























Ledger: Solid-Complete Stripes-In Process Dots-Action Needed





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	Student can register during the first two weeks of the semester. Students register up until the Sunday before Census. No Change At This Time 4/2/19.	Review the course success rates of students who register late compared to students who register early or on time.		
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'. Board Policy outlines students who have completed Assessment, Orientation, a Counseling Appointment, and an ASEP will then received a higher priority in registration. The Educational Advisors follow-up with students who have not completed the matriculated steps.	Review annually the % of students who complete each of these elements		
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	This will have to be updated in Board Policy regarding priority registration. Beginning Fall 2019 the INST courses will fall within the Student Services Divisions. There will be a revamp of the courses. Student Services will make a recommendation for this committee next year 4/2/19.			
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 disembroiled from courses in which they are already enrolled for the subsequent term.		A&R	The A&R Offices at the three colleges work with the District Office for this process. This process is completed for each term.	Review data—there should be zero, or close to zero, students enrolled with a disqualification academic standing.		

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2014-2	Jan-14	The college should consider re-establishing the disqualification committee.		Student Services	Committee Re-established (Disqualification and Readmission Committee) and meets 3 to 4 times a semester and updates forms in the summer.			
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 / A&R	Student in probation 1 are limited to no more than 12 units. A&R sends letter to students in this category informing them.			
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.		Financial Aid Director	Continued discussion for some time, but this process is now clarified and implemented. At the beginning of the Fall term a reminder email will be sent as well as information shared during FLEX, adjunct orientations, and new faculty orientations.			
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.		VPI, Academic Senate President, and Staff Development Committee	The goal is to have a student panel in the upcoming FLEX workshops and/or program. There was a student interaction activity during Fall 2018 FLEX during the Student Meet and Greet with Faculty. There was also a student panel during Spring 2019 FLEX.			

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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.		VPI, VPSS and Student Services	Incoming first time students were invited to attend a Faculty Meet and Greet during Fall 2018 FLEX.			
2015-3	Mar-15	We recommend the college consider bringing back the faculty advisors program in some fashion.		Instruction and Student Services	The Guided Pathways Completion Teams are in the process of being formed. The model includes a faculty advisor perspective once the pathways are designed.			
2015-4	Mar-15	We recommend the college consider implementation of a faculty mentoring program.		Instruction	A new year long Faculty Orientation has been developed and in place for 2018-2019 for new faculty to attend and participate in.		 	
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.		Instruction and Student Services	Parents are invited to attend PC Connection , Dual Enrollment, Financial Aid Nights, and other rural community meetings. Several meeting/workshops have been held in Earlimart, Pixley, and other rural areas. Bilingual staff have been present. The new student orientation is provided in Spanish now and there is a goal to point Spanish speakers to a site on the PC College webpage.			

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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.		Instruction and Student Services	There is a goal to focus on a Men of Color mentoring program. The College just submitted an Umoja application. This Recommendation will be sent to Language Arts 4/2/19.		 	
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 encouraging student to enroll in 15 units during their SEP appointments with the counselors. A 15- to Finish campaign has been re-launched. The 15-to Finish information will also be shared during the registration timeframe. Student Services is also emphasizing 12+12+6 as another option.	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.		Student Services	Once the Pathways are created through the Guided Pathways framework and working with the Completion Teams then the Pathways will be posted on the PC website.			
2016-3	Feb-16	We should encourage students to take English and math in their first term whenever possible.		Instruction and Student Services	With AB705 and the new funding formula, it is recommended that students should complete English and Math in their first term. This is following AB705 Regulation. 4/2/19	Develop a data report listing the students who are not registered for an English or Math course their first term. After Fall term pull a report of students who were registered for English and Math the first term and check completion of the course.		

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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.		Student Services	The Educational Advisors reach out and provide follow-up to students who have not completed one or more of the matriculated steps.			
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).		Communications and Marketing, Instruction and Student Services	Communications and Marketing Manager and the Web Content Editor are working with the different leads on updating the College website. The website is in the process of being redesigned and program information updated for consistency.			
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.		Instruction and Student Services	There are copies of the catalog on reserve at the Library. Leads and Counselors have copies of the catalog. Student Services will have 50 copies of catalogs and class schedules printed and provided to the bookstore for student purchase 4/2/19.			
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.		Instruction and Student Services	Initial discussions have taken place. The Catalog work group will bring recommendations to this committee 4/2/19.			

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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.		Instruction and Student Services	Through Guided Pathways the anticipated outcome is to merge career advising and incorporate JEC discussions into the counseling sessions. Currently, in working with CTE we are in the process of hiring CTE and Dual Enrollment Adjunct Counselors. Also, a part-time CTE Educational Advisor is in the process of being hired. The CTE and Dual Enrollment Counselors will be located in the Counseling Department.			
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.		Student Services	The Counseling Division is moving towards this model. Through the Guided Pathways framework			
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. There are a couple of lending libraries Student Services implemented.		 	
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.		Instruction and Student Services	There are Porterville Reads event held and summer Middle Jr. High Students and Teachers who attend reading event. Language Arts will report to the committee 4/2/19.		