

**Tacoma Community College
Joint Board Meeting with
Tacoma Public Schools Board
601 S. 8th Street, 4th Floor Auditorium
Tacoma, WA**

MINUTES

Wednesday, October 16, 2013

Tacoma Public Schools	Tacoma Community College
<p>Board</p> <ul style="list-style-type: none"> Debbie Winskill, President Kurt Miller, Vice President Karen Vialle Scott Heinze <p>Carla Santorno, Superintendent Josh Garcia, Deputy Superintendent Toni Pace, Assistant Superintendent of K-12 Support Dan Voelpel, Director, Public Information Officer Tanya Beatty</p>	<p>Board</p> <ul style="list-style-type: none"> Liz Dunbar, Vice Chair Don Dennis Bob Ryan Fred Whang <p>Pamela Transue, President Tod Treat, Exec. Vice Pres., Academic and Student Affairs Mary Chikwinya, Vice Pres., Student Services Mike Flodin, Dean, Mathematics, Sciences & Engineering Sabine Endicott, Instructor, Developmental Studies Carol Avery, Instructor, Mathematics Cathie Bitz, Special Assistant to the President, Secretary to the Board</p> <p>Audience:</p> <ul style="list-style-type: none"> Dolores Haugen Rachel Payne

Call to Order

Tacoma Public Schools Superintendent Carla Santorno called the meeting to order at 8:03 a.m. asked everyone to introduce themselves.

Updates on Implementation

Mary Chikwinya, Vice President of Student Services, provided some background on the partnership between TPS and TCC. At the February 2013 joint meeting, a discussion took place on the changes happening in K-12 in regard to the state level common core curriculum initiative and the transition to post secondary institutions. The two Boards suggested that TPS and TCC come together and identify the specific skills students should be able to demonstrate upon completion of their high school education and to be prepared for college level work. Those discussions centered around English and Math. Conversations were launched and groups of faculty met from both TPS and TCC.

• **Composition**

Mary Introduced Sabine Endicott, Developmental Studies Instructor. Sabine explained that TCC and high school faculty have formed a work group to address transition from high school to college. They need to identify what is being done in the classrooms and identify existing barriers.

History:

- Tacoma area high school and TCC instructors met for day long workshop (OSPI Presentation on CCSS and Smarter Balanced).
- 2 follow-up meetings with teachers from high schools (Lincoln, Mount Tahoma, Oakland, Stadium, Lincoln, SOTA, SAMI, Foss, Wilson) and TCC instructors/administrators.
- 2 higher education representatives on Common Core/Smarter Balanced work groups.

Topics discussed:

- Analyzing gaps between high school and college writing experiences.
- Common Core Standards and Smarter Balanced Assessment – implications for high schools and colleges.
- Exploration of useful models of K-20 collaborations.
- Accuplacer Placement testing.

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- Barriers to seamless transition.
- Assessing student writing to more accurately reflect learning.

How does assessment affect us? Discussion was held on what to do if a student doesn't pass the Smarter Balanced test in high school. What can the college do to help the student successfully transition? (It was suggested that they talk to students who have successfully transitioned out of high school into college.) Sabine stated that many of the common cores are skills based. That is hard to assess, but it is very important. They looked at how we can integrate those skills into teaching so students understand them. She also stated that we need to find a better way to communicate with each other, and to do so they are looking at technology, Canvas, and exchanging ideas. They will meet in a few weeks to share ideas and make suggestions on how to improve assessment.

Concrete Steps:

- Analyzing high school and college writing assignments, syllabi, and rubrics.
- Compare learning outcomes in AP course with those of English 101.
- Inviting college students from Tacoma high schools to share their experiences.
- Visiting each others' classrooms.
- Designing a transitional course for students who don't pass Smarter Balanced in 11th grade (Shoreline and CA models).
- Sharing/collaborating/ working through Canvas, Google Docs and other communication resources.

Board member Winskill asked at what point we switch from skills-based to knowledge-based. Sabine responded that people get bogged down with the intricacies of it, but they have been meeting. She suggested that teaching needs to include both reading and writing. At the developmental level, TCC is using literature and mixing the texts. She mentioned that some of the high school teachers are doing that as well. Trustee Dennis asked if principals are involved in the meetings. Sabine replied that principals have been invited but haven't attended yet; the teachers report back to them. He also asked if we know what Smarter Balanced will do for schools and students. Superintendent Santorno replied that it is going to take a few years to recalibrate the data and know how Smarter Balanced has helped.

- **Mathematics**

Carol Avery, Math Instructor, stated that she has been a part of the TCC/TPS Core-to-College Task Force that formed last year. She outlined what the Math department at TCC is currently doing to help students transition from high school to college math and where we're headed from here.

For several years, TCC has had an articulation policy in effect with Tacoma Public Schools that has automatically placed many graduating high school seniors directly into TCC's college-level math classes based on their completion of high school math courses. (TCC also has many Running Start students taking Math classes at TCC in conjunction with their high school classes.) In addition, several of our math faculty have recently partnered with high school math teachers to develop and offer College in the High School classes at SAMI and SOTA. There are now opportunities for students in those schools to earn TCC college-level credit for math classes taken right in their high schools.

Recently some TCC faculty members went to the Washington Core-to-College Project meeting in Seattle where, together with math faculty from other community colleges and high schools from across the state, they learned more about where things stand with the Common Core standards and the Smarter Balanced assessment. They shared ideas about how best to work within the new K-12 guidelines. In particular, they worked with the other math faculty to develop a framework for the proposed Senior College Readiness course that will become an option for those students who are designated "Conditionally Content Ready" after taking the Smarter Balanced assessment as juniors. Much is still in the works statewide and TCC will continue to be involved in the conversation. They will be sharing what they learned with the rest of the math department at their next department meeting, and together they'll discuss strategies on how best to continue our collaboration with TPS to help make a seamless transition to college a reality for high school graduates.

Mike Flodin, Dean of Mathematics, Sciences & Engineering, has been very involved in the College in the High School program. He will be meeting with Carol to discuss Core to College. He mentioned that when we updated the high school articulation system, TCC faculty met with high school faculty to reconnect and reconfirm the system. It does, however, have to be updated frequently.

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Board member Winskill asked if the Math assessment is difficult. Carol stated that it is "challenging." She stated that ACCUPLACER isn't harder but it is different and more conceptual. Students have to problem-solve and know underlying concepts rather than just "compute." In the future it will be problem- and application- based. Work is being done on that and a lot of progress has been made.

Tod Treat, Executive Vice President, stated that the articulation and course taking practice is very important and we don't want to under emphasize that. We are still focused on the test and working on the transcript for readiness in math. Course taking practices suggest that students are ready but then not taking entry tests. Mike stated that it was realized about a year ago that we need multiple measures of assessment.

Trustee Ryan asked what the percentage of the high school population coming in is going directly into college level course versus developmental math. Mike said that another relevant question is how many students are taking math in their senior year? The college doesn't know that answer since TCC is an open door college and doesn't have access to transcripts.

Board member Winskill remarked that students have to take Algebra in 8th grade. Do we start students too young? This may be a disservice to the students and the faculty of TPS and TCC need to discuss this.

Overview of National Agenda

- **Common Core**

Toni Pace, Assistant Superintendent of K-12 Support, stated that work has been done for a few years to align the curriculum in Common Core. It is one of the greatest things that has ever happened for student learning objectives in English Language Arts and Literacy in History/Social Studies, Science, and technical subjects. The basis of Common Core was to look all states that have similar standards and determine what the commonalities are in these standards. They then took it a level higher and looked at the community college standards. They found that community college standards were at least one grade level above where they originally were. We are now aligning our curriculum to the Common Core. We must find out what students need to know at their level. How can we start to articulate this? TPS has aligned its curriculum with the Common Core and is implementing it. The District is also in the process of looking closely at instruction. Toni stated that it has been a big transition year for TPS. TPS is upgrading district assessments and aligning those to the community colleges.

Toni stated that this is exciting. TPS is starting to identify what it wants students to know and understand and also identify common assessments to determine if students have learned what TPS is teaching them.

Board member Heinze asked if there are plans to expand College in the High School. Discussion was held and the suggestion made that the region may want to advocate for a clear articulation agreement that can be applied to the UW or any state school since there is no formal agreement that TCC credits will transfer. Mary said TCC does participate in articulation agreements between two- and four-year institutions and agreed to provide TPS with a copy.

Tod mentioned that there is a great deal of energy in the schools to transform classes around Common Core. He asked Toni to speak to that. Toni reported that principals sit at the table so they understand the process and can lead the work in their schools. There is a coach in every building who is integral to the implementation of the Common Core and who is working side by side with the principals and teachers. There is a change in the role of principals from managers to leaders because they need to be both. Principals have been asked to work on instruction so they can have conversations with their teachers about what needs to be done. They need to meet at all levels (grade, middle, and high schools) to discuss their issues and how they can better serve communities in each region.

- **Assessments**

TCC is continuing to offer Accuplacer in the high schools

In fulfillment of a 2012-2013 Operational Plan goal, TCC has expanded English/Reading and Math assessment, incorporating multiple measures such as Writeplacer, Accuplacer, high school grades and SAT scores. Communications with high school counselors and faculty have accompanied these improvements.

The Smarter Balanced Assessment Consortium (SBAC) creates state-of-the-art online exams to provide accurate assessment information to teachers and others on the progress of all students. Tod stated that the intention is to change the context in how we assess learning. We want to have our faculty engage in what they now see as a new world of K-12 education, but we want to use multiple measures. We are increasingly looking

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at the transcript, students' placement, and other measures of readiness and trying to place them according to multiple measures.

TCC has initiated conversations between high school teachers and college faculty intended to address gaps and create curriculum alignment in the areas of English and Math. These conversations have been challenged by introduction of new standards in the TPS curriculum (the Common Core) and new assessment processes (Smarter Balanced) as well as leadership transitions at TCC.

Future Plans

TCC continues to advance its Running Start and College in the High School activities with TPS in an effort to enhance affordability and accelerate postsecondary attainment for college ready students. Deputy Superintendent Garcia remarked that there is an issue of funding the courses. There might be some creative ways to do this (such as with Running Start) through different models.

Advancing these initiatives remains a priority for both TCC and TPS administrators. Recent meetings and plans for renewed activities will create new momentum that will lead to the joint Boards' expressed desired outcomes, albeit in a modestly extended timeline. Toni, Tod and Mary are meeting on a regular basis, and other faculty/administrator meetings continue as well. There are other potential connections being made and we will continue to have administrative commitment.

Another positive outcome of these meetings is that the TCC/TPS partnership and model will give us leverage with the legislature.

General Discussion

Mary said TCC is doing ACCUPLACER assessments and outreach in nearly all of the high schools.

Board member Miller said both Boards should be proud of these efforts and President Transue stated that progress has been significant.

Deputy Superintendent Garcia mentioned that TPS sent out a letter to thousands of district parents that mentioned TCC and its programs. He would like to see that happen again.

President Transue mentioned that TCC is in discussions about the national American Honors Program that connects community college students with first-tier universities like Stanford that would give our students admission to those premier universities.

Deputy Superintendent Garcia stated that TPS students are getting recruited early by UWT. Some students, however, choose to go to TCC for a variety of reasons, including cost. He would be interested to learn if the recruitments would still be valid if they attend TCC first. Mr. Treat said that he is meeting with the Vice President of UWT and President Transue stated that research shows that community college students who transfer to four-year colleges graduate at the same rate and with the same gpa as those who attended the university for four years. The only way that can happen is if the education is equal in quality.

Superintendent Santorno stated that she is excited about the discussions and meetings between TPS and TCC faculty. It will increase the caliber of both institutions.

Deputy Superintendent Garcia stated that the good reputation of TCC is one of the reasons the TPS Board believes two-year institutions are as good as four year institutions. He believes that jointly we have to continually work on our partnership regardless of where students decide to go when they graduate. Mr. Treat assured the Boards that TCC doesn't enter this partnership to ensure students come to TCC. TCC wants to help students be college ready regardless of whether they attend TCC or go to another college.

It was agreed that these joint meetings are beneficial, relationship building, and will do much to benefit high school students. Trustee Whang suggested that we consider giving a national presentation on our partnership.

Adjournment

There being no further business, the meeting was adjourned at 8:40 a.m.

Liz Dunbar, Vice Chair