NADE Accreditation Commission

Example Action Plan

Hometown Community College
Developmental Reading Program

The source of each feasible action is indicated in the "Source" column. Numbers preceding each feasible action refer to the "Improvements Needed, Improvements Feasible, and Connection to Goals" table in the "Self-Study Summary" section. Actions identified as feasible through the self-study process are clearly documented in the "Improvements Needed . . ." table already referenced. The feasible actions identified through data analysis may be verified by examining Item 7 on the DAD forms, "Action Plans."

Source		Actions Feasible (Program Design Changes Implemented)	Individual(s) Responsible	Criteria for Success	Progress Notes as of 8/11
Self Study	Data				
Target Date: Spring 2008					
✓		2.1) Reinvigorate the now-defunct Developmental Education Team.	Associate Dean of Academic Support (AD of AS)	Team meets and guides developmental education efforts at HCC.	Complete. Team was reformed during the spring 08 semester and renamed "Developmental Education Coordination Team" (DECT); at that time the plan was to continue through FY 09, but DECT remains active to this date.
✓		2.2) Develop a comprehensive philosophy to guide developmental education efforts at HCC.	Developmental Education Coordination Team (DECT)	Philosophy document created and utilized.	Complete. A DECT subteam wrote and vetted a philosophy during the spring of 2008. This philosophy serves as a foundation and context for the team's efforts.
	✓	10) Research and identify best practices in developmental reading for exploration as a means to increase reading students' success in developmental reading courses and in transfer-level reading-intensive courses.	Full-time reading faculty	Create and share a bibliography and/or make a presentation on Read Right.	Ongoing. (a) One faculty member attended Read Right's annual conference in May 2008 and returned with high hopes for incorporating this highly-effective technique into our program. (b) All DE faculty members were asked to investigate secondary-level+ resources for reading and bring a list of books, videos, and other professional development opportunities to the AD of AS. (c) The AD of AS designated PD monies for graduate courses in secondary reading.

Source		Actions Feasible (Program Design Changes Implemented)	Individual(s) Responsible	Criteria for Success	Progress Notes as of 8/11
Self Study	Data				
	✓	11) Investigate reasons behind the unusually high percentage of students enrolling at HCC for whom assessment data is unavailable.	Institutional Research and Enrollment Services	Percentage of students for whom assessment data is unavailable or undocumented will decrease.	Ongoing. Institutional Research continues its collaboration with Enrollment Services personnel to improve processes. English, math, and reading faculty are consulted on an as-needed basis.
Target Date: Fall 2008					
✓		8) Develop and implement a professional development plan for all developmental reading faculty that includes the following: Phase I ▪ Setting expectation for adherence to program-level guidelines and practices. These include but are not limited to: » Instruction should be systematically linked to course learning outcomes. » Classroom practice should reflect faculty "buy-in" to program mission, goals, and course learning outcomes. » Feedback to students should address learning as well as grades.	AD of AS	Phase I: Professional development plan created that includes Phase I specifications.	Ongoing. Training and support for the Gradebook Project was implemented Fall 08 on a limited basis (i.e., full-time faculty only). Additional planning and institutional support are needed for expanded implementation with adjunct faculty.
✓		9) Design and implement procedures, in addition to the Gradebook Project and Assessment Forms, to ensure that faculty: ▪ Are accountable for addressing learning outcomes at course and program level. ▪ Implement program-level policies and procedures. ▪ Provide students with feedback that addresses learning as well as grades.	AD of AS	To be determined.	Ongoing. Training and support for the Gradebook Project was implemented Fall 08 on a limited basis (i.e., full-time faculty only). Additional effort and institutional support are needed to formalize the accountability suggested by the current process.
✓		3) Review reading class sizes and related success rates.	AD of AS and full-time reading faculty	Class sizes reduced.	Complete. Class size for READ 091 was reduced from 24 (spring of 2008) to 22 (summer of 2008) to 20 (fall of 2008).

Example Action Plan - 2

Source		Actions Feasible (Program Design Changes Implemented)	Individual(s) Responsible	Criteria for Success	Progress Notes as of 8/11
Self Study	Data				
✓		7) Update the Academic Support mission statement and position description for the Associate Dean of Academic Support.	AD of AS	Mission statement and job description documents created.	No longer applicable. The reorganization of the college and the reading department's move to the Division of Humanities and Fine Arts in the spring of 2011 renders this action obsolete. Nevertheless, the AD of AS and the reading faculty will review the mission statement for Humanities and Fine Arts and adjust the Reading component's mission and goals accordingly.
✓		4) Complete the work begun on the theoretical framework of the Developmental Reading Program.	All reading faculty	Theoretical framework document created.	Complete. Conceptual work completed during the fall of 2008 was refined during the summer of 2011. To be reviewed (and revised) every 5 years.
Target Date: Spring 2009					
✓		1.1) Develop and implement a systematic, on-going program evaluation plan that includes formative assessment and summative evaluation and is used in a decision-making process that includes systematic review of progress related to program goals.	RPC, AD of AS, and Institutional Research	Phase I: NADE Certification application submitted. Phase II: The following year, an annual report will be generated.	Ongoing. The submission of this application signals the completion of Phase I. Phase II will begin with FY 2011.
Target Date: Summer 2009					
	✓	12) Revise master syllabi for READ 070, 090, and 091 so that all courses include the following: ▪ a lab component (091 did not have a lab component) ▪ integration of lecture and lab components into the final grade for all courses	RPC	Syllabi and curriculum summary documents updated.	Complete. Curricular changes implemented during the summer of 2009 in anticipation of Read Right during the fall of 2009.
Target Date: TBA					

✓		1.2) Incorporate the following additional criteria for student success into the program evaluation plan:
		• Criteria outlined by AQIP teams
		  ▪ Student Success
		  ▪ Dev Ed Tracking
			Reading Program Coordinator (RPC) and Institutional Research	Inclusion of this information in the annual report at the appropriate point	Not yet begun.

Example Action Plan - 3

Source		Actions Feasible (Program Design Changes Implemented)	Individual(s) Responsible	Criteria for Success	Progress Notes as of 8/11
Self Study	Data				
		• CSSSE and SSI survey results • Assessment of student needs at program level		in time. (See 1.1).	
✓		2.3) Explore ways to more systematically address the monitoring of developmental students' progress that includes faculty and advisors. The current Early Warning System should not be overlooked.	DECT	To be determined by DECT.	Not yet begun. This action has not yet been taken to DECT.
✓		2.4) Evaluate current marketing and PR materials as part of a larger plan to market developmental education to HCC students in a more consistently positive manner.	DECT	To be determined by DECT.	Not yet begun. This action has not yet been taken to DECT.

Example Action Plan - 4