QUESTIONS TO CONSIDER . . .

1. When we give incoming students placement tests, what assumptions are we making about their college readiness, and do we come by those assumptions fairly?

2. When we implement multiple measures, what problems are we addressing? Are those problems and solutions student-centered or institution-centered?

3. When we implement accelerated learning/co-req courses, what procedures do we need to follow for the faculty involved?   How do those procedures differ from those required of our colleges' other courses?

4. In what ways can multiple measures placement and accelerated learning/co-req courses advance our implementation of guided pathways?

5. Can computer-generated algorithms created by Columbia University accurately reflect the needs and problems of incoming college students? Why/Why not?