During the summer months, the English Department voted on and passed several measures, which were also approved through Deans and Provosts on September 14, 2016. See the Writing Implementation Plan online that summarizes the activity.

**ENG 104 Update—Since the 9-29 Meeting**

ENG 104 is working its way through Curriculum Commission. At the time of the meeting, it was being reviewed by Institutional Effectiveness, it was kicked back to us to add in the scores and resubmit. (See the course competencies.) As it progresses, I will keep you updated.

In the meantime, ALP materials to offer to advisors, Testing Center administrators, faculty, and students are being created and will be shared with the committee soon.

Additionally, a conversation resurfaced regarding giving students an award or scholarship to cover the costs of the class. By the end of the meeting, writing a grant was mentioned to help fund the course, too, so these will be ideas for the group to pursue. Dan Nelson shared a link to the CUNY Accelerated Study in Associate Programs: [http://www1.cuny.edu/sites/asap/](http://www1.cuny.edu/sites/asap/). It’s a model program/best practice that could help us provide support and assistance to students who have a large number of affective issue roadblocks. (Thank you, Dan!)

**Placement Test Scores**

Katy Hanus distributed handouts (ESL scores below, “Recommended Minimum College Ready Scores for 201702-201802,” and “Report on Determination of ACCUPLACER Scores”) and lead a discussion of the new ACCUPLACER placement scores. Additionally, Katy and Sharon Bittner presented the scores to Curriculum Commission, and they were passed at the 10/06/2016 meeting: [https://www.dmacc.edu/testingcenter/Pages/accutscores.aspx](https://www.dmacc.edu/testingcenter/Pages/accutscores.aspx).

**ESL Questions from Katie Menec**

Katie Menec emailed several questions for us to discuss as a group, and the responses are in orange:

1. Do we give students a time limit? **There is currently no time limit.**
   - Currently we are using 4 ESL sections (Sentence Meaning, Language Use, Listening, Reading) and will be adding ESL Write Placer (too much?)
2. How many times can a student take the placement test in a given academic year? **DMACC students do not have a retake limit but must wait 2 weeks before retaking in the hope they will seek remediation.**
3. **Who** takes the ESL placement test? Students self-report through the admissions application. Katy noted that Miami Dade is a premier college for
ESL policy, and the recommendations below are strong. We could discuss adapting them.

Adopted from Miami Dade College’s Testing Website
- graduated from a non-English speaking high school
- took ESOL during their twelfth grade at any English speaking high school
- earned a GED in Spanish
- took an MDC approved English proficiency placement test more than one year ago and whose scores were not used for placement decisions

4. Should we revisit the ESL testing qualifications? Admissions would be the channel for changes. DMACC’s current policy excuses ESL students who:
- Graduated from an English Speaking High School
- ACT score of 19 or higher in Reading and Writing
- Provide a TOEFL (Paper based 500, Computer based 173, or Internet based 61)
- Official transcripts from an accredited United States college or university showing successful completion (‘C’ or better grade) of a college-level writing course and 6 hours of college-level academic course work requiring reading
- Earns a 92 or higher on Compass ESL

Some questions emerged at the meeting, too:

- Do we align our standards with ISU and the Regents’ ESL requirements?
  - ISU: [https://apling.engl.iastate.edu/english-placement-test](https://apling.engl.iastate.edu/english-placement-test)
  - Iowa: [https://admissions.uiowa.edu/academics/english-proficiency-requirements](https://admissions.uiowa.edu/academics/english-proficiency-requirements)
  - UNI: [https://www.uni.edu/intladm/english-proficiency](https://www.uni.edu/intladm/english-proficiency)
  - Simpson: “A TOEFL score of at least 550 paper-based/80 internet-based or band 6.5 or higher on the IELTS is required.” (Catalog, p. 16, [http://simpson.edu/registrar/academic-catalog/](http://simpson.edu/registrar/academic-catalog/)).

- Do we have other questions we would like to ask?
- Additionally, Amanda Rodenborn requested that we consider using alternative scores or potentially multiple measures for ESL and students who take the TEAS and other program exams. That would require a program-by-program discussion and evaluation.
- Katie Menec clarified another question related to Amanda’s after the meeting—ACCUPLACER Score Minimum: Many ESL students have passed the required levels of ESL English classes but might not have passed with a 92 or higher on the Compass/111-120 ACCUPLACER. It creates inequity and additional barriers. When students have completed the math requirements through ALEKS, the dev. ed. sequence, or classes required for the program, are students required to take another test and pass it to get into programs? No, they are not: The requirements are satisfied.
Diagnostic Pilot

The first round of diagnostics went well. Most faculty sent in their essays, but some gave the diagnostics back to the students. We discussed next steps:

1. collecting names and 900s—please send the names and 900s of your students to Lynn by November 1 so that we can pair them with the essays and track the students’ persistence, SWOT, GPA, and other data
2. creating a rubric and norming
3. evaluating the diagnostics
4. adding ENG 061 and adjuncts in the spring

Letter of Support for Student Record Sharing
Jim has mentioned at several meetings that the State will not share the community colleges student high school transcripts, GPAs, etc., which we need for multiple measures. We decided at the meeting to write a memo of support for him to present to the administration and eventually the State to get crucial multiple measures information. The Regents have access to the records, and there is no reason we should not have access, too. It would not violate the open door policy and would inform us about our students more efficiently. **We need a volunteer to draft the letter to approve at the next meeting. Would anyone like to volunteer?**

Processes and Help
As Lynn has stepped down as co-chair to focus on her many other duties as Group Leader, Diversity Commission, and other duties (I am SO GRATEFUL for you, Lynn!!!), Alan volunteered as co-chair to help work through the processes with different departments to make all of our plans come to fruition. We are already moving on some of them.

1. Since the meeting, Alan, Kari Hensen, and Shannon have met and are working with Academic Standards and Curriculum Commission on policy and pre-requisites changes, and they will need to work with Admissions, Advising, Concurrent Enrollment, IT, and many other people and groups to implement phases.
2. Since Placement Scores were approved through Curriculum, we have people working on copying the courses to push through Curriculum for Fall.
3. We have feelers out for diagnostics leaders but will happily accept volunteers.

Next Meeting: TBA

Please take the Doodle Poll as soon as you can. [http://doodle.com/poll/ktms2i8dqun7vdbu](http://doodle.com/poll/ktms2i8dqun7vdbu)