Writing Placement Meeting
Monday, November 9, 3:00 p.m., Ankeny 2-19

Announcements:

- McCann’s College Success Demo—3 p.m. on Monday, November 23, in AN02-19 or via GoTo Meeting link (see email)
- I reorganized the web site: https://myweb.dmacc.edu/personal/sdmcgregor/instructor/placement/. It’s a lot more readable and categorized toward our needs.
- Math ALEKS Placement Site: https://www.dmacc.edu/mathplacement/
- We do not have any news regarding the COMPASS changeover to ACCUPLACER and mandatory placement dates.

Placement Scores on Competencies
Based upon a review of the concordance Sharon sent, we approved the scoring ranges on the exams below.

- ENG 060: COMPASS, 01-37; ACT Score, 01-13; ACCUPLACER, 29-65; ASSET, 0-37; SAT, 200-290
- ENG 061: COMPASS, 38-69; ACT Score, 14-18; ACCUPLACER, 66-90; ASSET, 38-43; SAT, 290-360
- COM 703: COMPASS, 42-99; ACT Score, 14 or above; ACCUPLACER, 66-120; ASSET, 44-54; SAT, 340-560
- ENG 104: No prerequisites
- ENG 105: C or better in ENG 061
- ENG 106: C or better in ENG 105
- ENG 108: C or better in ENG 105

At the Thursday Curriculum Commission meeting, the Math Department just added the C- or better requirement because it was causing too many issues with students knowing the level and requirement: “Minimum ALEKS score of 14% or MAT 053 with grade of C- or higher.” It’s wise to do all of this at once.

We agreed to resubmit competencies to Curriculum with a general statement so that we can update the scores more easily through the college: Minimum English placement score or C or better in ENG ___.

NIACC’s Writing Submissions Placement System (Handout/Appendix)

- **Strengths/Likes:** Student connection to faculty member upon entrance to college (connection to acad. community immediately); faculty involvement with student; more complete picture of the DMACC student to improve evaluation/assessment of courses; engages the department; positive impact on departmental dynamics with regular norming
- **Weaknesses/Dislikes:** cost of release time/faculty evaluators; fatigue/changeover/consistency in evaluators; DMACC’s size (#s, multiple campuses, online/distance) is potentially prohibitive; turn-around time; grammar/spell check

- **Wants:** ensure all campuses are evaluating to create consistency; integrate **Blackboard/Turnitin**

**Potential Pilots**

**Writing Submissions Pilot:** 50 min. placement/diagnostic paragraph/essay pilot that DMACC instructors will score and pilot Fall 2016.

**Prompts:** **INSTRUCTIONS with PARAMETERS/EXPECTATIONS**, introduction, body, conclusion...thesis take time...

1. In a 1-2 page essay, explain how your High School English classes helped prepare you for college level writing.
2. Type a 1-2 page essay describing your expectations concerning college level writing. Do you feel prepared for college level writing, or not? Explain.
3. Type a 1-2 page essay describing your high school writing experiences outside of your English classes. Do you feel they were helpful in preparing you for college level writing, or not? Explain.
4. Type a 1-2 page essay describing your expectations concerning writing in college classes other than English. Will there be a lot of writing required in the major you are considering, or not? Explain.
5. Cell phone ban
6. Nice people finish last … explain
7. In a 1-2 page typed essay, explain what you feel are the differences between the expectations of the courses you would take at DMACC versus the same courses at Iowa State University. Are there differences? What are they? Explain.
8. Type a 1-2 page essay describing your most important writing assignment in High School and explain why it was the most important.
9. Type a 1-2 page essay explaining the college majors you are considering. Have you chosen one major, or are you still considering your options? Which one looks the most promising and why? Explain.
10. In a 1-2 page essay, describe your degree and career goals. What career do you want, and what degrees do you need to earn to achieve those goals? What is the time frame for you need to finish your degrees? What barriers do you face in achieving the career goal?
11. Type a 1-2 page essay explaining what you feel DMACC English faculty will consider most important when scoring your writing for this placement exam and why.
12. In a 1-2 page essay, explain why your writing should be considered college level or not. Explain.
13. Should students be required to complete volunteer hours (e.g., help in a soup kitchen, collect donations for community groups, clean up a city park, etc.) as a graduation requirement for college? Write a one to two-page essay explaining why or why not.
14. **Describe your most significant educational experience**. Write a one to two-page essay explaining why or why not.

**ALP/Co-Requisite Pilot:** Volunteers—Meridith, Darwin, Beth, Lynn, and Shannon

We have a few ALP/Co-Requisite **models:**
1. a course yet to be developed to partner with 105 in 1, 2, or 3 credit options
2. a course yet to be developed to partner with 106 in 1, 2, or 3 credit options
3. a different course yet to be developed to partner with 105 and 106 in 1, 2, or 3 credit options that could be repeated
4. 061 redeveloped as the co-requisite with 105 in 1, 2, or 3 credit options that could be repeated
5. 104 redeveloped to partner with 105 and/or 106 as the co-requisite in 1, 2, or 3 credit options that could be repeated— which is what NIACC is doing

Within these options, we also have a few **instructor options:**
- the same instructor for both courses, which was Adams’s original model
- co-instructors who coordinate, which he became more accepting toward when we discussed it at Kellogg last year
- a lab instructor who works with any students in the co-requisite courses, which is what some colleges including NIACC are doing
- and probably something else I am missing

1. Determine the course—new or 104 if we want to go in Fall 2016
2. Determine same instructor or co-teaching model?
3. Schedule the support frameworks (Writing Lab) with/without a credit class

Pilots at Urban, Ankeny, (Boone?), -- Kim, Faculty roundtables to address mandatory placement/ALPs
We discussed in the September Meeting that these are our priorities, based on the Morante and Saxon Systematic Approach article. If we can keep them at the forefront of our talks, it will help our progress.

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<tr>
<th>Placement</th>
<th>Assessment</th>
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<td>1. <strong>Multiple Measures</strong>—high school rank, grades?, ACT/SAT scores, others?—We need this information from Student Services and the State</td>
<td>1. Assessment (rubrics/norming/samples)—reassessment of scores/materials/processes</td>
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<td>2. <strong>Support Materials</strong>—links to ACCUPLACER sample tests (have) and test prep sessions (requires personnel), AAC? Classes? reassessment of scores/materials/processes</td>
<td>2. College Writing Portfolio?</td>
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<td>3. <strong>Testing for Reading and Writing</strong>—MC, adaptive, retakes?, cut ranges, remediation in AAC/classes?, wait time between retakes?, reassessment of scores/materials/processes</td>
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<td>4. <strong>Writing Sample</strong> (requires exam or personnel)—prompts, rubrics/holistic grading, norming, reassessment of scores/materials/processes</td>
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<td>5. <strong>Classes/ALPs/Stretch</strong>—integrated and system, reassessment of scores/materials/processes</td>
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<td>6. College Writing Portfolio?—Not discussed yet but an option.</td>
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Next Meeting: McCann’s Demo, Monday, November 23, 2015 3:00-4:00 p.m. Ankeny, Building 2, Room 19
Appendix: Writing Sample Placement at NIACC
Discussion with Mike Thompson and Joe Davis, English Instructors, Jessie Putnam, Dir. of Developmental Education

Background and Problems with Assessments

In 2011, they were using COMPASS. The Communications Department did not have confidence in placement from COMPASS, and faculty were frustrated that they did not know anything besides a score. Students did not understand the impact of the assessments and placement, and they were not taking the test seriously. They were seeing that students might be able to point out errors in the objective test, but it did not translate into their own writing. They offered two examples: One of a student scoring a 5 on the objective test but could write quite well; Another scored high on objective test but could not write or evaluate his writing. They wanted to talk with students to help them understand the importance of placement and the score. They also wanted to find a more accurate measure. The whole campus was going through placement changes, so it was a good time to rethink.

The department held a series of meetings with writing and dev. ed. faculty. They discussed restructuring courses, creating a rubric, and gaining better information/value about scores and how to use the results.

With the writing sample, they only have samples from those who fail the assessment, meaning they use scoring ranges to determine who goes directly into dev. ed. courses and who might benefit from a mastery co-requisite with Composition I. They obtain samples from about 600 incoming students in the fall who are borderline. Dual enrollment students must also place, but online has not been as easy/successful to place because of distance issues. They try to meet the need by offering some evening placement times, but some cannot make it to campus.

The Writing Sample Process

The Testing Office delivers the assessments. Students take assessments (2 prompts randomly selected—do you want a community center or camping ground). The student types the essay, and the essay is emailed to Mike to score. He prints the essay and evaluates it, using their department rubric to assess. They are currently working on making the process work smoothly and are assessing the accuracy of the rubric. They are working on a post-test.

Mike is not compensated: He uses it as part of his Title III release and simply works it into his schedule.

Co-Requisite ENG 104 Mastery Course

To a degree, NIACC’s Developmental Education Department has evolved away from a traditional 060/061 equivalent if the student is borderline. Students at the lower levels still take those classes, but those who are borderline a fed into the mastery co-requisite courses and mastery tutoring that accompanies Composition I. Students can enroll in ENG 104 for 1, 2, or 3, credits—most are enrolled in 1 credit. Others need to work through mastery modules and take the dev. ed. sequence, so they are using mastery at those levels, too.

In their old system, only about 30% of students progressed into Composition I: Under the new system, upwards of 70% progress through the composition sequences. The students are highly receptive to the co-enrollment model because they get to start and continue for credit. Both faculty and students have much more positivity, motivation, and understanding of the process and accept it as a strong model. The negativity of not knowing why and how they placed at a certain level has been replaced with a “fairness factor” because they know why they have placed and get to talk about what will make them more successful with writing in composition but also beyond the composition classroom.
Scheduling/Registration

They link the courses like in our Learning Community. The college brings in extra staff for placement the week before classes and the week after classes begin to finish placing students. NIACC compensates them on an hourly wage for that time. The faculty volunteer enthusiastically to staff the orientation, to work with the 104/105 staff, and to help the students feel comfortable with the co-requisite/mastery approach. They enjoy and take pride in networking with the students.

During the two weeks, one staff member handles scheduling and 2) one/two faculty members meet with about 20 students in an orientation session that explains the mastery course and offers them a syllabus. Students know when classes begin where the mastery class will be held.

The composition faculty teach ENG 105, and writing tutors teach most of the mastery 104 courses. They have good communication so that everyone knows the assignment, pace/schedule of the course, and the skills being focused upon in the 105 section. They also communicate carefully so that the mastery staff are not engaged with students in a proofreading session. In the mastery learning classroom, they have a notebook where faculty and mastery tutors keep and update the syllabi, outlines, assignments, calendar/pace, etc. (NIACC’s overall faculty-adjunct ratio in the department is 50% /50%.) The English faculty invite mastery instructors to English meetings, and the mastery tutors and development education instructors invite English faculty to their meetings regularly, too. Because of the mastery element, they have seen an increase in tutoring sessions, too.

Swap Meet

NIACC would love to do a trade. They would like to learn more about our reading co-requisites and ESL pathways and placement. We, of course, would like to see their classes in action and some of their orientation resources. They would like to know some questions, so what questions do you have for them that you did not learn in this narrative?