



**COMMUNITY AND
TECHNICAL COLLEGES**
Washington State Board

WINTER PLACEMENT WORKSHOP

JANUARY 21, 2021

9:00 AM - 12:00 NOON

*PLEASE CHANGE YOUR ZOOM-NAME TO THE FORM:
COLLEGE – YOUR NAME – YOUR PRONOUNS*

SBCTC - Laura Schueller - She/Her



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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**



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Land Acknowledgement



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NORMS

- Stay Engaged
- Listen for Understanding and Assume Positive Intent
- Prepare for Ambiguity and Non-closure
- In order to make room for everyone's voice, please use chat or hand raise icon when you have a question or comment.

SINCE OCTOBER 21ST WORKSHOP.....

What progress have you made in rethinking and redesigning placement since our last large group meeting?

((Please put answers in the chat.))

BASIC AGENDA

Welcome, Land Acknowledgement, Norm
Presentation
Setting, and Updates

Brief Data Review
Placement Learning Outcomes

Walk Through of College Slides
2

Flipping the Model
Learn and Teach Ideas

Team Time 1
Team Time 3

Idea Share

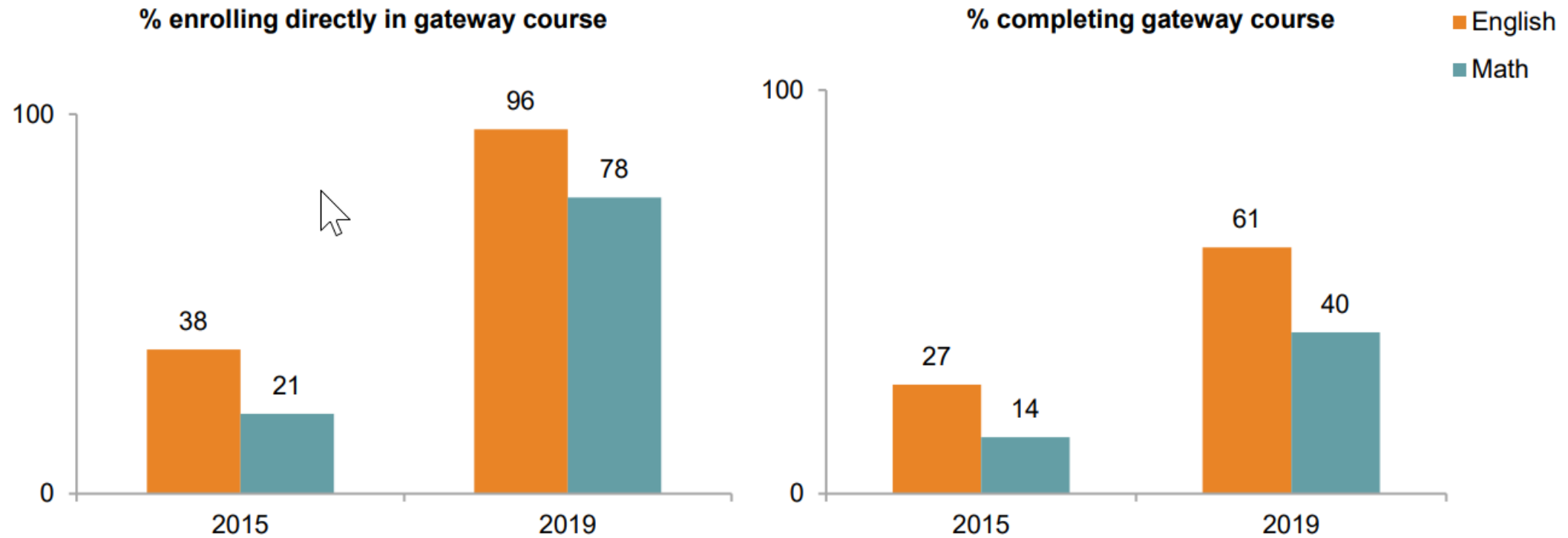
Elizabeth Kopko

Team Time

Our Pre-read:

***A New Era of Student Access at California's
Community Colleges (Nov 2020)***

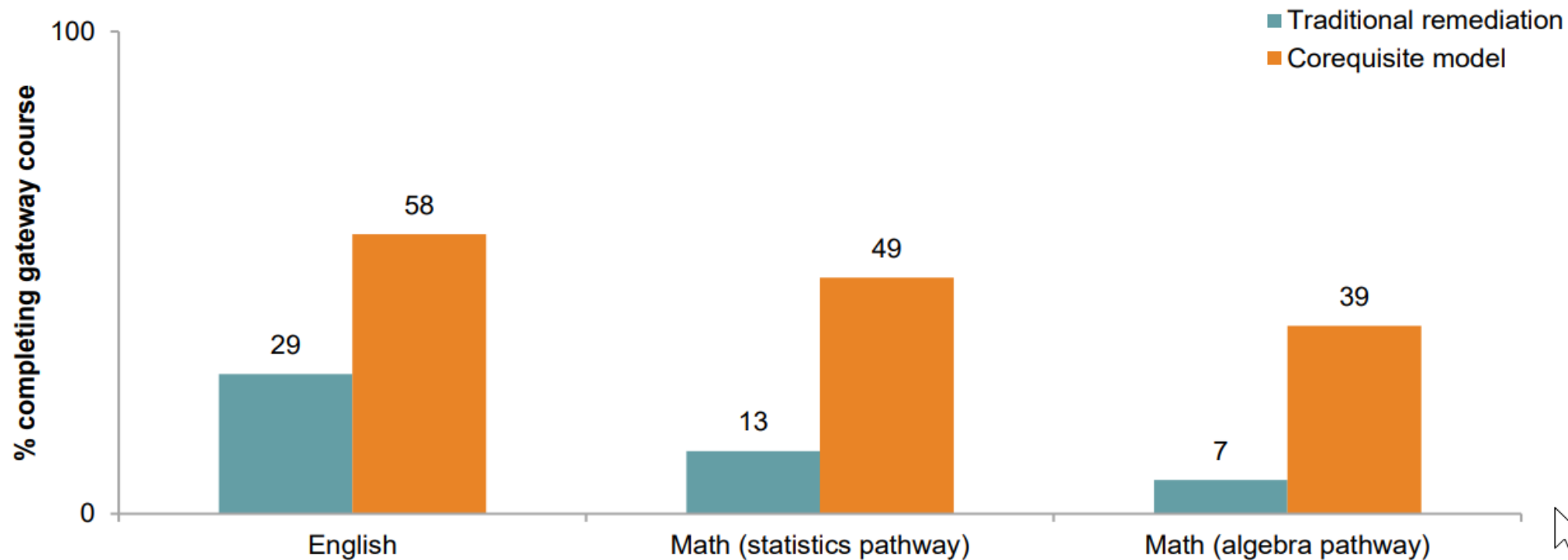
What happened when they increased enrollment directly into CL?



Source: Authors' calculations using COMIS data.

Notes: Charts show the share of students who directly enrolled in a transfer-level course or successfully completed a transfer-level course in one term among all students who took any English or math course for the first time. Fall of each year.

Value of Traditional Pre-college Sequences



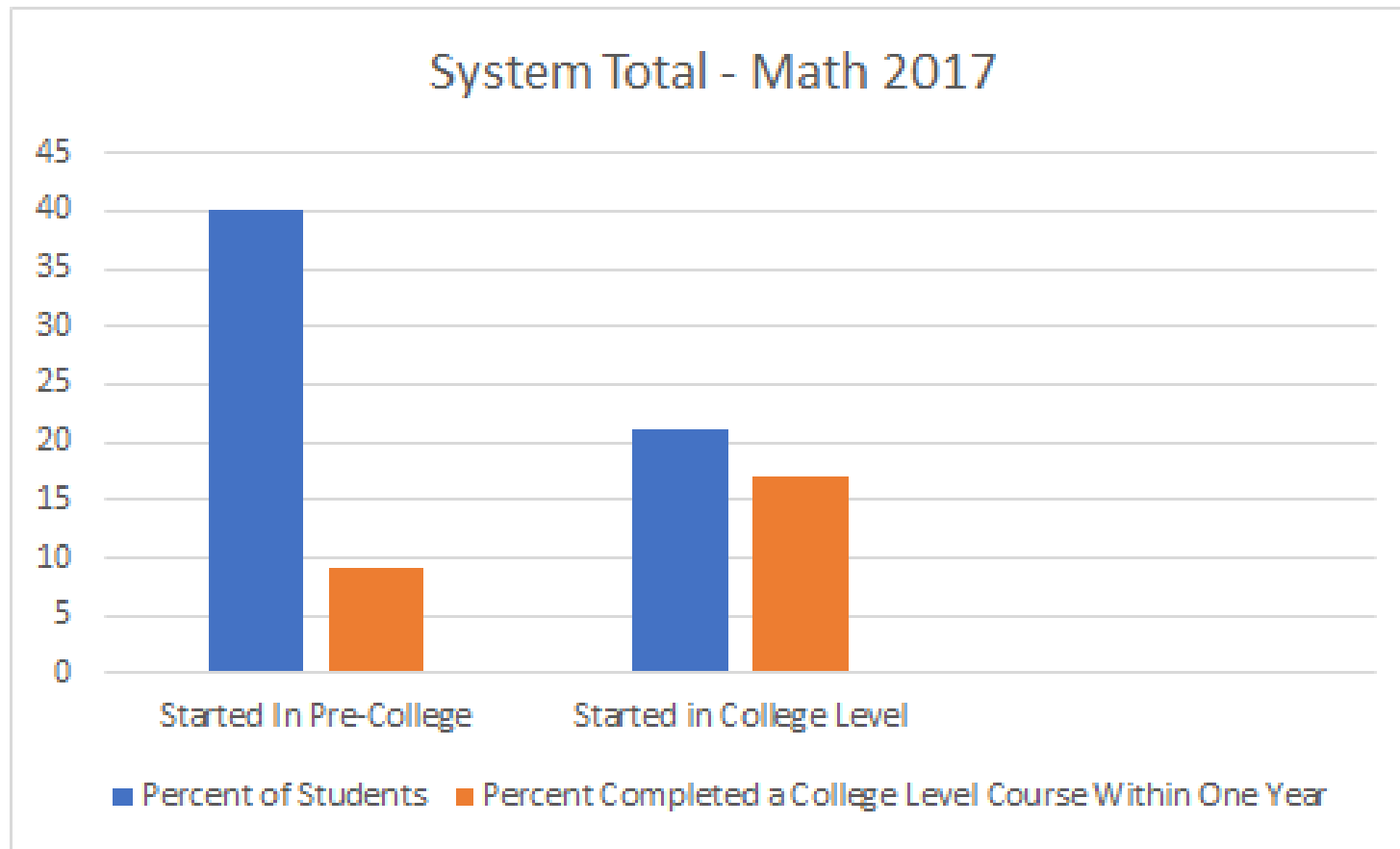
Source: Authors' calculations using COMIS data.

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.

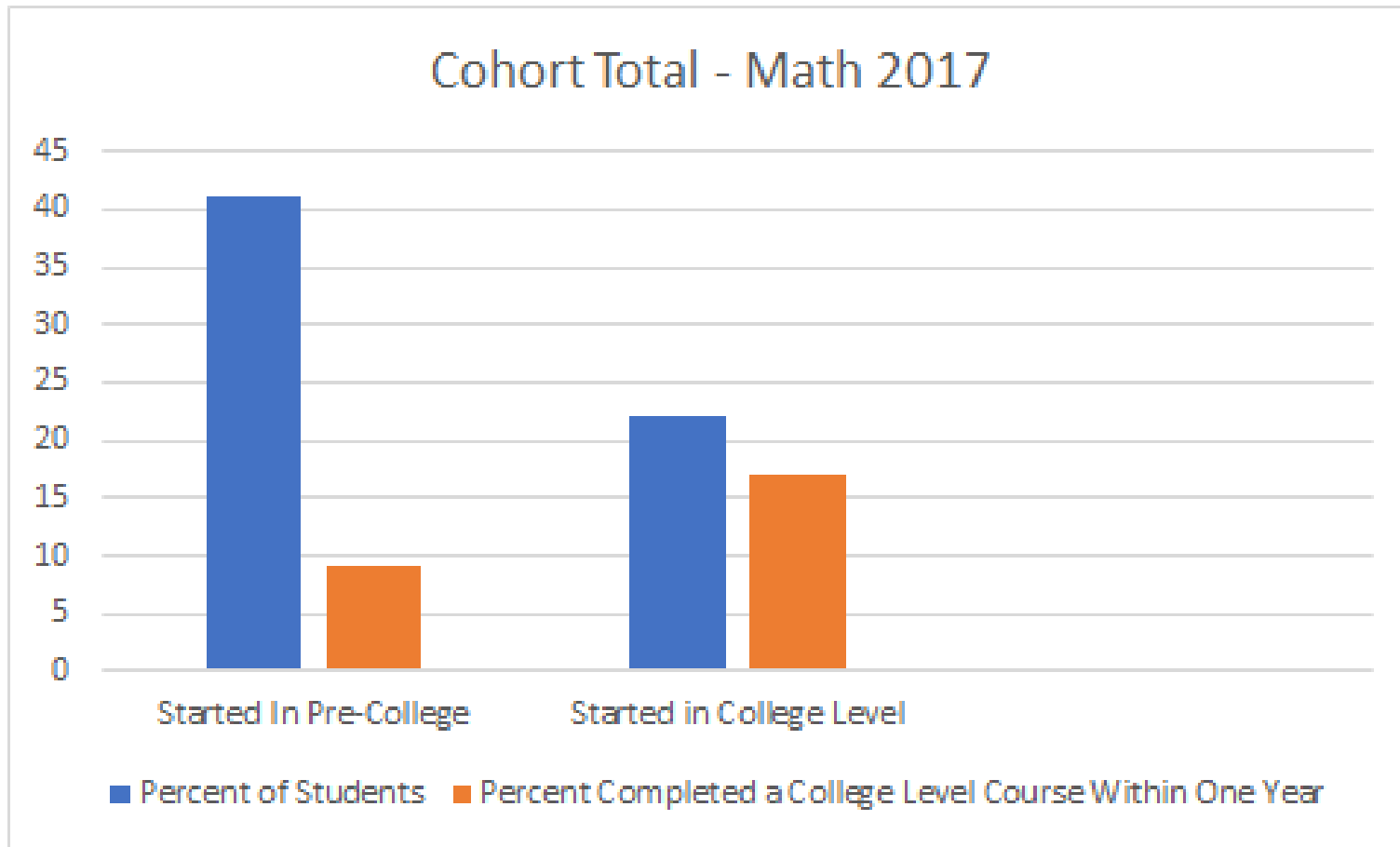
Recommendations

- Ensure placement methods broaden—rather than limit—access.
- Refocus advising.
- Prioritize closing equity gaps.
- Gain a better understanding of how to serve students of varying academic backgrounds.
- Commit to evidence-based continuous improvement.

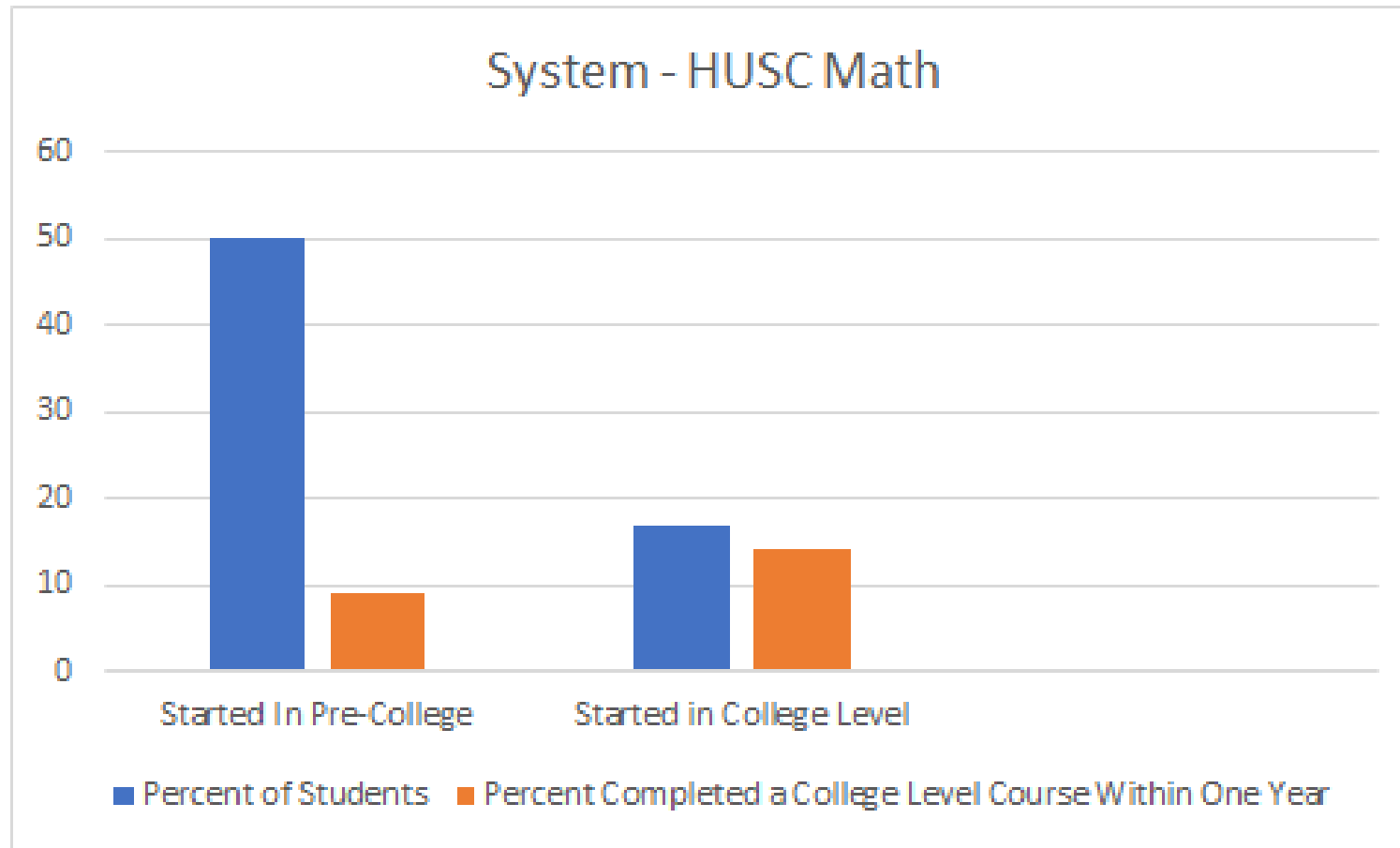
Degree Seeking Students with HS Credential Started in Fall 2017 and Followed for One Year



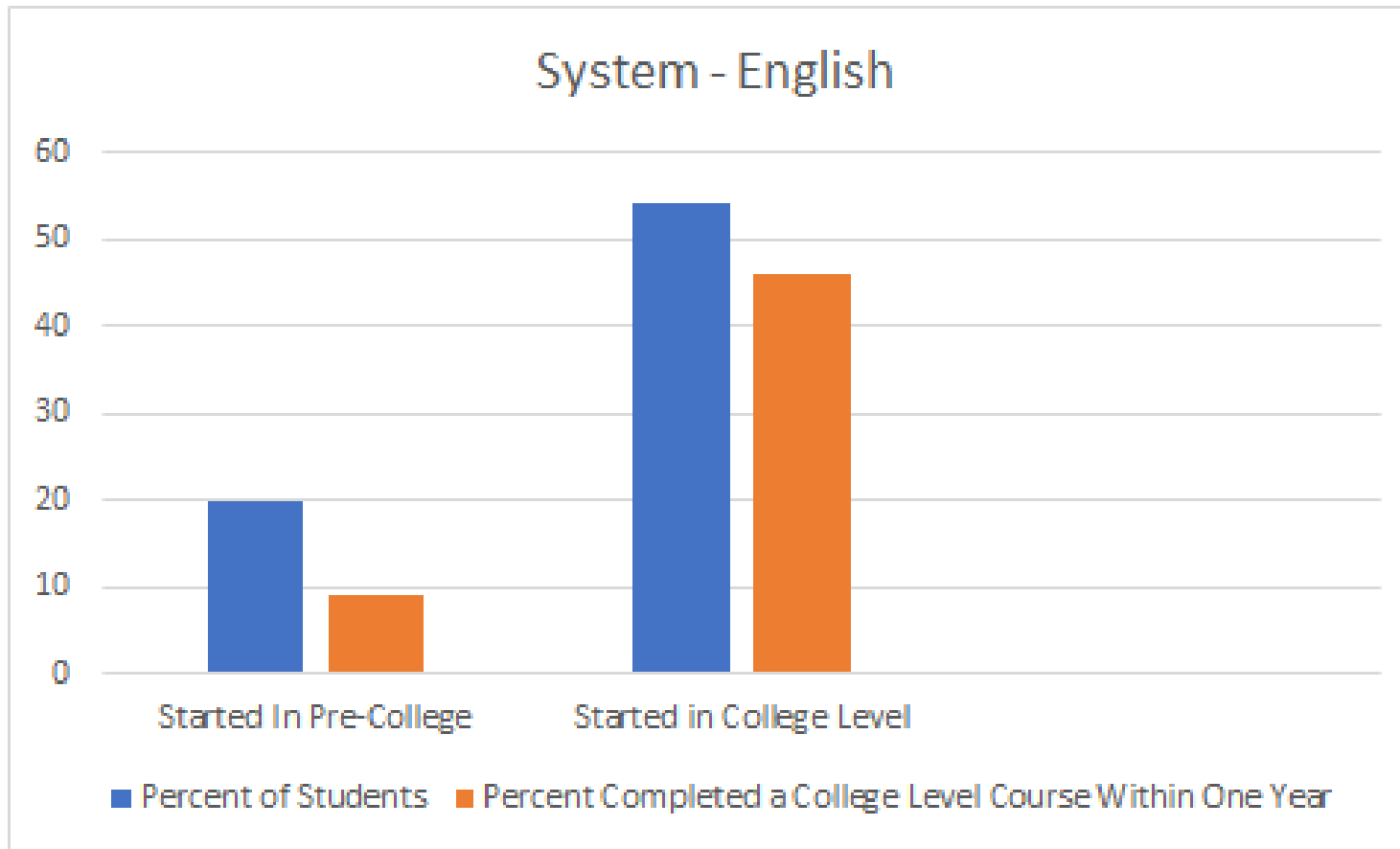
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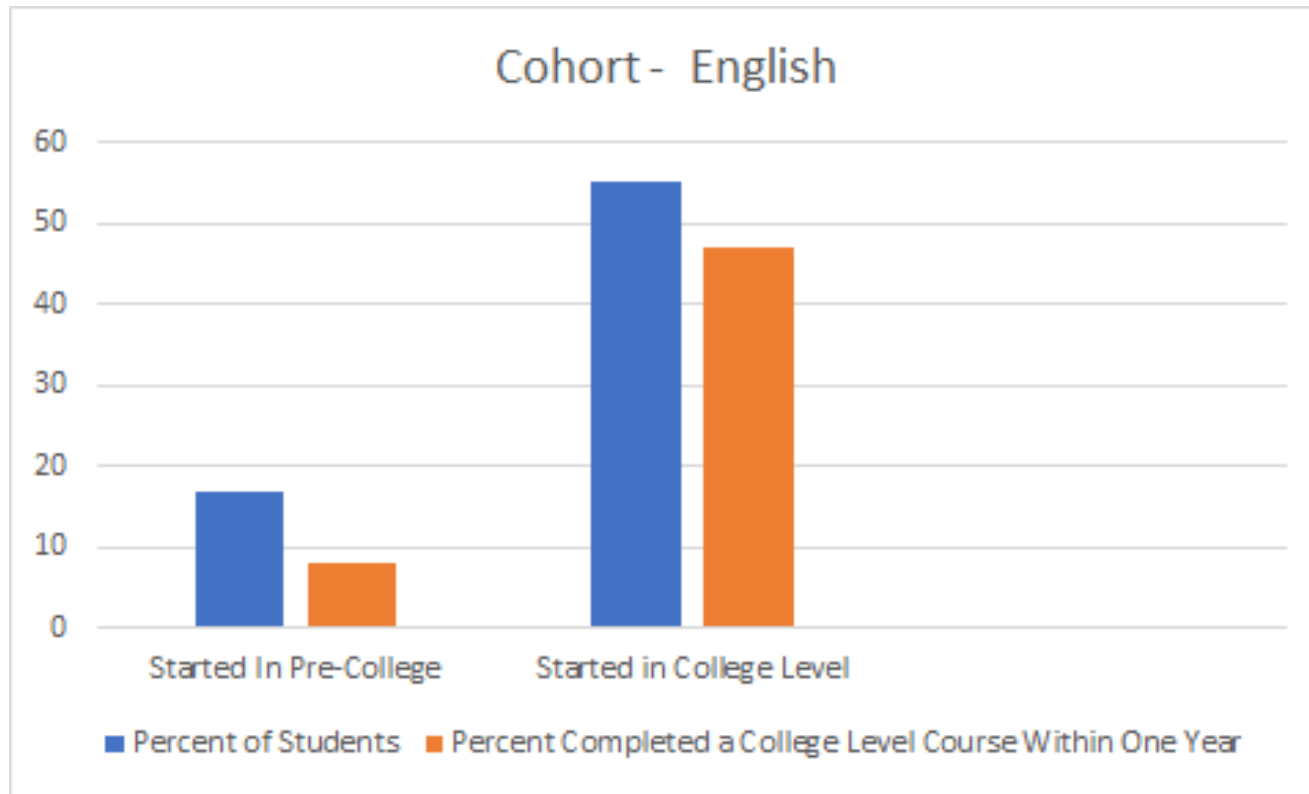
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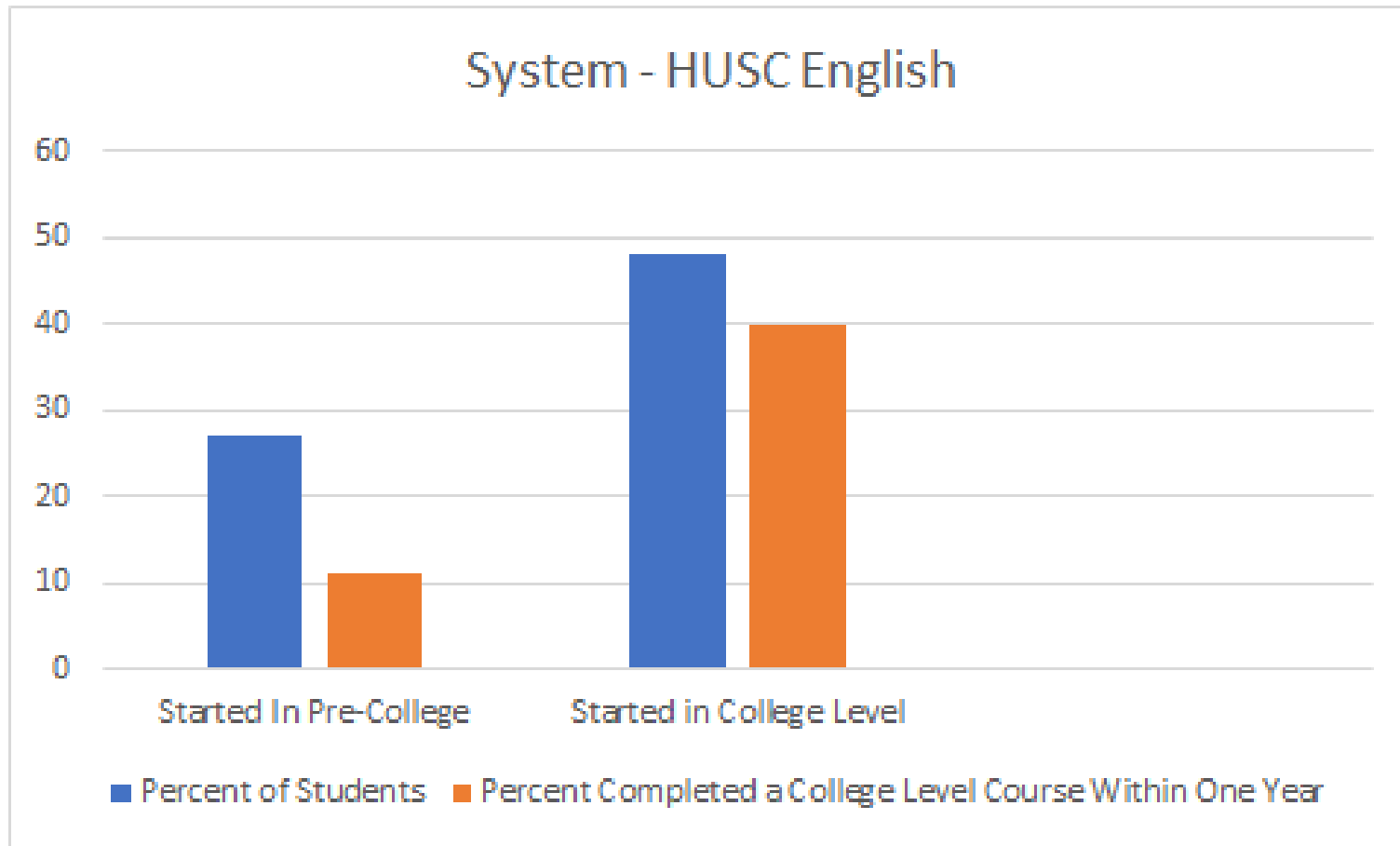
Degree Seeking Students with HS Credential Started in Fall 2017 and Followed for One Year.



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Degree Seeking Students with HS Credential Started in Fall 2017 and Followed for One Year





COLLEGE SLIDES

- **What do you notice about who benefits?**
- **Who is left out?**
- **How does student confidence or ability to advocate for themselves fit into the model?**

[College Slides](#)

STUDENTS DO NOT ALL COME WITH THE SAME...

Goals
Experiences
Life Circumstances
Skills
Resources
Motivations



HOW DO WE RESPOND?

Don't assume that every student is equally prepared, but do assume every student belongs.

Determine what you will need to know to fully serve each student.

Think about how you will collect, store, use, analyze that information.

Don't aim to recreate experiences that a student "should" have had before they arrive at college.

FLIPPING THE MODEL

Default to Lowest Level

College Level

Forces student to demonstrate assets.

Assumes placement measures can accurately identify best level. (High Stakes)

Assumes precollege sequences prepare students for college level courses.

Default to

Forces college to provide supports.

Assumes placement measures can help identify appropriate supports.



INTERMEDIATE ALGEBRA





RUNNING START



ACCESS TO PROGRAMS





STARTING BEYOND FIRST COLLEGE LEVEL



TEAM TIME – 1

What supports would you need to have in place to place all students directly into at least the first college level math/English course for their pathway?

What are the pros and cons of developing those supports vs. placing students into standalone pre-college courses?

What could you change right now to increase the number of students placing directly into college level?

SHARE OUT IDEAS

What could you change right now to increase the number of students placing directly into college level?





PLEASE DO NOT LOG OFF DURING THE BREAK

BREAK



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ELIZABETH KOPKO, SENIOR RESEARCH ASSOCIATE



CCRC COMMUNITY COLLEGE
RESEARCH CENTER



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Questions and Reflections



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FROM A STUDENT POINT OF VIEW

(Things You Told Me in November)

- Placement should be a meaningful, educational experience.
- They should know why they are doing it and what they will learn.
- It should be transparent.
- It should be equitable.



HELPING STUDENTS IDENTIFY PATHWAYS FIRST



TEAM TIME – 2

What would you want to learn

What would you want students to learn

from a comprehensive placement process that was not limited to giving “permission to enroll in a course”.

How would multiple measures fit in?



SHARE OUT TWO THINGS

- one piece of information you are not effectively collecting now but wish that you could collect from every student in order to better serve them
- one thing that you wish you could share with students during the placement process that you are not effectively sharing now.

IT IS NOT ENOUGH TO “FEEL” RIGHT

People used to believe that precollege courses were the best way to “even the playing field” for students who were not identified as the traditional “prepared student”. We would not have realized how poorly students were being served with these course sequences without good data.



PLACEMENT DATA

- **BASIC:** Who is being placed where and using what measures?
- **CONNECTIONS:** What happens after placement?
- **AS AN EDUCATIONAL EXPERIENCE:** What does it look/feel like from the student side?



DON'T JUST COLLECT IT... USE IT TO IMPROVE

- How will data/information be shared?
- How will it be used to inform change?
- How will you use it to set goals?



TEAM TIME – 3

1. Look at data from the prework – what do you notice?
1. Set both a data next step and a placement process next step.
1. Parking Lot



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Coming Up

February 18th/19th Team Meeting with Laura

April 21st, 9-12pm Placement Workshop Part 3



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Thank You

for investing your time, energy, and expertise not in what is, but in what could be.



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