

Achieving the Dream
January 2005
Core Team Responses to Data Team Recommendations

Recommendation 1: **Advocate increased use of Active/Collaborative Learning and Student/Faculty Interaction through the promotion of Learning Communities, Service Learning and Strategies for Success.**

Core Team Response: Concur with Recommendation. Implementation to begin in Fall of 2005.

Implementation strategies:

- Share methods used in Strategies for Success (via workshops and the Faculty Academy)
- Encourage use of Learning Communities through the Faculty Academy.
- Continue to encourage Service Learning through mini grants and workshops. (Conduct Program Review of Service Learning in FY 05-06 to pinpoint strengths and identify ways to improve the program)

Recommendation 2: **Students who require remediation in three areas will be enrolled in Learning Communities. It is also suggested that Student Development 0370 be considered as part of the pairings.**

Core Team Response: Concur with Recommendation however there are concerns about the college's capability to implement this across the board. Core Team concurs with piloting this on a limited scale in Fall 2005 after the convening of a Learning Communities Summit in early Spring of 2005.

Recommendation 3: **During their first semester, all First-Time-at-SAC students must register for Orientation. (This applies to fall and spring semesters). Exceptions will be evaluated on a case-by-case basis.**

Core Team Response: Concur with Recommendation. Implementation to begin in Fall 2005.

Recommendation 4: **Evaluate and restructure Orientation Program as needed to enhance effectiveness and to improve student success. (Suggestions for evaluation and restructuring include the following: (1) to make Orientation the first experience with learning communities, (2) to more specifically address the needs of the students by age groups, and (3) to involve departments.**

Core Team Response: Concur with Recommendation to evaluate and restructure the Orientation Program as needed. Prior to implementation the following steps will be taken:

- In Spring of 2005 – consult with the Chair of the Counseling and Services for Special Populations Department. With the endorsement of the Chair of Counseling and Services and Special Populations a committee will be created comprised of the Chair of Counseling and other counselors, along with the chairs of developmental education (Reading, Math, English) and the Title V Coordinator (Strategies for Success). The committee will be charged with the following tasks:
 - Evaluate current teaching methods and explore new methods of instruction.
 - Evaluate the overall Orientation curriculum.
 - Discuss strategies for creating learning communities and ways to involve developmental educators in the Orientation Program.
 - Discuss methods of placing students in orientations by age cohorts.

Recommendation 5: **Department and faculty syllabi must conform to the template approved by Academic Council in 1987. Chairpersons, under the supervision of their Dean will review syllabi as part of the Annual Faculty Evaluation Process. (The elements to be included follow those required by the Southern Association and the College’s Institutional Effectiveness Committee. Some of the specifics to be included in the syllabi which relate to data information are the following: emails, office hours, methods of instruction, components of grading system, ADA statement, and college attendance policy.)**

Core Team Response: Concur with Recommendation. Full implementation of Departmental syllabi will be in January 2005. Full implementation of faculty syllabi will be in Spring 2005.

Recommendation 6: **First-Time-in-College Students Will Be Assigned to a Designated Counselor by Declared Major.**

Core Team Response: Concur with Recommendation and further recommend that the designated counselors work with the students to help them declare a major (if they have not done so), establish a 2+2 agreement or pursue a certificate program. Implementation will be determined after consultation with the Counseling Department during Spring 2005.

Recommendation 7: **First-Time-in-College students should be registered in a Learning Community. (Exceptions will be evaluated on a case-by-case basis).**

Core Team Response: Concur with Recommendation however will defer full implementation until after pilot of Recommendation #2.

Recommendation 8: **A Counselor must see all transfer students.**

Core Team Response: Concur with Recommendation that all transfer students must see a counselor (except those in Professional and Technical Education programs that require faculty advising) prior to registering for their second long semester. Implementation will begin in Fall 2005.

Recommendation 9: **Identify and implement strategies to improve graduation rate across the college.**

Core Team Response: Concur with Recommendation. Identification and implementation of strategies to begin in Spring 2005.

Strategies include:

- Initiate Reverse Degrees
- Expand Graduation Plus Project
- Evaluate faculty advising in respective majors
- Encourage departmental initiatives

Recommendation 10: **Once a student requiring remediation in Math or English has completed 12 hours of college credit the student must register for those remedial courses.**

Core Team Response: Concur with Recommendation. Implementation to begin in Fall 2005.

Recommendation 11: **Evaluate data on success of students in developmental Math as it correlates with their Reading and English placement scores.**

Core Team Response: Concur with Recommendation. Implementation to begin in Fall 2005.