With input from the Cabinet, the President makes final approval of program review recommendations. This report articulates those decisions. Approval of task force recommendations requiring funds beyond the base budget of the reviewed unit is not tantamount to receipt of additional funds. Those funding requests must be channeled through the institutional budget process. Nonetheless, special consideration will be given to requests stemming from program review recommendations.

A progress report toward implementation of recommendations must be drafted one year following completion of the task force report by the chairperson. The report will be sent electronically to the Special Assistant to the President for Strategic Planning & Analysis for college-wide distribution and archiving. Recommendations not achieved within a year are to become "objectives" in the corresponding unit plan to ensure a continued focus on their achievement.

The President approves the recommendations of the task force with modification to recommendations #1 and #2 in anticipation of a new college placement exam in lieu of the CPT. Also addition is made to recommendation #6 to include a review of the different text books used across the district in the delivery of preparatory mathematics instruction.

**Approved Recommendations**

**Placement:**

1. It is recommended that with the cooperation of Student Services, a greater focus be placed on communicating the importance of the college entrance examination results in the determination of a student’s academic path prior to sitting for the examination.

2. It is recommended that the Math Study Guide be revised and/or supplemented to include enhanced explanations of the material.

3. Request math cluster to research a placement tool to refine placement within the 2 levels of remedial math.

4. Establish an enforcement mechanism to insure prep students complete college study skills or college success courses.

5. Verify pre-requisite check is in place to ensure the Prep Reading requirements are enforced.

**Internal Details of the Program:**

6. It is recommended that the institution work with the National Center for Developmental Education at Appalachian State University to develop a blueprint for improvement of the Developmental Education Program at HCC to include a review of the need to adopt one district wide textbook for prep mathematics courses as well as the other prep disciplines.

7. Enforce a cap of 25 student maximum for all prep math courses college-wide.

8. Increase the number of full time faculty teaching prep courses.
a) revisit/investigate prep math faculty lines and new faculty lines.
b) create and maintain guidelines, orientations, and mentors for both adjuncts and new hires teaching prep math.
c) create an incentive program to entice more full-time instructors to teach prep courses.

9. It is recommended that with the cooperation of Student Services, each campus provide a designated counselor and/or advisor for prep students.

10. It is recommended to develop initiatives to increase use of the prep math labs.

11. Implement an early warning system as recommended in the last prep review.

Outcomes:

12. Request the math cluster develop methods to increase the completion rate of prep math among FTIC students to exceed the state average.

13. Examine the performance data among FTIC students to ensure its accuracy.

14. Encourage Cluster 3 for input into the Planning Process to ensure the unit plan supports college goals and strategic initiatives.