Feedback from Administration: Met with Kim Linduska, Heidi Heilskov, Stephanie Oppel, and Rachel Erkkila on Tuesday, February 23

- Approved the changeover to ACCUPLACER and the purchase of WRITEPLACER units for the pilot
  - Asked us to be conscious of the demands and dynamics of students who must take all tests
    - Currently takes 2 hours for ALEKS and COMPASS Reading and English
    - WRITEPLACER adds one more hour
    - ESL exams—narrowing to four parts
    - Program-specific exams
  - Having faculty create prompts and receive release time to manage placement was not directly shot down, but the emphasis was quickly shifted to the WRITEPLACER pilot and day-one diagnostic pilot being more viable right now.
  - Katy Hanus, Sharon, Katie, and Shannon are meeting to discuss the scores, unit options for English, Reading, and ESL, and implementation with Testing Centers and Counseling. (See notes below.)
    - ACCUPLACER Implementation: October/November 2016, Spring 2017 Registration
    - WRITEPLACER Implementation: possibly in Fall 2017

- Okayed Mandatory Placement/Prerequisite Flags
  - Need to inform, discuss, and vote in English Department—Notify in April; vote at June meeting—Report to Rachel
  - Rachel is sending a staff member for training in April
  - Requesting flags/blocks applied to ENG 060, 061, 104, 105, and 106
  - Asked about grades/transfers from other universities
  - Implementation: possibly Fall 2017 so that everything can be tested and students can be notified through the catalog

- Discussed Issues/Possibilities with Multiple Measures

<table>
<thead>
<tr>
<th>Easy to Accomplish</th>
<th>Obstacles</th>
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<tbody>
<tr>
<td>years out of high school can get but self-reporting</td>
<td>Not required to collect/Students not required to give</td>
</tr>
<tr>
<td>transcripts carry the courses but not complete</td>
<td>Do any community colleges in state gather that data?</td>
</tr>
<tr>
<td>scan HS info into Banner Web Extender—Can it be added to the Web Info Systems transcripts page?</td>
<td>Regents, private schools get it from high schools directly or from state</td>
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<tr>
<td></td>
<td>No software to input/manual data entry</td>
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<td></td>
<td>HS courses—training and ability to enter into the system</td>
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<td></td>
<td>Evaluate and re-evaluate the classes/programming from admits and readmits</td>
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</tbody>
</table>
Joe DeHart and Rachel confirmed that they will look into whether the high school information currently scanned into Banner Web Extender can be loaded into Web Info System and added into the transcripts view.

Intend for students to have access to everything—scores, financial aid, and other college needs—through the student portal.

- Requested for us to work carefully with Randy Meade, Randy Gabriel, Michael Lentsch, and the dual enrollment staff in addition to Rachel, Joe, and Heidi.

**Diagnostic Pilot Update—Next Meeting: Wednesday, April 6, 3:00 p.m., AN02-07**

- We met Monday, March 23, 3:00 p.m., Ankeny 2-7, and we narrowed down to several prompts. We will narrow from that list, too, and have eliminated argumentative prompts and focused on expository prompts.
- We will create a rubric to score the essays holistically, and we will need to norm before our first essays are written and after we receive our first rounds of essays.
  - The pilot will roll out with committee members and a few other full-time faculty first in Fall 2016. We need to discuss with the following faculty:
    - ENG 061: Dominique Darling, Darwin Pagnac, Meridith Nelson, Marlys Keller, Lisa Ash, and Julie Kramer
    - ENG 104: John Pea and Lindsay Simpson
  - We will create a rubric to score the essays holistically, and we will need to norm before our first essays are written and after we receive our first rounds of essays.
  - The diagnostic will be administered on the first class day for College Prep Writing II (ENG 061), Resources for Composition (ENG 104), and Composition I (ENG 105). All instructors will assign the same prompt, and the essays can be handwritten or typed. It should take 30-50 minutes for the students to write the essay. Instructors can still hand out a syllabus on day one when the diagnostic is finished so that the students can begin the course.
    - Do we change it each term?
    - How do we securely administer it: Blackboard, email, paper copy, other?
    - Either typed or handwritten is okay.
  - During the Fall 2016/Spring 2017 semesters, we will administer the exams primarily for data collection and analysis. As a group, we will assess the essays, compare our assessments with machine scored essays, and compare to data from multiple measures. Once these measures are used to identify at risk students, then we need to observe these students’ performance/behavior in ENG 105 to validate our placement measures.
  - The potential long-term plan is that instructors in ENG 105 (other classes, such as ENG 061 and ENG 104, too?) will score the diagnostics and make contact with students who do not score strongly to move them into the appropriate developmental course.
    - Instructors should work with advisors and the Early Alert system, too, to place the student in the correct class ASAP.
Until mandatory placement begins, we will/will not recommend to students that they move into ENG 061 but we cannot force them into it.

In Fall 2017, we will have the ALP/ENG 104 to recommend as a support class.

**Next Steps …**

1. Creating a Rubric
2. Working with Navigators/Counselors—Ongoing Process
3. Piloting the Diagnostics and Comparing them with WRITEPLACER—Ongoing Process
4. Preparing the English Department, Concurrent Enrollment Staff and Faculty, Academic Achievement Centers, Student Services for Changes—Ongoing Process

**ALP Update—Next Meeting: Wednesday, April 13, 3:00 p.m., AN02-07**

- We are deciding whether we will offer the course at a transfer/elective or developmental level. We are currently rewriting competencies and deciding upon the number of credits, lecture, or lab hours.
- After we form these decisions, we will develop strategies to work with advising, marketing, and other campus bodies to ensure the developmental sequence and options are clear and materials are developed for working with students.
- Finally, we will discuss instructional strategies of working with the class.
- Next Steps …
  - Finishing and Approving through Curriculum Commission
  - Working with Navigators/Counselors/Student Services—Ongoing Process
  - Working with Marketing to Develop Brochures, Resources, and a Website—Ongoing Process
  - Working with Faculty through Instructional Strategies—Ongoing Process

**ACCUPLACER/WRITEPLACER Update**

- Sharon Bittner, Katy Hanus, Katie Menec and Shannon McGregor met Tuesday, March 29, to identify implementation team members, prioritize tasks, plan demos of ACCUPLACER, set scores, and compose an email to deans, provosts, Student Services staff, Testing Centers, etc., regarding the changes.
- Katy Hanus and Sharon Bittner are going to lead the meetings and coordinate the transition to ACCUPLACER, which is set for transition in October/November of 2016 and will apply to students registering for Spring 2016. Rachel Erkkila, Heidi Heilskov, Brian Jaden, and Michael Lentsch will be one of the first core teams, and we will begin working with ACCUPLACER for demos at that meeting or quickly afterward.
- The WRITEPLACER pilot will be coordinated after that point, potentially to implement in Fall 2017 or later.

**Questions from the Faculty for ACCUPLACER Staff:**

- Can we block according to program: COM703 is more appropriate for some programs and students than ENG 105?
- Will instructors have access to the essays and scores in ACCUPLACER, WRITEPLACER, and the ESL exams?
Through WebInfo, Rachel and Joe are working on getting us access to students’ ACT/SAT scores along with other multiple measures, such as high school, grades for English and other classes.

- Can we have students self-report high school, test scores, etc., in the meantime?—Could this be added to Web Info’s Transcript screen or to the data Joe and Rachel pull?

**Writing/Reading Placement and NIACC**
The faculty from NIACC will visit Urban to see our AAC in action and to meet with developmental reading faculty. Marlys Keller has volunteered her College Preparatory Reading I and II courses for the visit, then we will have lunch and visit about our developmental programs.

**Last Spring 2016 Meeting: Wednesday, April 27, 3:00 p.m., Ankeny 02-07**