This form is designed to assist the DARE Taskforce in reviewing proposed projects and determining funding allocation based on the Basic Skills Initiative categorical fund objectives. Please provide complete and detailed responses to the questions below. Additional information may be required prior or after approval. Submit completed forms to Jennifer Myhre and Jerry Rosenberg at myhrejennifer@deanza.edu and rosenbergjerry@deanza.edu and a copy to each of the following: 1) the secondary contact person for this proposal; 2) to your chair/program coordinator, and 3) your Dean. Please see the Funding link at the DARE website for complete information about funding procedures and review criteria: www.deanza.edu/dare. The 2013-2014 funding deadlines are as follows:

- Deadline for proposals for Winter 2014 quarter projects: Friday November 15, 2013
- Deadline for proposals for Spring 2014 quarter and Summer projects: Friday January 17, 2014
- Deadline for proposals for Fall 2014 quarter projects: Friday May 9, 2014
- Deadline for proposals for Winter 2015 quarter projects: Friday October 24, 2014

Please note that if your proposal is funded, you will be asked to submit a report on your activities within two weeks of the expected completion date. The form for this report is available on the DARE website.

<table>
<thead>
<tr>
<th>Name of Program or Department:</th>
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<tr>
<td>Name of Project:</td>
<td>Placement test multiple measures pilot</td>
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<tr>
<td>Submission Date:</td>
<td>5/8/14</td>
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<td>Expected Project Completion Date:</td>
<td>6/20/15</td>
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<tr>
<td>Primary Contact:</td>
<td>Becky Roberts, <a href="mailto:robertsbecky@fhda.edu">robertsbecky@fhda.edu</a>, (408) 864-5764 or 260-7994</td>
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<td>Secondary Contact:</td>
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**Basic Skills Initiative Funding Category:** Circle one of the categories to the right

A. Program, Curriculum Planning, and Development  
B. Student Assessment  
C. Advisement and Counseling Services  
D. Supplemental Instruction and Tutoring  
E. Course Articulation/curriculum alignment  
F. Instructional Materials and Equipment  
G1. Coordination  
G2. Research  
G3. Professional Development

Pg. 1
1. Briefly describe the project/activity for which funds will be used and identify the targeted student population. Explain why you selected this student population and course levels if applicable.

I am asking DARE for support so that I can organize and implement the reforms to the English placement process that I have worked on for two years in at least 12 meetings with faculty from English and ESL and administrators from counseling, instruction and student services.

There are two main changes we have agreed to enact:

1. Use overall un-weighted high school GPA as a multiple measure along with the Accuplacer (or whatever objective test we might be using next year as a pilot college for the Common Assessment) as a portion of the overall placement process. For students with high school GPA higher than a B average, this measure would replace reading the placement essay. Two very compelling studies indicate that high school GPA is a far more accurate measure of future student success than test scores, so we would like to pilot this as part of the placement process for those student who would benefit from this approach to placement. This would also result in cost savings to the college and a faster placement process, since some students would not write an essay and we would save the cost of scoring those placement essays.

2. In order to support student success, students who need an ESL course, should be directed to the ESL placement test through a pre-testing process that involves a series of questions about the students’ language experience. We propose to develop and pilot such a branching mechanism to help direct students to the appropriate test. If students take the appropriate test, we also can forego scoring the placement essays for those students whose placement is statistically unlikely to change (those in the middle of the scoring range for their level). Since the Accuplacer does not screen for ESL-type errors, many ESL students are not placed appropriately by this test, and we must read their placement essays to see if the students should be advised to instead take the ESL placement test. If we do not have to use the essay to screen for ESL students, placement will be much more accurate, and we would save up to 40% in essay scoring costs.

2. If your project requires collaboration with other programs and/or departments on or off campus, please explain by identifying the programs and/or departments and describing the nature of your collaboration. Collaboration is highly encouraged.

I am collaborating closely with ESL faculty, Counseling staff and instructors, and administrators.

3. What are the student learning outcomes and/or program level outcomes for your project? Is this a short-term project? If there is potential for long term, what are your plans for sustaining the project? Include your
Program Outcomes:

More accurate placement in Language Arts courses. Although we don’t know for sure, other colleges where high school GPA has been used as a placement measure have experienced a drop in the number of Basic Skills placement results. That would streamline the matriculation process for students, promote student success and save everyone money, including the students.

If our results verify that these processes result in accurate student placement, the cost savings to the college will make the project highly sustainable and the only necessary monitoring would be through institutional research. For the pilot I am proposing, I think we should study it for a year to confirm our results.

Student Learning Outcomes:

4. How will you assess your student learning outcomes and/or program level outcomes? Explain your methods for evaluation, baseline, and data collection. Please specify what surveys or other quantitative data you will collect to measure these outcomes.

We will track student success in the Language Arts courses in which they are placed through the new multiple measures. Student success should match or exceed current levels.

5. How will you document and disseminate your results to the DARE Taskforce, your department and your division? (In particular, DARE is looking for re-usable documents or resources that can be shared on campus, such as best practices lists, professional development materials, guides or handbooks, etc.)

I will write a detailed description of the process, rationale and results in July 2015. I think we need a year to be sure of our results.

6. Provide a budget breakdown of costs of the project and include the following categories: Staffing Needs, Materials and Supplies, Events/Workshops, Speakers, etc. (Please note that food is not something that DARE
<table>
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<th>Description</th>
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<td>15-20 hours per quarter for organizing meetings, planning, tracking results, refining our process, and training placement staff in the new protocols. I will also write informational material for students to describe how placement works at De Anza. Some of this will be included on the Placement Center website.</td>
<td>$1200 per quarter, Fall 2014, Winter 2015, Spring 2015</td>
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**Total: $3600**

SIGNATURES:

Approval from the Department Chair/ Program Coordinator and the Dean is requested prior to submission. Please provide the names of the authorizing individuals below as well as the date approval was granted.

_Becky Roberts_________ _ _______________________________ ___________
Proposer Signature Date

_Becky Roberts_________ _ _______________________________ ___________
Department Chair/ Program Coordinator Signature Date

_Thomas Ray__________ _ _______________________________ ___________
Dean Signature Date