

Recommended Action Items with Narratives
By Dimension

PHILOSOPHY DIMENSION

- New-Student Philosophy Statement: Adopt (*High priority*)

College wide Philosophy/Rationale Statement (High Priority)

DRAFT - This draft will be available to key campus groups, deans, division chairs, faculty and leadership for addition, deletion and change to better describe the overall campus philosophy and to ensure inclusion, accuracy and total commitment. Upon final approval, we will seek endorsement by the governing Board of Trustees.

"Pulaski Technical College is committed to provide access to high quality education that promotes student learning and enables students to develop to their fullest potential. The quality of the first year experience is central to the achievement of that mission and lays the foundation upon which future educational endeavors will be built. Pulaski Technical College is committed to the academic, social, and personal development of its students. The college recognizes that this commitment obligates all members of the PTC community to cooperatively and intentionally structure their programs, activities, and services to promote first-year success."

- Philosophy Statement: Dissemination (*High priority*)

We recommend that the philosophy be included in all appropriate college publications and documents. It will be widely visible to students, faculty, staff and community. It will be incorporated into faculty, staff, and student orientation and training.

- Student Services/Academic Advising: Availability (*High priority*)

We propose Student Services and Academic Advising be available at all campuses for students in day, evening, weekend and online classes during the heaviest registration periods.

- Orientation: Required (*High priority*)

In conjunction with expanded advising, the committee believes mandated orientation activities before each semester for new student enrollees would acclimate them much more quickly to the college environment and promote success.

- Advising: Developmental Education Advisors (*High priority*)

It is our recommendation that the hiring of designated developmental advisors be a high priority for the retention and success of this under-prepared population. In the absence of funds, we recommend that release time be awarded to developmental faculty to assume these critical duties.

- Orientation: Developmental Education (*High priority*)

A mandated orientation for the developmental student population should be instituted. This would significantly impact first year student success and retention rates

- Professional Development: Working with New Students (*High priority*)

We propose that new and adjunct faculty be trained on the college and departmental philosophies and be given manuals describing strategies for working with new students and promoting their success both in and out of the classroom.

- First Year Council (*High priority*)

We propose the creation of a First Year Council comprised of all college department directors and deans involved in new student enrollment, advisement, education and student services to oversee the aspects of first year initiatives at Pulaski Technical College. This Council will report to the Vice President for Instruction concerning initiative outcomes.

- To Improve Practices (*High priority*)

We propose that new and adjunct faculty be trained on the college and departmental philosophies and be given manuals describing strategies for working with new students and promoting their success both in and out of the classroom. Secondly, we propose student services and academic advising be available at all campuses for students in day, evening, weekend and online classes during the heaviest registration periods. In conjunction with this expanded advising, the committee believes mandated orientation activities before each semester for new student enrollees would acclimate them much more quickly to the college environment and promote success. It is our assertion that the hiring of designated developmental advisors is a high priority for the retention and success of this under-prepared population. In the absence of funds, we recommend that release time be awarded to developmental faculty to assume these critical duties. Finally, a mandated orientation for the developmental student population should be instituted and would significantly impact first year student success and retention rates.

- Learning Communities (*Medium priority*)

Learning communities can provide a supportive educational setting where students can get more involved in learning, spend more time learning, and share their experience with others.

In a commuter college setting like PTC, students have difficulty connecting with their peers and with the college. One solution that has been used in other first year experience programs is learning communities, with linked courses on a common topic.

Learning communities have been shown to increase student retention and academic achievement, increase student involvement and motivation, improve student time-to-degree completion, and enhance student intellectual development. Students involved in learning communities become more intellectually mature and responsible for their own learning and develop the capacity to care about the learning of their peers.

- College Seminar: Required (*Medium priority*)

We recommend consideration that some first year students entering Pulaski Technical College be required to take College Seminar during the first or second semester of enrollment.

ORGANIZATION DIMENSION

- Gateway Course : Develop Unique Course (*High priority*)

The committee acknowledges the need for fostering the skills necessary for a student to achieve success at PTC. Therefore, it is recommended that a unique gateway course that will serve all PTC students be developed. College seminar is an excellent course, and the committee wishes to more fully require college seminar for those students who have been identified as needing developmental education. We do NOT wish to recommend college seminar for all students. A course aimed primarily at developmental students may not meet the needs of the entire PTC student body. Instead, action item number one is to develop a unique introductory course that would be beneficial to the broader PTC student population.

While the committee recognizes the importance of a comprehensive orientation program, we do not believe it should be mandatory. Rather, the current online orientation program should be expanded to include a campus based orientation program and incentives provided to students to encourage attendance. Further, the committee believes that components that comprise the orientation program be integrated into and be among the first topics discussed as part of the recommended gateway course.

- Resource Manual: For Training, Professional Development, & Reference. (*High priority*)

This committee recommends the production of a comprehensive resource manual to use for training, prof. development, & reference. The organizational dimension committee believes that students deserve an efficient, knowledgeable, and prepared faculty and staff. This idea goes beyond just being proficient in a particular subject matter. Our committee knows that a commitment to students means being committed to learning the workings of the college. The operation of any college, especially a growing young college like PTC, requires a dynamic, aggressive commitment to continued training and professional development. Although our faculty / staff survey seemed to indicate the general sense that employees were aware of the workings of the college, it is believed that this knowledge is gained through individual hard won commitment rather than a systematic, institutional method of acclimation.

- Course Repeat Policy: Revise (*High priority*)

Currently students are allowed to repeat courses without limit. This practice runs counter to the philosophy of providing students with an affordable education and excellent student service. By allowing students to continue taking classes that they have successfully passed PTC is taking student/federal money, raising our credit hour count and facilitating a process by which students are artificially raising their GPA. Additionally, there may be financial aid implications to the practice of allowing students to get paid for courses they have successfully passed. The committee recommends that the College pass a policy that prohibits students from repeating a course in which a grade of "C" or higher has been achieved.

- Academic Advising: Availability (*High priority*)

The college should be committed to providing tools for assisting students in their goal of success. The committee believes that instructors play a huge role in making this success possible. The committee members also understand that students may need a view of their performance that is more comprehensive than just one class. For this reason, the committee recommends that PTC considers intervention when a student is placed on probation, intervention when a student repeats coursework, and attention to degree completion. To address these three components of student success, the committee recommends academic advising be provided year round.

- Registration: Establish Strict Deadline (*High priority*)

The organization committee believes that late registration is hurting first year students because they are being brought into the PTC system with little to no orientation to the school. In this way, they are being set up for failure. For this reason, we believe the current PTC policy of no application/registration after the start of classes should be strictly enforced. We believe this action item will also help our student body thoughtfully consider their educational options.

- FYE Position (*High priority*)

This committee recommends the creation of a well-funded position to oversee the implementation and continued focus of the FYE. All of these action items will require a commitment of not only time but also college financial resources. Our current committee structure is gaining strength and commitment from both faculty and staff participants. Eventually, an existing committee such as the Student Success Committee may be able to monitor, guide, and create policy that will address the particular concerns of PTC's first year student population. It is this committee's opinion however, at least in this initial phase of development, that improvement and change can best be fostered by the creation of a new position to coordinate and implement the action items of the Foundations of Education study. This is our final and perhaps most important high priority action item.

- Early Alert System (*Medium priority*)

The committee has found in our research that students often do not have any awareness of how they are doing in a class, or even if they do know they are not doing well, there is a sense that they are uncertain about what to do if they wish to improve their performance. Therefore, the college should provide a simple early alert system at a department level that will offer not only grade information but also tools for intervention.

- Identifier on Rosters (*Medium priority*)

The college does an effective job identifying "first time to institution" students during admission and registration. During the fall 2006 semester the college began to identify first-time entering freshmen on class rosters with an asterisk (*), however, this practice has not yet been extended to transfer students who are new to Pulaski Tech. This recent step by the student services division is a positive development and should be applauded; however, new to PTC transfer students still need to be identified on class rosters and faculty need to be trained on how to best utilize this information. Pulaski Technical College should add an identifier on class rosters for new to PTC transfer students and provide faculty with professional development on how to utilize early warning or intervention techniques to assist those students who might be struggling.

The school should expand the identifier on instructors' class rosters indicating if the student is new to the college and provide faculty with professional development training on how to utilize this information.

CAMPUS CULTURE DIMENSION

- Critical Items (*High priority*)
 1. **Full-time Faculty:** Hire more full-time faculty and staff
 2. **Advisor Training:** All advisors are trained the same way with consistent information
 3. **Assigned Advisor:** All first-year students are given an advisor who will remain their advisor throughout their academic career at PTC
 4. **Mandatory Orientation:** Establish a mandatory orientation program for all first-year students using student leaders
 5. **Orientation for online students:** Require an orientation for all students enrolling in online courses.
 6. **Registration deadline:** Enforce board policy regarding the enrollment of students after the first class day
 7. **Advising and Continuing Students:** All students must speak with an advisor and obtain a PIN number before registering for classes each semester
 8. **Student Identification:** Require each student to have a Student I.D., and include names and photos of each student on faculty rosters
 9. **Honors Program/Specialty Courses:** Offer an Honors Program and specialty courses to attract different types of learners
 10. **Student Expectations:** Use the college catalog consistently to ensure that new students are fully aware of all PTC policies and the expectations of becoming a student

- Important Items (*Medium priority*)
 - o **Mandatory Meetings with Advisors:** First year students should meet with advisor one hour per semester for advisement and counseling
 - o **Course Enrollment Limits:** Enforce a limit on the number of times a student can take a developmental education class without achieving a C or better
 - o **Campus-wide Attendance Policy:** Create a campus-wide attendance policy that consistently uses the WX or F assignment among all departments
 - o **Restrictions on Online Courses:** If students do not succeed in online courses, they may not take another online course unless they have or until they achieve a GPA of 2.0 or better
 - o **Campus Communication/Interaction:** Promote interactions between all academic divisions to bridge the gap between technical programs and transfer education
 - o **Campus Enhancements:** Create a campus using landscaping and signage that fosters community
 - o **Faculty/Staff/Adjunct Handbooks:** Create new Faculty/Staff and adjunct handbooks to include expectations for involvement with new students

- Suggested Items (*Low priority*)
 - o **Academic Advising—Developmental Students:** Be intentional about advisors assigned to developmental first year students
 - o **FYE Structure:** Establish a comprehensive organizational structure for coordinating first year curriculum, policies, and service
 - o **Developmental Education Objectives:** Look closely at developmental courses and define clear objectives to make the transition from class to class smoother
 - o **DISCOVERY:** Require DISCOVERY be part of all College Seminar syllabi
 - o **Academic Alert:** Use the Academic Alert form consistently and systematically and require that faculty communicate midterm grades to their students
 - o **Contact Information:** Publish a resource, both online and in print, that includes office phone numbers and contact information for all faculty (full-time and part-time) and staff
 - o **Professional Development:** Recruit presenters and educators that are outside the PTC community to come to campus and speak on best practices and professional development in the area of new student success
 - o **Recruiting:** Include a statement concerning involvement with new students in job advertisements and job interviews

TRANSITIONS DIMENSION

- Orientation (*High priority*)

The committee proposes the development of a mandatory on-campus orientation program for first time entering students. Orientation targeted to specific groups or majors should be explored. Faculty should be involved in the development of an orientation program and participate in the delivery of sessions.

- Online Orientation (*High priority*)

The current online orientation should be revised to include the same information as on-campus orientation. A mechanism to track student completion of the orientation and to measure understanding of the material should be incorporated.

- Advising (*High priority*)

The College should continue development of a comprehensive advising program. The committee recommends using NACADA consultants as a first step in development of the advising program. A select group of faculty and staff should attend the NACADA summer advising institute. Title III funds can assist with related expenses.

- Academic Expectations (*Medium priority*)

Additional information concerning academic expectations and the realities of college life should be added to the college Web site. Faculty should develop this web space to include the amount of time needed for assignments, expectations of faculty, sample assignments, study strategies, and grading criteria.

- Out of class activities (*Low priority*)

A survey instrument should be developed to determine the out of class activities of interest to students and their families.

- Family newsletter (*Low priority*)

The College should consider the development of a newsletter or some other communication piece for families of students.

- Loan counseling (*Low priority*)

The process of packaging all available loans in the initial award letter and expansion of the loan counseling process should be reviewed.

ALL STUDENTS DIMENSION

- Academic Advising: Mandatory (*High priority*)

This action item addresses issues stemming from all three performance indicators included in the All Students Dimension. Assigning an academic advisor to all students would provide academic support by ensuring students, throughout their career at Pulaski Technical College, receive correct academic information, accurately follow their degree plan, assist with the proposed early alert system, and will directly effect retention. In addition, supplying students with a personal contact on campus will support their social and safety needs. The All Students Dimension committee realizes that staffing and financial boundaries exist; however, the College could begin this endeavor in the fall 2007 semester with a pilot group of incoming first time students. Resources needed for this action item include, utilizing existing full-time faculty and advisors (approximately 150 people to date) to serve as the assigned academic advisor for an incoming pilot group of 500 first time entering students. This formula would require each full-time faculty and/or advisor to serve 3 students for four semesters. During the All Students student focus group, the question, "Do you wish you had an academic advisor assigned to you?" was asked. The response was an overwhelming yes.

- College Seminar-style Class: Required (*High priority*)

This action item addresses issues stemming from all three performance indicators included in the All Students Dimension. This course will ensure that all students receive necessary Pulaski Technical College information that is directly related to their educational success, will positively affect the retention of our students, and will aid in the existing communication problem. Out of fifteen College Seminar students polled, zero had taken the online orientation and many of them did not know it existed. The course will discuss the information currently offered through the online orientation with additional information, campus guest speakers, and assistance. Options for this course could include a one-hour course in addition to the current College Seminar course, replace the current College Seminar course, or be in the form of a co-curricular course. We recommend beginning this course during the fall 2007 semester. The pilot group of 500 students receiving mandatory academic advising would also be required to take this course. The College could utilize full-time professional staff to serve as instructors for a one hour course. The other two options would utilize current College Seminar instructors and require additional faculty.

- Early Alert System (*High priority*)

This action item addresses the academic needs of all students. Informing students of their progress at midterm will allow students time to take the necessary steps to improve their grade if needed or to drop a course before the final drop date. During the student focus group, students indicated they were not always aware of their progress and would want to know if they were falling behind in the course. The College would need to set and make known a specific midterm date. Instructors would be required to deliver midterm grades to the students and the registrar's office by this date. As an aid to instructors, the College could explore an electronic grade book system and/or using Blackboard and/or Campus Connect. If a student is notified of a poor grade and wishes to take the steps to improve that grade, the Learning Assistance Center and their designated academic advisor, with additional training, would provide the services needed to assist the student and provide additional academic and social support.

- Computer Skills Assessment (*High priority*)

This action item addresses the academic needs of all students. Student suggestions to the All Student Dimension committee imply that the currently existing Computer Concepts course does not meet the needs of students with no computer skills. A computer skills assessment administered during the COMPASS test could pinpoint students in need of a basic introductory computer course. All students taking the COMPASS would take this computer assessment. However, incoming transfer students and students who have taken the ACT would have the option to be assessed. This course could be developed through the Division of Education and Academic Success and/or Business Division. Instructors currently teaching the Computer Concepts course and businesses

courses would be utilized to teach this course. Therefore, the implementation of this action item would require minimal funding/staffing.

- Telephone 24/7 Help Center (*High priority*)

This action item addresses issues stemming from all three performance indicators included in the All Students Dimension. In addition, a 24/7 telephone help center would aid in the recruitment and retention of students, provide exceptional customer service, and would increase the communication across campus. This action item originates from a presentation conducted during the December 2006 Information Technology committee. A 24/7 telephone help center provides first level help across campus, divisions and departments. Incoming calls are answered no later than the second ring. If the help center is unable to answer the question, a trouble ticket is produced and emailed to the appropriate department to alert the department with contact information for follow up. This action item requires a financial commitment from the College. However, Darrow Neves, Chief Information Officer at Middlesex Community College which has had such a service since 2004 reports that faculty, staff and student calls to support staff, the IT department and academic resources have declined substantially allowing faculty and staff to focus on supporting the teaching and learning goals of their institution.

- Student Involvement: Participation on Standing Committees (*High priority*)

As previously stated, according to the FoE student survey, 61% of students moderately feel they belong at Pulaski Technical College. As an institution of excellence, Pulaski Technical College should take steps to ensure the remaining 39% have a feeling of belonging. This action item addresses issues stemming from all three performance indicators included in the All Students Dimension. Currently, students are not serving on all standing committees. Instituting this action item will open the lines of communication between administration, faculty, staff, and students. This action item will directly affect the feeling of belonging for students and create an inclusive campus environment. Students will have an opinion in the decisions made on their behalf and will have a stronger voice on campus. A student representative will be appointed to each standing committee from the Student Government Association and the Student Ambassadors. This action item will be very easy to implement by the fall 2007 semester.

DIVERSITY DIMENSION

- Create an Affirmative Action Committee for PTC (*High priority*)

The college needs to create this committee.

- Diversity Statement (*High priority*)

Adopt a statement for the college that is endorsed at the highest level

- Behavior Policy: Students (*High priority*)

Adopt a standard of behavior policy that reflects pride in oneself, the college, and the academic process

- Diversity Training (*High priority*)

Provide diversity and sensitivity training and train college employees to provide training

- Hiring Practices (*High priority*)

Hiring committees need to be made aware of departmental makeup

- Affirmative Action Committee (*High priority*)

An AA committee needs to be established.

- Curriculum Development: International Experiences (*High priority*)

Add a portion to the curriculum in all disciplines that incorporates the global experience.

- Behavior Policy: College Employees (*High priority*)

The college should model appropriate behavior for students. In addition, it should not bend or break its own rules.

- Best Practices: Programs for Diverse Populations (*High priority*)

The college should identify strategies and programs that best serve diverse populations.

- Co-Curricular Activities (*High priority*)

The Cultural Diversity Committee will work with faculty to plan events and to give advanced notice to the college community about co-curricular opportunities for students. In addition, this committee will work with faculty to suggest ways to infuse diversity into the curriculum.

- Co-Curricular Activities: Accessibility (*High priority*)

Cultural and other co-curricular activities need to be more accessible and family-friendly in order to serve the college's population. Special consideration needs to be given to the needs of working parents.

- Co-Curricular Activities: Assessment (*High priority*)

Co-curricular activities not only need to be connected to learning objectives, but they must also be evaluated for their effectiveness.

- Funding (*High priority*)

Program quality can be improved through increased funding.

- Social Services: One-Stop Center (*Medium priority*)

Establish a one-stop center on campus that provides students information and referrals to existing social services available in the community. The college should also offer space to these agencies on campus. The college should hire a person to coordinate these efforts.

- Support Groups: Diverse Populations (*Medium priority*)

The college should survey students to establish which populations (for example, populations such as formerly incarcerated or older students) may want to participate in support groups.

- Communication: Publicity (*Medium priority*)

Attention must be given to the amount of publicity events receive.

- Orientation: Diversity Information (*Medium priority*)

Diversity info needs to be included in student orientation.

- Communication: Student Email Use (*Low priority*)

Student email should be used to notify students of cultural events and programs.

- Behavior: Motivational Posters (*Low priority*)

Display posters in the common areas that depict behaviors (such as honesty, respect, etc.) that students should display

ROLES AND PURPOSES DIMENSION

- Staffing: Increase Counseling/Advising and Student Services Staffs (*High priority*)

In order to provide a positive college experience that includes adequate guidance from the very beginning of their college career; new students should be required to meet with an advisor at the moment of registration. Currently many of the 64% of students who participate in SOAR are rushed through the system in the last day or two of registration without receiving a clear understanding or explanation of the reasons for taking particular courses, or the purpose of a higher education. By increasing Student Service capabilities PTC could reach more students on a one-on-one basis. Existing programs such as SOAR and tutoring services should be promoted more in an effort to reach and assist first-generation college students who may not have anyone outside of school to guide them through the processes.

The evidence suggests that students who receive adequate guidance from the very beginning of their college career have a more positive experience at college, and they are more likely to remain in school until they achieve their goals. In order to provide that positive experience, new students should be required to meet with an advisor at the moment of registration. Currently students are rushed through the system without clear understanding or explanation in regards to the needed information for their education. By increasing Student Service capabilities PTC could reach more students on a one-on-one basis.

A survey of students participating in SOAR in 2005 found that students continue to give low marks to the knowledge of their advisors regarding transfer requirements to other schools. SOAR students also ranked PTC low in ease of information access. Although PTC has shown improvement in these areas since the 2002 survey, knowledge of transfer requirements and getting the "run-around" when seeking information have consistently been the lowest ranking service areas cited by SOAR students.

- Orientation: Required New Student (*High priority*)

A comprehensive orientation program for new students would ensure that all PTC students have a clear understanding of the goals and purposes of higher education. A standard orientation will serve as an orientation to the physical campus, technology, and provide an opportunity to introduce students to the roles and purposes of higher education. As PTC has such a high percentage of first-generation college students an orientation would also provide the opportunity to expose students to the expectations and demands of acquiring a higher education. PTC currently has an online orientation available through its website, however only 34% of students surveyed by SOAR in 2005 reported completing the orientation. A required on-campus orientation offered at a wide variety of times that are accessible to day, evening, and weekend students at all PTC locations would have the potential to reach 100% of new students.

- Hiring: Increase Number of Full-time Faculty (*High priority*)

5. Increase the number of full-time faculty members. (High Priority)

As a two-year college PTC relies heavily on adjunct instructors to meet student demand for classes. Demand for certain courses dictates that some areas of study rely more heavily on adjunct instructors than others. Unfortunately, this use of adjuncts tends to be highest in those areas where new students are likely to have their very first contact with a college instructor. At PTC the full-time faculty coverage of courses ranges from a low of 16.6% in English to a high of 48.7% in Computer Information Systems. For the four areas where most first-year students enroll in at least one course: English, Speech, College Seminar, and Developmental Education, all have full-time faculty coverage below 30%, suggesting that even in the best of circumstances, new students have only a one in three chance of receiving instruction from a full-time faculty member in one of their first college courses.

For many adjuncts teaching one or two classes a semester is a part-time job, and like our students, they do not have the time to provide extensive service to the college. In addition to their service in the classroom, full-time faculty members have a vested interest in the improvement of their institution and the experience of its students. Full-time faculty provide a consistent knowledge base for the development of curricula which results in a standard dissemination of knowledge and a uniform college experience for all students, regardless of the faculty status of the instructor. By virtue of their status as full-time faculty these instructors can also fulfill the necessary duties of providing service to the institution outside of the classroom to develop programs that will support and entice students to come to PTC and succeed in their pursuit of higher education.

- College Seminar-style Class: Required (*High priority*)

Students with 30 hours or less of credit who meet one of the following criteria: required developmental classes, declared university transfer student, or undecided student should be required to complete this course.

First-year students at PTC who have work and family demands outside of school may not have the time or the resources to cultivate the basic skills necessary for college success. Especially for students who require developmental courses or those students who do not enroll in a technical or occupational program, College Seminar can lay the foundation for success in college by providing a background in areas such as time management, information literacy, and financial matters that will enrich the student far beyond the classroom walls. Currently only 17% of all first-year students enroll in College Seminar, and more than a third of those drop the class, suggesting that there is a cavernous gap between the number of students who could potentially benefit from the course, and the number who actually do.

- Division Philosophy Statements (*High priority*)

New students may enter college without a clear understanding of the purposes of higher education, or the roles of the required courses for a particular degree or certificate program. Departmental philosophy statements can provide students with guidance and justification for these requirements. These statements are found in the catalog and on the college website; however they are not obvious to students who may not understand their purpose and meaning. Discussion of these statements at the class level, especially in the first year can lay a foundation for success by clarifying the reasons for particular classes and the purposes and benefits of a higher education.

LEARNING DIMENSION

- Learning Outcomes (*High priority*)

Develop written policies directed at both defining "high quality education," and qualifying expected learning outcomes for not only first year students, but for the overall student population.

- Learning Goals (*High priority*)

Establish learning goals for the institution as a whole.

- Professional Development, Instructional Methodology and Pedagogy (*High priority*)

Provide professional development in the areas of instructional methodology and pedagogy, especially with an emphasis upon technology in the classroom.

- Ad Hoc Committee, DFWI Rates (*High priority*)

Create an ad hoc committee specifically charged with determining the reasons for high DFWI rates in all courses, but with emphasis placed upon high enrollment, first year, courses.

- Advising (*High priority*)

Require advising in person for all students who have taken any remedial coursework in the previous semester.

- Prerequisites (*High priority*)

Establish pre-requisites for college courses with extensive reading and writing requirements

- Full-time Faculty, High Enrollment Courses (*High priority*)

Increase number of full-time faculty, especially in areas with high DFWI, such as English and Math, in order to lower the full-time faculty to student ratio.

- Professional Development, High DFWI Classes (*High priority*)

Provide professional development for all adjunct faculty, especially those in areas with high DFWI.

- College Seminar, Required (*High priority*)

Require all first year students to take College Seminar, if an analysis proves that doing so actually increases the chances for success.

- Decrease Class Size, High DFWI (*High priority*)

Decrease class size in areas with high DFWI, especially those in Developmental English and College English, in order to promote more attention on the individual student.

- Honors Program (*Medium priority*)

Create Honors Classes and an Honors Program.

- Co-curricular Activities (*Medium priority*)

Provide more on campus, out of classroom activities, focused on learning and tie those events into the curriculum.

- Student Placement (*Medium priority*)

Re-evaluate the first year student placement process in conjunction with the Title III Grant.

- Developmental Courses (*Medium priority*)

Create more Developmental Courses to ensure that a student placed in remediation doesn't have to take a college level course for the sole reason of qualifying for financial aid

- Instructional Methods, Documentation (*Medium priority*)

Begin institutional documentation of instructional methods across the curriculum, perhaps in conjunction with assessment.

- Instruction Methods, Analysis (*Medium priority*)

Begin institutional analysis of instructional methods across the curriculum, perhaps in conjunction with assessment.

IMPROVEMENT DIMENSION

- Assessment (*High priority*)

Conduct systematic assessment for areas outside of academic that serve first-year students, such as SOAR, on-line orientation, Learning Assistance Center, placement testing and College Seminar.

- Hiring: Institutional Research (*High priority*)

Expand size of the Institutional Review office

- Professional Development: IR and Assessment (*Medium priority*)

Conduct workshops to explain the importance of institutional research and assessment at professional development events.

- Faculty Involvement (*Medium priority*)

Encourage Division Deans to involve all faculty, including adjunct faculty, in goal setting and review of progress toward goals.