Writing Placement Meeting  
Monday, September 21, 3:30-4:30 p.m., Ankeny 2-19

Compass/Current Placement Update  
COMPASS will be replaced with ACCUPLACER, and Joe DeHart directed us to continue with our exploring options—the college will follow what we decide long-term. We are confirming target dates, as some have heard late December/early January 2016 and others December 2016. Other colleges are transitioning in February/March in preparation for Fall.

Saxon and Morante’s Assessment and Placement Process Article  
We prioritized important components to the placement process based upon recommendation from the article.

1. From the article, “2. Assessment and Placement should be required…” (p. 2): Katie mentioned ESL doesn’t have a writing component; We agreed all students—not just full-time students—need to be required to take the assessments. We need to plan long-term for both full-time and part-time students.

2. “4. Mandatory assessment, placement, counseling/adviseement, and orientation should be required for all entering students…” (p. 2).

3. “4A. Bridge program and retesting: Collect data on number and percentage of students referred to bridge programs for retesting, as well as gain scores. Also collect data on number of developmental courses not longer needed after the program” (p. 3).
   o Some data from Janet Emmerson (thank you, Bret): “Course Sections and Census by Selection – Fall Term 2015”

4. Look into accelerated learning programs or co-requisites (pairing ENG 105 with a one- or two-credit supplemental dev. ed. writing course) as well as the Arizona State Stretch Program are suggestions.
   o Arizona State’s Stretch Program: http://english.clas.asu.edu/wp-stretch
   o What we know about accelerated developmental education--http://ccrc.tc.columbia.edu/media/k2/attachments/accelerated-developmental-education.pdf
   o Marlys discussed California revisions and data—California Community Colleges Success Network: http://cap.3csn.org/

5. Discuss volunteer faculty advising to handle some of the human resource challenges; need to negotiate collaboration and training through HEA
Research on Mandatory Placement Instruments in Iowa’s Community Colleges

We distributed an Excel spreadsheet with the placement tests, scores, and other assessment and placement data. (See attachment.) In the State of Iowa’s 15 community colleges, five (potentially six) do not have mandatory placement, and DMACC is one of them. It appears two colleges—North Iowa Area CC (faculty evaluator) and Southeastern CC (e-Write evaluated)—have students complete a writing submission.

Sharon mentioned that she thought we assess about 9,000 students each year. After the meeting, Sharon sent ACCUPLACER Concordance Table, which we can use to select ranges for placement.

See the attachments with the proposed revised prerequisites for ENG060, ENG061, ENG104, ENG105, and ENG106.

Next Steps

- Prerequisites on competencies for ENG 105/106: C or better and add ranges for placement to course outlines.
- Follow-ups and Updates:
  - ALEKS Placement and Math Data
  - NIACC’s Writing Submissions
  - Grand View’s Writing Placement System
- Prioritize our goals:
  - Mandatory placement—now or later
  - Test the Computer-Based Scoring Programs—ACT COMPASS e-Writer, ACCUPLACER’s WritePlacer, ETS’s e-rater, and others?
- Discussion of Potential Pilots: STRETCH or ALP, writing submissions

Next Meeting: Monday, October 19th, 3:00 p.m. in Ankeny 02-19