Recommendation # 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.

Status – On hold until the State establishes PERT as the new placement exam.

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

Status – On hold until the State establishes PERT as the new placement exam.

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

Status – On hold until the State establishes PERT as the new placement exam which will include a separate diagnostic test for refined placement in remedial level mathematics.

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

Status – Enforcing the requirement as outlined in the Catalog has not proved to be possible. Once e-advising is fully implemented, it may be possible to enforce the requirement.

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

Status – The pre-requisite check feature has not proved to be possible.

Recommendation # 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.

Status – Contact has been made with the National Center for Developmental Education at Appalachian State University. This Center is a resource for current research in the trends of developmental education, but is not an active consulting organization. HCC is an institutional member of NADE. A combination textbook for MAT 0012 and MAT 0024 has been adopted district-wide.

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

Status – Remains a goal.
**Recommendation #8.** Increase the number of full time faculty teaching prep courses. a) revisit and/or 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.

Status – Each campus is trying different strategies to increase the number of full time faculty teaching remedial courses. Administration is open to investigating prep math faculty lines as long as all faculty possess credentials to teach every level of math.

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

Status – One campus has made progress.

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

Status – Remains a goal.

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

Status – Remains a goal.

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

Status – The FDOE is beginning a redesign of remedial education. Until the new program is implemented, each campus is investigating their own strategies.

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

Status – Remains a goal.

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

Status – Cluster 3 has been notified.