**Purpose:** This template helps translate the task force’s proposed solutions into formal recommendations by helping the authors communicate concise information to describe the solution, explain the importance of the solution in improving student success, and identify who is responsible for taking action.

**Users:** Individuals and small working groups

**Instructions:**

1. Assign an individual to each recommendation. Each person will complete the template for his or her assigned recommendation.
2. The template has the following components (See an example of a completed template at the end of this document).

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| **Recommendation (1 imperative statement)** |
| * + 1-2 bullets describing the “what” (i.e., solution)
 |
| * + 1-2 bullets explaining “why” this recommendation needs to be implemented
 |
| * + 1-2 bullets identifying “who” needs to do what
 |

1. Have a small group review and offer input.
2. Present to full task force for review.

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| **Deadline for completion:** |  |
| **Assignments (list recommendation by number or brief description)** |
| **Name** | **Recommendation** |
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| **Recommendation #1:**  |
| What is the strategy? |
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| Why does this recommendation need to be implemented? |
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| Who needs to do what? |
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| **Recommendation #2:** |
| What is the strategy? |
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| Why does this recommendation need to be implemented? |
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| Who needs to do what? |
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| **Recommendation #3:** |
| What is the strategy? |
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| Why does this recommendation need to be implemented? |
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| Who needs to do what? |
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| **Recommendation #4:** |
| What is the strategy? |
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| Why does this recommendation need to be implemented? |
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| Who needs to do what? |
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| **Example** |
| **Recommendation:** | **Institutions should implement a co-requisite strategy for math support.** |
| **What is the strategy?** | * Integrate support directly with credit-bearing courses. Institutions should not simply cover intermediate algebra in the first half of the term and math modeling or quantitative reasoning in the second half of the term.
* Focus remediation only on topics necessary for success in credit-bearing course; 1-2 hours of support.
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| **Why does this recommendation need to be implemented?** | * Failure rates in college algebra exceed 30% system-wide in the fall and 40% in the spring term.
* Models in Tennessee, Maryland, and other states demonstrate that underprepared students are more likely to complete gateway courses with co-requisite, just-in-time support.
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| **Who needs to do what?** | * The University System of Georgia will seek Academic Catalog Management System (ACMS) endorsement of the co-requisite strategy.
* Establish an Ad Hoc Steering Committee to begin working immediately to:
	+ Review co-requisite models in Georgia and in other states to identify a small number of recommended models, including information about the number and type of credits offered, staffing, student population, and financing.
	+ Build co-requisite curricular materials to provide just-in-time support to students.
	+ Identify common course numbers for support courses/lab components.
* Develop resources for advisors for placing students in co-requisite support models.
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