Mt. SAC Research Agenda: Multiple Measures

Antecedent (What gets our attention?)
- Changing landscape – shortening students’ pathways to transfer English, math courses (MMAP, AB 705)
- Evaluate external research implications
- Integrated planning, strategic actions

Inquiry Questions (What do we want to know?)
- Evaluate external research
- Ask different and difficult questions (question the questions being asked)
- Research: Synergy of Ideas & collaboration
- Impact on students

Proactive Initiatives (What are we doing already to help?)
- Engagement with Multiple Measures across campus (faculty, IT, Research, administrators)
- Creating, evaluating Assessment Questionnaire (AQ) using student voices
- Validation checks of placement matrix
- Pull from Research Toolbelt

Research (How are we conducting cohesive research?)
- Leverage from expertise and past research
- Intrusive, Cohesive, Impactful Research Action Plan
- Success, Progression, Degrees, Certificates, Transfer, Disproportionate Impact
- Students voices, faculty voices
- Connection with other metrics
- Impact of Intervention: Evaluation, validation

Solutions (What are we going to do next to ensure Guided Pathways for Success (GPS)?)
- The more you know, the more you want to know
- Piloting – securing student voices
- Closing the loop: Using the data to create solutions
- Solutions (interventions) spur more questions for next creative, cohesive, synergetic, collaborative research agenda
- Research Impact: Improved GPS, Close the Equity Gap

Sunday, September 30, 2018
Research Agenda: Post AQ

Overall Research Components: Post AQ Implementation

- **Placement with Assessment Questionnaire (AQ):** What are the placement rates before and after the AQ (English, Math)?
- **Being Placed without AQ:** What do we know about English language learners?
- **Enrolling:** What percentage enrolled within a year?
- **Using Services:** What is Student Services Support usage and impact?
- **Completing Courses:** Does the AQ maximize the probability for students (in certificate or degree programs) to enter and complete required college-level coursework in English and math within a one-year timeframe (summer-spring) (AB 705)? What is impact of co-requisites?
- **Progressing (next course, degree/cert, transfer):** Did we minimize the impact on student financial aid and unit requirements for the degree by exploring embedded support and low or noncredit support options? (AB 705)
- **Validation:** Is self-placement working? Disproportionate Impact?
- **Evaluation:** Evaluation of the major steps in the process.

Methodology:
- Focus Groups
- Surveys
- Cohort Tracking