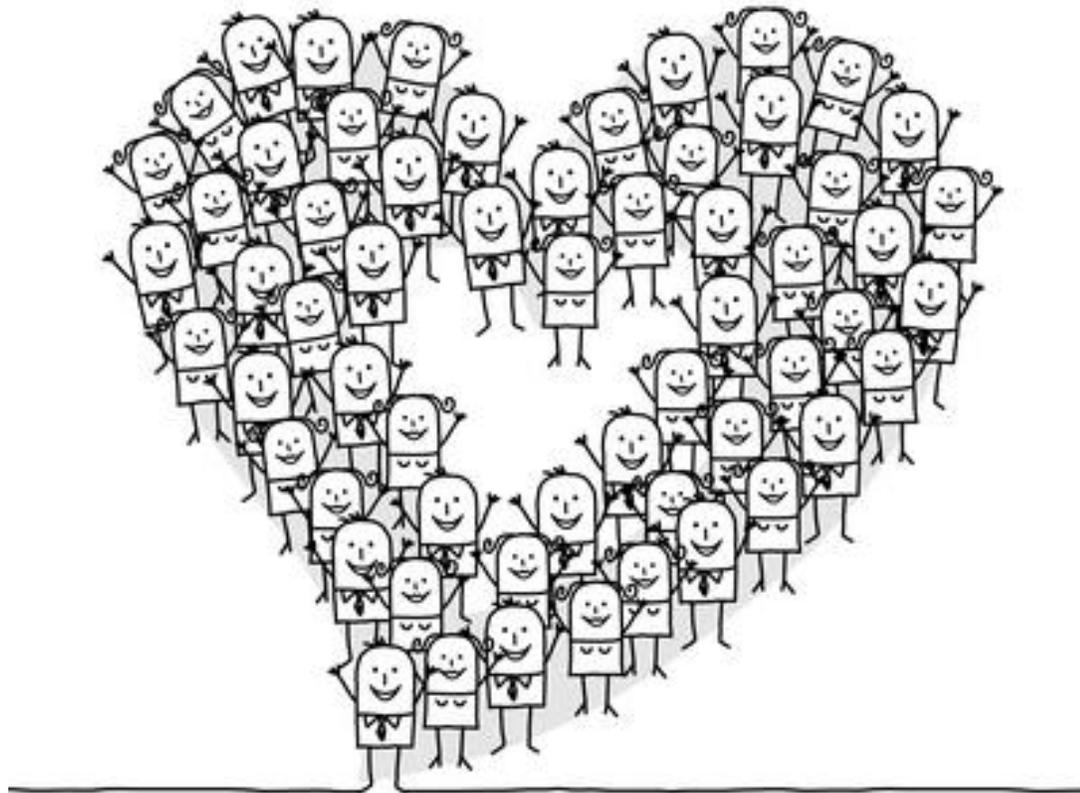
Center Students

What comes first…redesigning curriculum, pedagogy, intake and supports or redesigning placement?
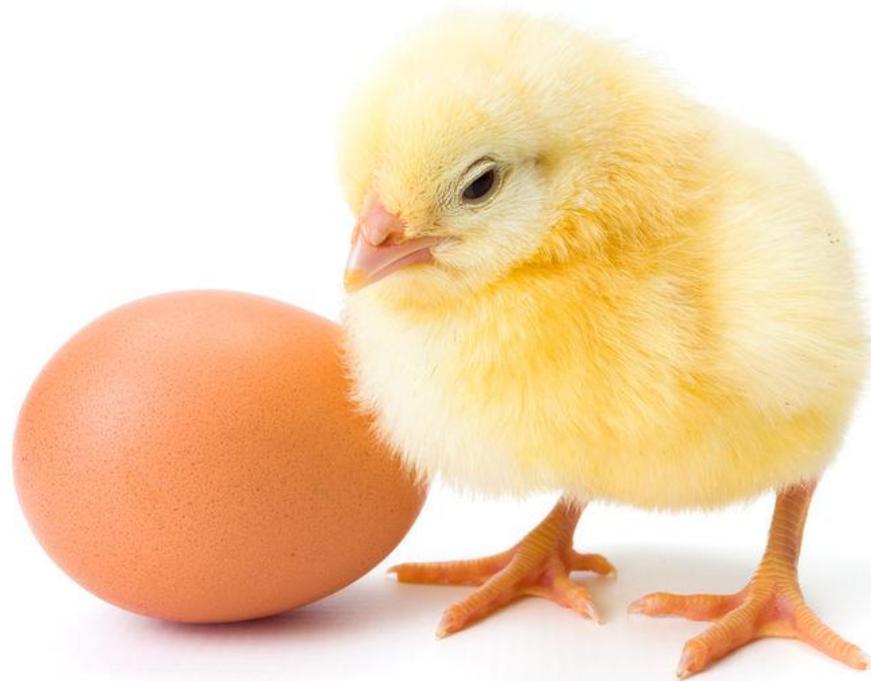
All Hands on Deck

Working With Urgency

Consistently conveying "concerns" that can't be placated is a highly effective tactic designed to delay or block priorities critical to student success and equity. - Al Solano

Tomorrow....

Tuesday, September 14

3-4pm

How COVID-19 Changed Placement in Washington