



**COMMUNITY AND  
TECHNICAL COLLEGES**  
*Washington State Board*

# **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**



Except where otherwise noted, this work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/).



# GUIDED PATHWAYS VISION

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

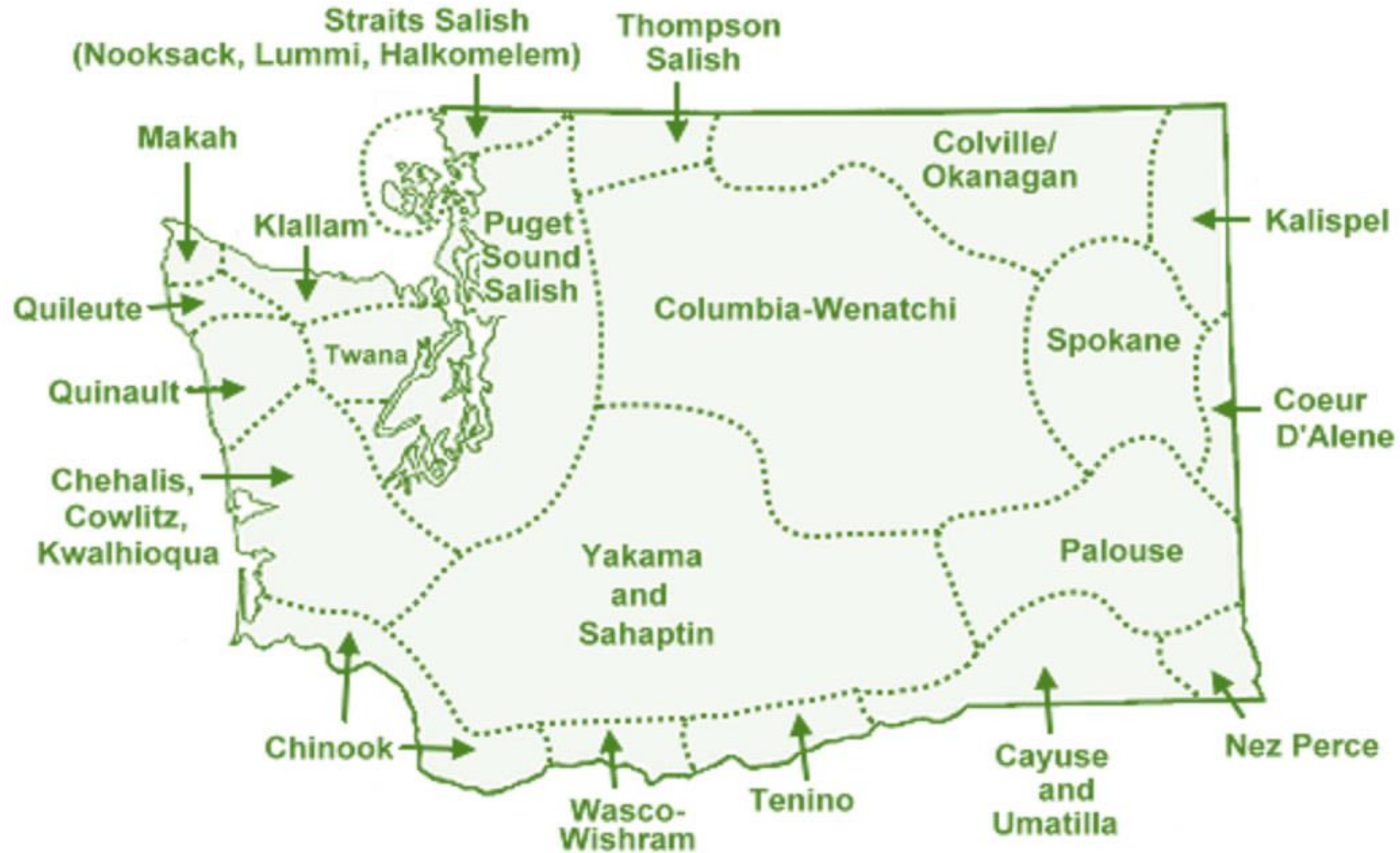
# LAND ACKNOWLEDGEMENT

***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 the 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.

## CHAUVIN VERDICT

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.

## SINCE January 21<sup>ST</sup> 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

- 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



**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER



**COMMUNITY AND  
TECHNICAL COLLEGES**  
*Washington State Board*



# Questions and Reflections



Except where otherwise noted, this work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/).

# 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”?



**COMMUNITY AND  
TECHNICAL COLLEGES**  
*Washington State Board*

# PLACEMENT MEASURES PANEL

**Dawn Draus**  
**Lower Columbia College**

**Anne Molenda**  
**South Puget Sound Community College**

**Chris Chen Mahoney**  
**Clover Park Technical College**



*Except where otherwise noted, this work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/).*



# STRETCH BREAK

Please Mute and Turn off Camera But DO NOT LOG OFF

[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)



Except where otherwise noted, this work is licensed under [CC BY 4.0](#).



## 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?



**COMMUNITY AND  
TECHNICAL COLLEGES**  
*Washington State Board*

# Thank You

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



Except where otherwise noted, this work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/).