DATA TEAM RECOMMENDATIONS

Recommendation #	Date	Recommendation	Data used/findings	Assigned/Referred to:	Resolution (Decision made)	Follow-up data needed (with date)	Complete	Results
2013-1	Dec-13	End late registration for courses (a student registering in a course after the first day of the course), with appropriate exceptions allowed.		SEC				
2013-2	Dec-13	Implement mandatory completion of matriculation components to the extent legal and feasible.		SEC	These are now part of priority registration, but not 'mandatory'.	Review annually the % of students who complete each of these elements	X	
2013-3	Dec-13	Give priority registration to students who have completed a student success course (EDUCP101 or its equivalent) **NOTE: This is to incentivize taking of this course along with the completion of matriculation components.		SEC				
2014-1	Jan-14	Once the grade roll occurs for a term (fall or spring), students who fall into disqualification status based on that term's grades should be disenrolled from courses in which they are already enrolled for the subsequent term.		A&R		Review data—there should be zero, or close to zero, students enrolled with a disqualification academic standing.		
2014-2	Jan-14	The college should consider re-establishing the disqualification committee.		Student Services	Committee Re-established		X	
2014-3	Jan-14	Students in 'probation 1' status should be limited to no more than 12 units (this is already the case for students in probation 2 status).		Student Services				
2014-4	Feb-14	We recommend that the Financial Aid Director send a message to all faculty, full-time and adjunct, regarding the new "FW" grade policy, clarifying when faculty should begin using that grade notation, and how it should be used.		Director of Enrollment Services	Continued discussion for some time, but this process is now clarified and implemented.			

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2015-1	Mar-15	We recommend the Staff Development committee examine the possibility of having, at flex days, a faculty panel and/or a student panel on the topic of improving the interaction between students and faculty, both in and out of the classroom. The panel(s) should be given the CCSSE data to consider. The faculty panel could consider best practices and what works for them to encourage interaction. The student panel could provide insight into the reasons why some do not participate and how to encourage them to do so.						
2015-2	Mar-15	We recommend that the college consider a "meet and greet" event, possibly on the Friday afternoons of flex days, when students can stop by and meet their professors before classes start.						
2015-3	Mar-15	We recommend the college consider bringing back the faculty advisors program in some fashion.						
2015-4	Mar-15	We recommend the college consider implementation of a faculty mentoring program.						
2015-5	Mar-15	We recommend that Student Services look into ways to encourage parents to come to campus to demystify the college and academic culture and learn about the importance of and how to support their students. Bilingual staff should be available at the event for those parents whose first language is Spanish.						
2015-6	Mar-15	We recommend that the college, perhaps with the Language Arts division and/or the Cultural and Historical Awareness Program (CHAP) take the lead, look into ways to encourage reading among students, specifically focus on programs and activities that will engage students not currently reading as much as others: men, Latinos, and first-generation college students.						

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2016-1	Feb-16	Counselors and advisors should encourage students to take 15-16 units wherever possible, except in cases where the student's specific situation (such as a work schedule or other responsibilities) warrants a lower number. We should emphasize that for students to graduate within 2 years, 15-16 units is what is needed, not 12. When a student's circumstances suggest that 12 units is advisable for their success, it should be made clear to the student that the impact this will have on their completion time (e.g., 3-4 years instead of 2-3).		Student Services	Counselors have been encouraged to make this change	Review data on the % of students who take 15+ units, beginning in fall 2016		
2016-2	Feb-16	We should provide on the college web site a copy of a blank student education plan and a sample completed one. The sample completed one should show students taking 15-16 units.						
2016-3	Feb-16	We should encourage students to take English and math in their first term whenever possible.						
2016-4	Feb-16	We should contact by telephone all students who have not completed one or more of the matriculation components, especially the Student Education Plan, to schedule appointments for them to come in and complete the process.						

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2016-5	Oct-16	We recommend that the college Web Content Editor and other staff who maintain pages on the college web site send out a notice to the campus prior to major changes to the site. Some programs create guides and documents for students and staff which become outdated when parts of the site are updated. We also recommend that the Porterville College web site be reviewed for consistency and duplication (as an example, there are some programs on campus, such as the Learning Center, which have multiple pages on the web site, maintained by different offices).						
2016-6	Oct-16	We recommend that a small number of printed copies of the college catalog be made available for purchase each year in the campus bookstore.						
2016-7	Oct-16	We recommend that the college consider making the college catalog into an active web page, complete with hyperlinks, in addition to just a PDF of the document.						
2016-8	Oct-16	We recommend the college find a way to combine general counseling and career advising, including the JEC Center, into one physical location.						
2016-9	Oct-16	We recommend that student services assign counselors to become experts in certain groups of majors (such as STEM, health careers, CTE, liberal arts, etc) and that students who are in those majors be assigned to those counselors when possible, and that these area advising experts consult with the related divisions on curriculum and scheduling issues and keep their fellow advising staff informed of changes.						

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2016-10	Oct-16	We recommend the Success & Equity committee establish a task force on textbook prices and come up with recommendations on reducing costs for students so that they are able to have needed textbooks (and/or other course materials) in a timely manner.		Academic Senate	Senate discussed and there was insufficient concern among faculty to proceed on this issue		X	
2017-1		We recommend that the Language Arts division and the Cultural and Historical Awareness Program (CHAP) brainstorm, separately or together, on ways we can encourage Porterville College students and/or younger Porterville area students to read more.						
2017-2		We recommend that faculty mention in class, books that they are reading, both within and outside their disciplines.						
2017-3		We recommend that the Academic Senate include at upcoming flex days, multiple sessions focused on improving active and collaborative learning and student/faculty interaction. These might include panels, workshops, or other sessions of best practices.						
2017-4		We recommend that the Senate also consider the development and promotion of webinars and/or brown bag sessions on active and collaborative learning and student/faculty interaction.						