SPRING PLACEMENT WORKSHOP
April 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
GUIDED PATHWAYS

VISION

A system that advances racial, social, and economic justice by achieving equitable student aspiration, access, economic progress and goal attainment
LAND ACKNOWLEDGEMENT

As a step toward honoring the truth and achieving healing and reconciliation, we are opening today by acknowledging the traditional Native lands on which we individually and collectively work. While we are distributed across many first people’s nations, we remain dedicated to opening our time together by honoring those that came before us.

We know that such statements only become truly meaningful when coupled with authentic relationships and sustained commitment, and as such, we commit to continued efforts to build our collective understanding and action to foster authentic native community connections.
LAND ACKNOWLEDGEMENT
LABOR ACKNOWLEDGEMENT

We acknowledge that our nation (and our institutions) have benefited from the free enslaved labor of Black people. We recognize the interconnected histories of Indigenous peoples who were forcibly removed from their land and the history of those who were forcibly brought to it. We acknowledge the enduring impacts of the African diaspora, honor the contributions, talents, and dreams of our Black communities.

We acknowledge the immigrant labor that has contributed to this country as a critical labor force, including voluntary, involuntary, trafficked, forced, and undocumented peoples. We recognize and honor their important contributions.
COMMUNITY SOLIDARITY

Finally, in light of the rise in anti-Asian sentiments, harassment, and violence that took the lives of six Asian women, we’d like to acknowledge the extended history of racial discrimination against our Asian American and Pacific Islander communities, and stand in solidarity with them and against all forms of hate and violence.

In these acknowledgements, we commit to the essential work of moving beyond awareness to action through meaningful changes at our institutions and in our communities.
Although yesterday’s verdict in the trial of George Floyd’s killer offers some measure of justice. These events were a trauma – especially for families in so many of our communities. There is still much work to do. This is one step on a long journey.

We must end systemic racism. We must be urgent in our institutional reform to remove injustice from policies and practices.
What progress have you made in rethinking and redesigning placement since our last large group meeting?

((Please put answers in the chat.))
BASIC AGENDA

• Recap of October/January Workshops
• Susan Bickerstaff (turning our attention to instruction in college level courses)
• Role Specific Breakout Groups
• Placement Panel
• BREAK
• Team Time
• College Level Course Support Panel
• Case for Urgency
Big Picture

Equitable student aspiration, access, economic progress and goal attainment

- Streamlined, Effective, and Equitable Implementation
- Clear Communication
- Inclusive and Empowering
- Increased Access to the College Curriculum

College Level English and Degree Math in First Year
Difficult Truths About....

Traditional Precollege Sequences
Placement into College Level Courses
Value of Standardized Tests vs. High School GPA vs. Flipping a Coin
Who is and is not Being Served
Multiple Measures
Guided Self Placement
Continuous Improvement
SUSAN BICKERSTAFF
SENIOR RESEARCH ASSOCIATE AND PROGRAM LEAD
Questions and Reflections
BREAKOUT GROUPS

FIND THE SLIDE FOR YOUR GROUP NUMBER AND PUT ANSWERS DIRECTLY ON YOUR SLIDE.

• What do you see happening at your college to intentionally to support students with academic needs in college-level math and English? In other departments?
• How are faculty supported to examine and enhance their teaching to meet the needs of students who need additional academic support?
• In your role, what can you do to help your college get “student ready”?
PLACEMENT MEASURES PANEL

Dawn Draus  
Lower Columbia College

Anne Molenda  
South Puget Sound Community College

Chris Chen Mahoney  
Clover Park Technical College
STRETCH BREAK

Please Mute and Turn off Camera But DO NOT LOG OFF

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Whole Group – Changing the $H_0$

Define success as a student completing their first program appropriate college level math/English course within a year.

Suppose a student could only be placed into a stand alone precollege course if you could give evidence that they would have a better chance of success than placing them directly into a college level course.
TEAM TIME

Suppose students could only be placed into a stand alone precollege course if you could give evidence that they would have a better chance of success (where success is defined as completing their first program appropriate college level math/English course within a year) by being placed into one of those courses.

• How would your practice need to change?
• What supports would you want to have in place for your college level math and English courses?
• What supports would you want to have in place for other college level courses?
COLLEGE LEVEL COURSE SUPPORTS PANEL

Robert Weston
Clark

Alison Walker Stromdahl
Courtney Edwards
Jason Loan
Pierce

Bruce Hattendorf
Peninsula
HOMEWORK QUESTIONS

What do your faculty need to be truly prepared to teach classes where all of our students are represented - not just students who have been identified as “college ready” in the past?

What responsibilities do administrators and other college staff play in supporting faculty who want to be prepared for all students and want their classes to offer an authentic opportunity for all students to learn and be successful?
Thank You

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