

South Georgia Technical College  
Quality Enhancement Plan  
2015



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Southern Association of Colleges and Schools  
Commission on Colleges

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## *Table of Contents*

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<b>Table of Contents</b>	<b>1</b>
<b>Evidence of Compliance Component</b>	<b>2</b>
<b>Executive Summary</b>	<b>3</b>
<b>South Georgia Technical College Overview</b>	<b>7</b>
<b>Chapter One: Institutional Process for Topic Selection and Development</b>	<b>10</b>
<b>Chapter Two: Focus of the Plan</b>	<b>19</b>
<b>Chapter Three: Literature and Best Practices Review</b>	<b>21</b>
<b>Chapter Four: Goal Setting and Assessment of Learning</b>	<b>25</b>
<b>Chapter Five: Implementation</b>	<b>34</b>
<b>Chapter Six: Assessing Implementation Strategies</b>	<b>50</b>
<b>Chapter Seven: QEP Organizational Structure</b>	<b>58</b>
<b>Chapter Eight: Institutional Capability</b>	<b>63</b>
<b>References</b>	<b>69</b>
<b>Glossary</b>	<b>71</b>
<b>Appendices</b>	<b>73-98</b>
<b>A - QEP Topic Selection Committee</b>	
<b>B – Topic Selection Timeline</b>	
<b>C – Achieving the Dream Data</b>	
<b>D – Student Reading Engagement Survey</b>	
<b>E – Revised Student Reading Engagement Survey</b>	
<b>F – Implementation Timeline</b>	
<b>G – Disciplinary Vocabulary Assessment</b>	
<b>H– Reading Comprehension and Writing Rubrics</b>	
<b>I – Briefs of Documented Minutes</b>	

## **Evidence of Compliance Component**

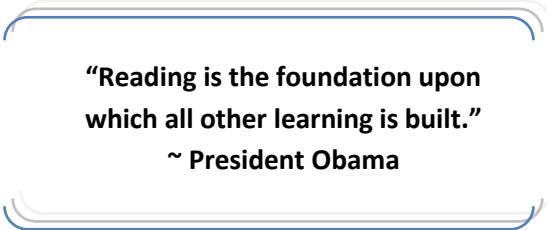
	<b>Page(s)</b>
<b><u>An Institutional Process</u></b> .....	10-12
The institution uses an institutional process for identifying key issues emerging from institutional assessment.	13-16
<b><u>Focus of the Plan</u></b> .....	19-20
The institution identifies a significant issue that (1) focuses on learning outcomes and/or the environment supporting student learning and (2) accomplishes the mission of the institution.	
<b><u>Institutional Capability for the Initiation, Implementation, and Completion of the Plan</u></b> .....	34-39
.....	63-68
The institution provides evidence that it has sufficient resources to initiate, implement, sustain, and complete the QEP.	
<b><u>Broad-based Involvement of Institutional Constituencies</u></b> .....	10-12
The institution demonstrates the involvement of its constituencies in the development and proposed implementation of the Plan.	58-59
<b><u>Assessment of the Plan</u></b> .....	25-33
The institution identifies goals and a plan to assess the achievement of those goals.	

## Executive Summary

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As South Georgia Technical College (SGTC) continues to prepare its students for success in the workforce, it recognizes how essential it is to equip them with the proper skills necessary to succeed in a rapidly changing environment. To that end, the Quality Enhancement Plan (QEP) of SGTC focuses on reading engagement and comprehension, and is designed to promote development of stronger reading skills, enhance program engagement, create a desire to read, and ultimately, improve student learning and as a result achieve college and workforce success.

Readings will be focused on disciplinary literacy related to program/career specific topics and will be drawn from professional journals/publications, magazines, current events/trends, industry publications and websites, electronic and social media sources, and even fictional accounts. Although the sources and resources will vary by topic area, all students and instructors will be able to select from a range of materials to ensure that an appropriate and engaging fit can be identified.



**“Reading is the foundation upon which all other learning is built.”**  
~ President Obama

The need for students to improve their reading skills was identified through the internal analysis of institutional assessment data, specifically assessment of COMPASS testing, student success project data, such as that of the Achieving the Dream (ATD) project and input from faculty and staff, and program advisory committees. As a result, SGTC realized that changes in curriculum direction would be needed to improve the reading skills of students in every academic area. By making such changes, South Georgia Technical College will be able to provide students with the foundational skills needed to succeed in the workplace.

Improving the reading skills of SGTC’s students before and as they attempt college work is also supported by the college’s 10.1 grade equivalent reading average amongst an initial cohort of students who took the Nelson Denny Reading Test administered in December 2015.

This extensive data collection effort led SGTC to develop the ***READ: Reaching Every Academic Dream*** initiative. The ***READ*** QEP is a curriculum enhancement project that incorporates key reading strategies, concepts, and activities into courses, based on researched best practices. Such strategies and practices will be of great value in helping SGTC faculty develop a common understanding of reading engagement and comprehension tactics as well as classroom activities that foster reading skills in every student, thus ensuring students become engaged and effective readers. Most importantly, using these strategies will assist in improving the present 10.1 grade equivalent reading average of SCTC students on the Nelson Denny Reading Test to a 12.9 college-ready average as measured by that reading test over the five-year implementation period of the Quality Enhancement Plan. Improvement to the 12.9 secondary grade score on the Nelson Denny Reading Test instrument is the central goal and focus of the

SGTC QEP. In recognition that immediate improvement from the current stage of reading proficiency of the present cohort of SGTC students to the desired stage of college-ready proficiency is not likely to occur in one year for a singular entering cohort of students and that growth might occur to succeeding cohorts of students as strategies and resources are expanded over the years, the QEP is programmed for a five year period with intermediate annual targets or benchmarks established for assessment purposes. At the five year point it is hoped that assessment will show that the cohort of 2020 SGTC students will have achieved an average score of 12.9 or college readiness equivalency on the NDRT and that the strategies employed as part of the QEP have become institutionalized at SGTC. Yearly progress will be assessed, gauging the achievement of the college level reading proficiency goal by student cohorts.

To complement the primary goal of achievement of institutional level attainment of college level reading proficiency on the NDRT and satisfy a secondary target of improving SGTC students' performance at the program or disciplinary level another instrument, the Metacognitive Awareness of Reading Strategies Inventory (MARSİ) will be used. MARSİ is a self-reporting instrument designed to assess adult reader's metacognitive awareness and perceived use of reading strategies while reading academic or discipline related material. It is agreed among researchers that awareness and monitoring of one's comprehension processes are critically important aspects of skilled readers. The MARSİ will be administered to all newly entering students at the start of each semester to obtain self-reported baseline data on strategies students are currently using as well as identify how skilled or unskilled our students are at reading comprehension. It is expected that a second MARSİ conducted at the conclusion of the year for those students will give insight as to their expansion and improvement in the use of reading strategies and provide a guide to faculty and QEP administrators in the development of future ways to expand students' reading strategies range .

Additionally, as part of the overall strategy that builds up to the QEP's yearly improvement achievement efforts, Implementation plans will include yearly measurement and assessment of student progress made in achieving the following student learning outcomes (SLOs):

- **SLO1:** Students will be able to identify and explain the meaning of key concepts used in their respective disciplines.
- **SLO2:** Students analyzing professional readings materials in their fields of study will be able to isolate major concepts found in the readings and explain their importance to the readings.
- **SLO3:** Students will be able to select three or more key concepts of their discipline and incorporate them in a major end of program writing assignment.

The *READ* QEP will use direct assessment of reading comprehension, vocabulary recognition and growth, and critical analysis (relations/connections) of reading materials linked to disciplinary literacy within each SGTC program area. As a result, the QEP will assess students' development of *READ* skills at the program, as well as the institutional level through the

collection and analysis of both quantitative and qualitative data. Although not a QEP goal, the accomplishment of the QEP effort is expected to show that as students become better informed about their chosen career, they will also become more fully engaged both as students through their programs at the college and possible baccalaureate and graduate efforts beyond SGTC afterward and as employees upon graduation/completion as they become more at ease with reading materials related to their respective disciplines.

These instruments will assess the improvement and growth of the students in relation to the *READ* initiative and allow for the collection of data over the five-year period as it is expanded each year until the great preponderancy of programs at the campus and instructional sites of SGTC are included. Assessments of students' reading comprehension, vocabulary/concept recognition and growth, and critical analysis (relations/connections) of reading materials linked to their program areas will be implemented systematically, including pre-tests, post-tests of the disciplinary literacy for their respective programs. The results from these assessments will lead to plans for and provide a range of course-embedded instructional approaches to assure student improvement goals are met. Institutionally designed rubrics are standardized, and will allow faculty to structure and customize any instructional activities to the specific demands of their respective disciplines—another mechanism to use the collected data to continually develop courses and instructional techniques to better employ the *READ* skills.

To ensure that the *READ* initiative achieves its goals, two co-directors, one from General Core/English and one from Computer Information Systems, will provide overall support and will work with faculty/staff driven committees to organize professional development as necessary to support the QEP. The co-directors will lead the QEP Steering Committee and Subcommittees, which both consist of various constituents of SGTC (i.e., faculty, staff, and students). The co-directors and the committees will plan and design, as well as implement *READ* workshops.

Faculty will be provided with ample opportunities for professional development that focuses on strategies for teaching and assessing *READ* skills. Existing library resources and current department/program materials will be utilized and expanded to support *READ*. It is also the vision of the QEP Steering Committee that students, instructors, staff, and external stakeholders will enthusiastically seek out and share resources to help this initiative thrive and thereby create an environment where students are eager and excited to learn more about and engage more fully in their chosen career.

Additionally, to support the *READ* initiative, a detailed five year budget of \$850,656 was submitted and approved by college officials to allow individuals working on the QEP implementation to have the funds needed to implement the project over the five-year plan. Key individuals and job descriptions were also identified with clear reporting responsibilities and oversight structures put in place to ensure success.

In the following pages, this QEP report will

- describe the process used to develop the QEP
- justify the focus on reading engagement
- review the literature on reading engagement
- describe the QEP organizational structure
- describe institutional and programmatic goals
- describe specific actions to be implemented
- state student learning outcomes
- describe assessment of QEP goals (both formative and summative)
- describe assessment of the Implementation plan
- describe institutional capability, and timeline for the plan

Through the design and implementation of the QEP and the activities associated with it, SGTC hopes to improve reading skills in all its students, so that the knowledge they gain during their academic studies will translate directly into real world experiences as productive employees and citizens. Enhancing the educational quality of its students, in fulfillment with its mission, SGTC will continue to provide to its service areas, graduates prepared and equipped to contribute to the workforce and society.

## *South Georgia Technical College Overview*

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South Georgia Technical College has a long, rich history dating back prior to World War I. Before being used as a college, the land on which SGTC now stands was an Aviation Training Base during WWI and WWII.

Charles A. Lindbergh purchased his first airplane (a Jenny) at Souther Field in 1923 and learned to fly over the grounds of what is now South Georgia Technical College. Lindbergh would later become the first person to fly non-stop from New York to Paris in 1927 in the “Spirit of St. Louis.”

Since that time South Georgia Technical College has continued to soar. The school was originally named South Georgia Trade and Vocational School when it first opened in 1948. It was the second technical and vocational school in Georgia. Seventy-five students enrolled that first year in six programs ranging from six to twelve months in length.

The original programs offered were: Diesel Mechanics, Aircraft Mechanics and Aircraft Engine Mechanics, Air Conditioning, Basic Radio Service Communication & Code, Sheet Metal Construction, and Upholstery and Woodworking. The aviation, air conditioning, automotive, and diesel programs are still active today. Basic Radio Service Communication and Code has advanced into Electronics Technology.

The “trade school” name was dropped in 1963 and the school became known as South Georgia Technical and Vocational School. The name changed again in 1988 to South Georgia Technical Institute when the Department of Technical and Adult Education was created by a legislative act, and the school came under the governance of the new department. South Georgia Tech opened an instructional site in Cordele in July of 1990, and that addition was known as the Crisp County Center.

On November 2, 2000 the school officially became South Georgia Technical College. This opportunity was brought about with the passing of Governor Roy Barnes’s Education reform bill. Today, South Georgia Technical College offers over 200 Associate of Applied Science degrees, Diploma programs, and Technical Certificates of Credit.

Program areas include health care and personal services, business, industrial, and transportation technologies. Adult literacy classes are currently taught in five of the six counties in our service area, which includes Sumter, Schley, Macon, Marion, Webster, and Crisp Counties.



## **Mission Statement**

The mission statement of South Georgia Technical College defines its purpose and primary objectives:

As a member of the Technical College System of Georgia and a residential institution of higher education, it is the mission of South Georgia Technical College to prepare individuals for success in the workforce by providing accessible, high-quality associate of applied science degrees, diplomas, technical certificates of credit, and non-credit programs and services that support the needs of citizens, businesses, and industries within our service delivery area in Southwest Georgia.

To realize the distinctiveness of its mission, South Georgia Technical College is committed to:

- Providing a broad range of campus based and online instructional credit courses that lead to an associate of applied science degree, diploma, or technical certificate of credit as well as non-credit course offerings and services which support workforce development
- Supporting learner success through quality student services
- Promoting economic development through partnerships with business, industry, government and local communities
- Providing accessible educational facilities and state-of-the-art equipment and technology
- Providing a qualified faculty and staff
- Providing administrative support through analysis, planning and budgeting

## Strategic Plan

In addition to fulfilling its mission, SGTC has developed a strategic plan to meet five overarching goals:

*Goal 1: Provide Student Access and Promote Student Success at All Levels*

South Georgia Technical College seeks to train and retrain a highly competitive workforce by providing resources to meet the expectations of citizens and businesses in our service area.

*Goal 2: Build Georgia's Workforce for Economic Vitality*

South Georgia Technical College will facilitate economic development for our service delivery area by providing Quick Start services, Work Ready certification, customized services for business and industry, and continuing education.

*Goal 3: Improve the Visibility, Recognized Value, and Support of Technical Education, Adult Education, and Workforce Training In Our Service Area.*

South Georgia Technical College will contribute to the economic prosperity, quality of life and “education culture” of our service delivery area through the availability of continuing education, community involvement, and public awareness of the benefits of technical and adult education.

*Goal 4: Enhance South Georgia Tech's Organizational Development and Internal Workforce*

South Georgia Technical College seeks to meet the expectations of citizens and businesses in our service area for quality technical education, adult literacy, and economic development programs with dedicated, qualified employees.

*Goal 5: Enhance Student Learning and Achievement*

South Georgia Technical College will provide quality instruction and services to prepare SGTC graduates to be productive and dependable employees in their chosen profession.

All components of the college are guided by these goals in their academic and administrative plans.<sup>1</sup>

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<sup>1</sup> Information regarding SGTC's background, mission, and strategic plan was retrieved from the college's website.

### Topic Selection

South Georgia Technical College approached choosing the topic for its QEP from a holistic perspective. Through a broad-based process, the selection and development led to a topic that was a relevant issue and concern regarding student learning at the college.

The research for the QEP topic was gathered from information and assessment data provided from student success teams: the Academic Planning Team (APT), the Achieving the Dream (ATD) committee<sup>2</sup>, Support Services Team and Program Advisory Committees. The selection process extended over three years, 2012-2015, and included background information about the QEP's purpose and evaluation criteria for selecting a QEP topic (See Appendices A and B).

SGTC began laying the foundation for the QEP in the spring of 2012. Mr. David Kuipers, Assistant Vice President of Academic Affairs, began researching best practices in QEP design and involved key faculty and staff members in the process of gathering information. The decision was made in August 2012 to utilize existing standing committees and staff (the Academic Planning Team, which is comprised of deans, faculty representatives, the distance education coordinator, library staff, the registrar, and financial aid representatives; and the Support Services Team, comprised of representatives from the admissions office, business office, instructional staff, and facilities/maintenance) to ensure that the focus of the project remained on student learning and student success rather than becoming focused on the preparation of compliance documentation for SACSCOC Core Requirement 2.12<sup>3</sup>. While on the surface this may seem a mere semantic distinction, in practice it proved to be an important aspect for maintaining broad-based involvement, efficiently managing the time of our full-time employees, and integrating the process into the College's mission and strategic planning.

**"The more that you read,  
the more things you know.  
The more that you learn, the  
more places you'll go."**

**~Dr. Seuss**

The nature of the QEP requirement and the general parameters were explained to all committees; however, it was emphasized that they were not seeking a topic merely to fulfill a requirement, but needed to remain focused on a course of action that would benefit students. Topic Development began with the examination and internal analysis of institutional assessment data, specifically assessment of COMPASS testing, student success project data,

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<sup>2</sup> See Appendix A for a list of faculty and staff that comprised these committees.

<sup>3</sup> SACS Core Requirement 2.12 is to develop an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution (Southern Association of Colleges and Schools Commission on Colleges, 2009, p.19).

such as that of the Achieving the Dream (ATD) project and input from faculty and staff, and program advisory committees. Topic development continued with the APT and the Support Services Team soliciting input using the general queries to stakeholders of “What can SGTC do better?” or “What one thing would you change on campus to help students succeed?” Responses from students, staff, faculty, parents, advisory committees, and community members ran the gamut from increasing the number and variety of snack machines on campus to major additions to the campus infrastructure. In the summer of 2013, SGTC joined the ATD network of community colleges. As a part of that involvement, an ATD Data Team comprised of representatives from across campus was established to gather, analyze, and distribute data related to student achievement and to then make recommendations regarding initiatives to improve student outcomes. The ATD Data Team worked in conjunction with the APT and Support Services Team to identify campus needs, so it became a natural fit for seeking concurrence with institutional assessment data on a topic suitable for the QEP.

After the broader areas for topics suggested through the APT and the ATD Data Team were compiled, categorized and discussed, the list was presented to the Senior Staff Committee (see Table 1 for a list of members) for review and discussion on November 10, 2014.

<b>Table 1: Senior Staff Members</b>	
Acting President: Janice Davis	VP of Academic Affairs: Dr. John Watford
Special Assistant to the President: Don Smith	VP of Economic Development: Wally Summers
VP for Student Services, Institutional Effectiveness and IT: Karen Werling	Assistant VP of Administrative Services: Lea Coe
VP of Institutional Advancement: SuAnn Bird	Athletics Director: James Frey
Assistant VP of Academic Affairs: David Kuipers	Assistant VP for Student Navigation and Institutional Support: Dr. Deborah Jones
Assistant VP of Adult Education: Jan Hobgood	

The Senior Staff discussed the topics at length and made the following recommendations related to each of the topic areas:

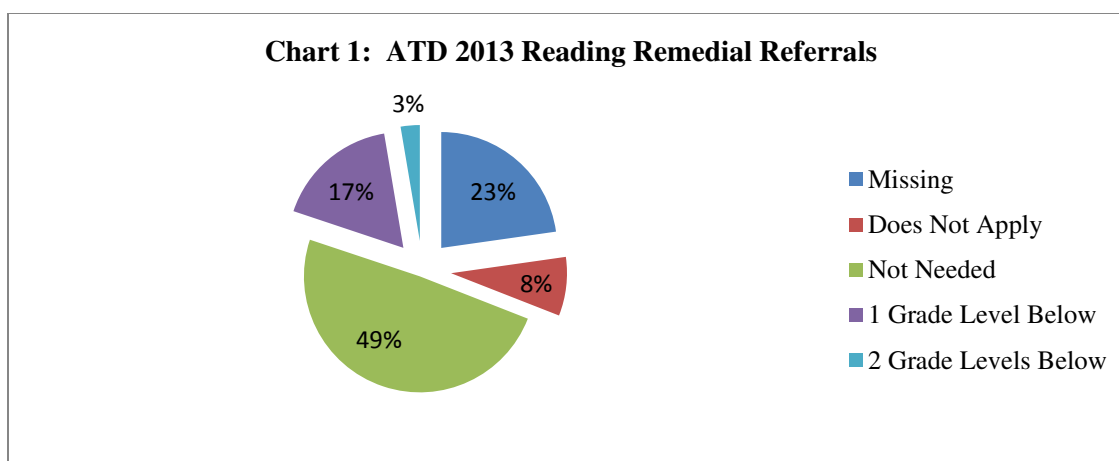
- **Work Ethics/Soft Skills:** Even though a college-wide program to promote work ethics is already in place, this topic area seems fruitful and important and more can always be done to improve student success in the workplace. Some questions were discussed relating to the methods of assessment for any such program and the potential problems if credit hours were added to courses/programs.
- **Math Skills:** Given the potential of statewide curriculum changes involving the diploma level programs and related general core requirements, any topic connected to a learning support or diploma level math course could potentially be disrupted by course/requirement changes. A general or program specific approach to improving math skills would be feasible, but due to the wide range of skills needed, a coordinated,

uniform initiative would be difficult. Work on math is also part of the ATD initiatives already.

- **English Skills:** As with math, given the potential of statewide curriculum changes involving the diploma level programs and related general core requirements, any topic connected to a learning support or diploma level English course could potentially be disrupted by course/requirement changes. A general or program specific approach to improving writing skills would be feasible, but due to the wide range of skills needed, a coordinated, uniform initiative would be difficult.
- **Library/Information Literacy:** Discussion centered on how many students would really be impacted by an initiative in this realm (based on patterns of use of the library) and how the skills would directly translate to improving learning for students.
- **Tutoring:** LIFE Lab initiative is already operational. Discussion followed about whether a segment of that work could be isolated and used, but that seemed unlikely.
- **Reading:** While enhancement of the LS course would not be advisable (although already an ATD initiative), the general skill sets could be applied uniformly across campus. This is an area that has been mentioned frequently by business leaders as a community wide concern. Could assess and show impact on learning without linking to a particular course.
- **Advisement:** Questions emerged about software and systems that are available for purchase to improve advisement and tracking; most would be cost prohibitive. SGTC is unique among technical colleges in Georgia in that all students must see their program advisor to register currently and discussion followed about what areas of improvement were available (staff development, software systems, additional hires) and how assessment would take place to capture the impact on learning.
- **Study Skills:** It was suggested that the committees look at other colleges to see which programs have been useful/successful. Some questions were discussed relating to the methods of assessment for any such program and the potential problems if credit hours were added to courses/programs.

The APT then, using data gathered by the Achieving the Dream Data Team, determined that a topic related to reading could have the greatest need for our students and would have a clearer assessment plan based on the above recommendations.

This raw data retrieved from Banner reflected a number of people (a limited cohort of first time students and nontraditional students seeking an awarded certificate, diploma or degree) who attempted a reading Learning Support class (See Appendix C).



Of this limited cohort, about 20% were 1-2 levels below the college level, which suggested the need for a Learning Support reading remedial course.

In addition to the ATD data, raw data was also retrieved from the reported scores of the COMPASS test administered by the Admissions Department to determine the appropriate placement of incoming students regarding their core requirement courses.

<b>Table 2: 2012-2014 COMPASS Reading Scores</b>						
Required Score	2012 Average Reading Score	2013 Average Reading Score	2014 Average Reading Score	No. and Percentage Below the Admission Score		
	(Total no. of students tested: 1160 )	(Total no. of students tested: 1208)	(Total no. of students tested: 1175)			
70-79 <sup>4</sup>	73.54	75.05	75.71	<u>2012</u> 362 31.20%	<u>2013</u> 309 25.57%	<u>2014</u> 277 23.57%

A concerning issue with this raw data, which were both results of the administered COMPASS test, was the growing national controversy about the reliability of the test. The COMPASS is a standardized placement test that determines whether incoming students need to take a remedial course; however, what was assumed to be a relatively quick way to assess students' abilities in reading, writing and math, was recently found to have limitations in measuring levels for college readiness (Fain, 2015). This discrepancy of the placement determined by the COMPASS, although not truly reflective in the data, was solidified in the discussions Mr. David Kuipers, Assistant VP of Academic Affairs, had with college staff members, Senior Staff, and more specifically with faculty, that voiced a concern regarding the reading abilities of their students.

<sup>4</sup> The required scored for diploma programs is 70 with the exception of Practical Nursing and Recreation and Leisure Management, which is a 79; for degree programs, 79 is the required score.

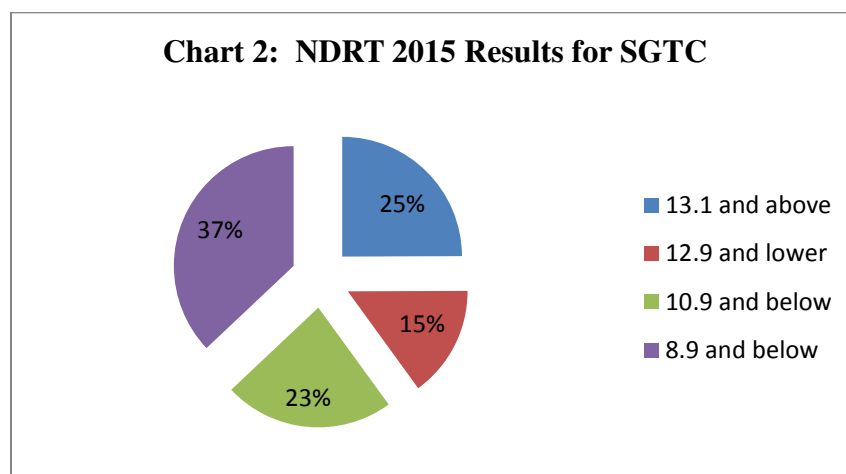
What was interpreted from the raw data and the information compiled from the discussion with Senior Staff presented data that suggested improving the reading abilities of students was critical to enhancing the student learning experience, especially as it was an issue also noticed by business leaders in the community. Based on the options presented, the Senior Staff agreed that the most feasible option that would have the greatest impact on student learning would be topics related to reading (not connected to the learning support courses).

### Confirming the Need

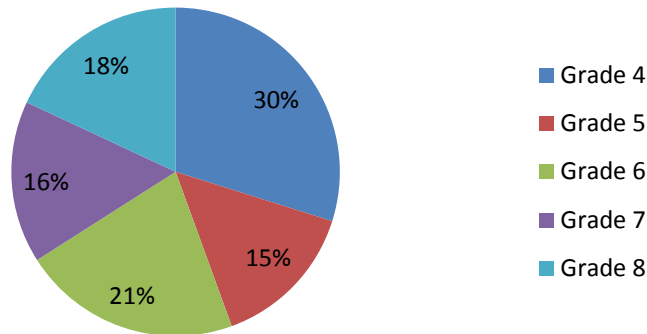
In addition to using the above strategies to narrow the focus of the QEP, the Nelson Denny Reading Test (NDRT) and the Student Reading Engagement Survey (See Appendix D) were administered in December 2015.

The NDRT is a standardized reading test created in 1929 by M.S. Nelson and E.C. Denny. It has been revised and updated several times. The most recent revision was in 1993. The NDRT measures the reading ability of students: the first part of the test measures vocabulary skills and the second part of the test measures comprehension skills. The purpose of the test is to screen any reading problems, as a predictor of academic success, and as a measure of progress resulting from educational interventions. The results from the test attempt to provide an accurate measure of the reading level of the tested students.

The results from the NDRT represented a sample of the student population across the college during the fall 2015 semester. A total of 405 of the 1600 enrolled students were administered the NDRT. The results from the sample population revealed improving reading skills was needed to address the 10.1 grade equivalent reading average. Of those 405 students, 37% tested on an 8.9 and below grade level.



**Chart 3: NDRT 2015 Results for SGTC  
8.9 and Below the College Level**



In addition to the NDRT, the Student Reading Engagement Survey was also used for the *READ* initiative. The Student Reading Engagement Survey is a self-reporting survey of how much students read for enjoyment as well as the strategies used before, during and after reading. The majority of students surveyed used some type of common strategy to help them gain understanding of what they were reading. The survey sought to determine what students actually read for enjoyment as well as how often the public and college libraries are used. The SGTC Student Reading Engagement Survey was administered fall 2015 to 398 students. The survey revealed the following: 192 students read more than one hour; 136 students read less than one hour and 70 students do not read at all. Overall, digital media, magazines and comics are preferred when reading for enjoyment.

Additionally, the survey allowed students to share if they perceived reading as a beneficial skill within their academic studies and in their daily lives. Some of the common responses were:

<b>Table 3: Common Reading Benefits Responses</b>	
<b>Daily Life</b>	<b>Academic Studies</b>
<ul style="list-style-type: none"> <li>○ Develops analytical skills</li> <li>○ Vocabulary growth and development</li> <li>○ Creates an efficient learning base</li> <li>○ Improves written skills</li> <li>○ Improves grammar skills</li> <li>○ Improves communication skills</li> <li>○ Connection to what's happening in the world (informative)</li> <li>○ Necessary for furthering one's education</li> <li>○ Creates a broader knowledge base</li> </ul>	<ul style="list-style-type: none"> <li>○ Increase comprehension skills</li> <li>○ Stay informed about profession</li> <li>○ Retain information</li> <li>○ Acquire new knowledge</li> <li>○ Furthering education</li> <li>○ Preparation for class discussions/materials/assignments</li> <li>○ Ability to recall information</li> <li>○ Builds familiarity</li> <li>○ Comfortable with content/subject-matter</li> <li>○ Ability to analyze problems</li> </ul>



The survey provided information relevant to a student's personal reflection about his or her reading skills, reading preferences, and insight to the types of reading materials that could possibly be used to promote reading engagement beyond the course textbook as well as what students valued as current readers. However, the design of the survey failed to address or identify reading engagement strategies—prompting the QEP Steering Committee to redesign the survey to fit into the scope of the QEP (Appendix E).

The findings of the NDRT and the survey, especially those of the NDRT, suggested a topic related to reading improvement was beneficial to the student population of SGTC. The college's 10.1 grade equivalent reading average revealed what was perhaps skewed in the unreliable results of COMPASS. The NDRT confirmed that improving the general skill set of reading of students at SGTC was needed, and also established the baseline research for the college's QEP focus. The broad scope of the NDRT baseline data also supported the inclusion of the entire campus in the scope of the QEP. Early in the review of the assessment data, the feasibility of reading improvement achieved through the enhancement of the existing Learning Support reading courses was discussed. However, there were concerns about the number of students who would be excluded by limiting a program to Learning Support courses (only 17% of students test into Learning Support courses) and the subsequent limited impact on student learning. Furthermore, in early 2015, the Learning Support courses were redesigned and the reading competencies previously taught in stand-alone reading courses were integrated into Learning Support English courses. The current focus of the SGTC QEP on reading improvement across campus utilizing a foundational tool of disciplinary literacy will allow for the maximum enhancement of student learning for the greatest number of students.

### **Topic Refinement**

Once the QEP focus was chosen, SGTC established the QEP Steering Committee with representatives from constituents of faculty and staff.

During the summer and fall of 2015, multiple meetings of the Steering Committee were held to further develop and refine the QEP topic in collaboration with other SGTC stakeholders. Imperatively following the required format, the QEP Steering Committee identified four objectives to assure the success of the plan:

1. Gain stakeholders' buy-in
2. Educate faculty on available resources
3. Research best practices
4. Maintain enthusiasm

The QEP Steering Committee then developed and refined the QEP topic based on eight responsibilities:

1. Research the selected QEP topic
2. Define student learning outcomes related to the QEP
3. Identify strategies needed to achieve the desired student learning outcomes
4. Consider the resources necessary to implement and maintain the QEP
5. Establish a timeline for accomplishing the QEP
6. Budget necessary resources to successfully implement the QEP
7. Develop a comprehensive assessment plan
8. Prepare documentation for submission

To achieve these eight responsibilities, the QEP Steering Committee divided itself into six subcommittees:

1. **Research:** This subcommittee is responsible for researching the best practices and current literature regarding the topic and focus of the QEP.
2. **Assessment:** This subcommittee is responsible for ensuring that the QEP has developed the means for assessing the success of the QEP, identified assessment instruments, timelines for their administration, and the process for review of the assessment results.
3. **Implementation:** This subcommittee is responsible for identifying the activities, costs and personnel assets required for the QEP and scheduling their insertion into the college. Upon approval of the QEP by SACSCOC this subcommittee will assume a monitoring of the scheduled activity and personnel deployments role.
4. **Marketing:** This subcommittee is responsible for advertising, providing the theme for the plan, developing marketing strategies, and special event coordination.
5. **Professional Development:** This subcommittee is responsible for assuring that the participating faculty and staff of the QEP will have the necessary resources and adequate support to execute the plan.
6. **Budget:** This subcommittee is responsible for planning for the allocation of adequate financial resources to develop, implement, and sustain the QEP. The subcommittee must keep an eye on cost as the action list is developed.

Dividing committee assets into these six subcommittees ensured the QEP would be thoroughly developed and implemented. The activities reflected in Table 4 are a result of the Steering Committee and Subcommittees meeting one day every week leading up to the SACSCOC On-site visitation in October 2015 and will continue throughout the five years of the plan.

<b>Table 4: QEP Preparation, Selection, and Development Timeline <sup>5</sup></b>	
Spring 2012-Spring 2015 <sup>6</sup>	<ul style="list-style-type: none"> <li>○ Research begins on best practices for QEP design</li> <li>○ Institutional data is gathered to determine needed improvement in student learning</li> <li>○ Topic development begins</li> <li>○ Feedback is received from faculty and staff regarding the topic</li> <li>○ List is compiled based on suggestions and presented to Senior Staff</li> <li>○ Senior Staff agrees on a reading related topic</li> <li>○ Steering Committee developed</li> </ul>
Summer 2015	<ul style="list-style-type: none"> <li>○ QEP Committee formed</li> <li>○ Subcommittees developed</li> <li>○ Discussion of topic begins</li> <li>○ Topic finalized</li> <li>○ Goal, objectives, and learning outcomes identified</li> <li>○ Marketing strategies discussed</li> <li>○ Introduction of QEP to faculty, staff and Board of Directors members</li> </ul>
Fall 2015	<ul style="list-style-type: none"> <li>○ QEP Steering Committee and Subcommittees met regularly</li> <li>○ Continued discussion of marketing strategies</li> <li>○ Discussion of assessments/strategies and rubrics</li> <li>○ Campus-wide QEP Kickoff</li> <li>○ QEP faculty informational sessions</li> <li>○ Extended invitation for student participation</li> <li>○ Draft of QEP Report</li> <li>○ Preparation for SACSCOC On-site Visitation</li> <li>○ Administered the Nelson Denny Reading Test</li> <li>○ Administered the Student Reading Engagement Survey</li> <li>○ Reviewed and interpreted results of the Nelson Denny Reading Test</li> <li>○ Reviewed and interpreted results of Student Reading Engagement Survey</li> </ul>

<sup>5</sup> See Appendix F for a detailed outline from Year 0 to Year 5.

<sup>6</sup> See Appendix B for a detailed outline of the Topic Development Process.

## Chapter 2: Focus of the Plan

### QEP Topic: Reading Engagement across the Curriculum (*READ*: Reaching Every Academic Dream)

In keeping with the college's mission and strategic plan, SGTC has chosen the topic of Reading Engagement across the Curriculum. *READ* (Reaching Every Academic Dream) means students are able to make relatable connections beyond the material covered in textbooks as they are exposed to disciplinary literacy used within the industries of their career choice (see Chart One). Therefore, an emphasis of the QEP is to foster an engagement between and among a variety of reading materials.

**Focus:** To prepare and encourage students to become engaged and effective readers.

**Impact:** By 2020, students will have the necessary tools (knowledge and strategies) to demonstrate their ability to comprehend discipline specific texts, recognize discipline specific terminology, and relate the trends of these discipline specific texts to their current courses/program objectives, and ultimately to their chosen professions. Additionally, the use of this gained knowledge will improve the reading level of students as they become engaged readers needed to influence the college's 10.1 grade equivalent reading average as determined by the NDRT to 12.9.

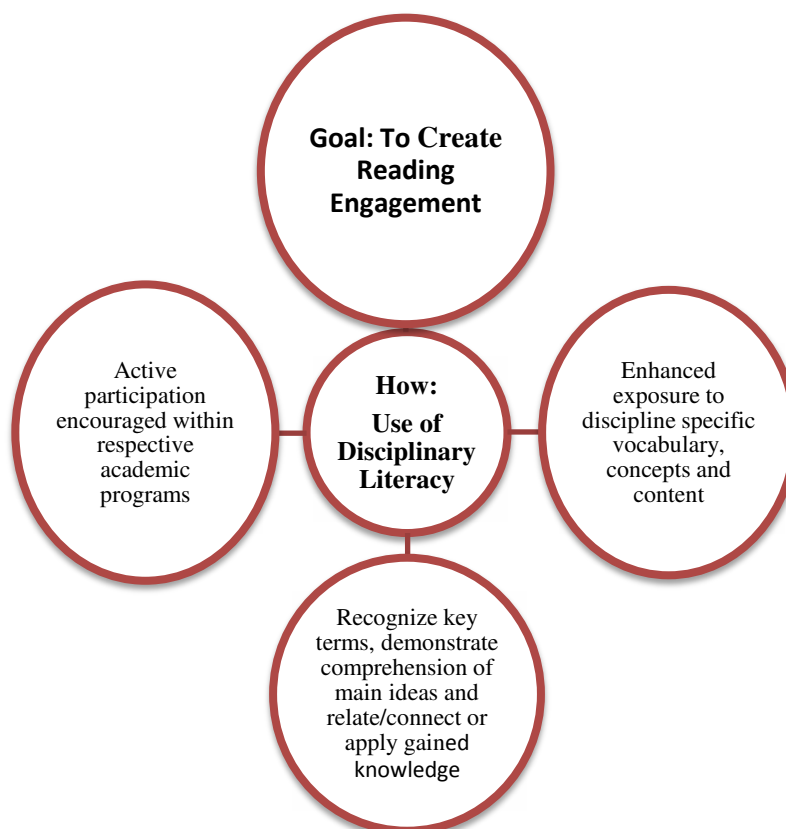


Chart 4: *READ* Plan of Focus

By using applications of vocabulary and concepts that emphasize real-life trends, it is hoped reading comprehension and word consciousness development will help students apply existing knowledge to obtain new information (NCTE, 2008). This topic addresses a key need in the student body as identified through analysis of institutional student data, as well as through discussion among faculty and staff as discussed in Chapter One, and also supported by the results of the NDRT administered in December 2015. Ultimately, the *READ* QEP wants to

instill in students that reading is not solely a classroom practice, but to perceive the act of reading as a lifelong habit.

Reading engagement is a multi-dimensional approach that involves behavioral, emotional/motivational, and cognitive aspects (Guthrie et al., 2004). Accordingly, Guthrie et al. (2004) further stated an engaged reader is one that reads frequently, likes to read, and uses different strategies in reading. Ultimately, an engaged reader is a person who is internally motivated and active both behaviorally and cognitively. Although the engagement is a reflection of one's personal tenacity, Miller and Faircloth (2009) also defined reading engagement as an extrinsic factor that is modeled by the teacher.

These definitions of reading engagement support not only the initiative of the *READ* QEP, but also core values of SGTC's mission and strategic plan: South Georgia Technical College will provide quality instruction and services to prepare SGTC graduates to be productive and dependable employees in their chosen profession.

The objective of the mission and the strategic plan is not to just encourage student success but model student success. Therefore, the *READ* QEP will also promote faculty and student engagement and training and support needed to create student centered activities that encourage and apply reading skills of comprehension relatable to real-world experiences.

## Chapter 3: Literature and Best Practices Review

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### Ensuring Best Practices

One of the key components of SGTC's QEP is to ensure that best practices are used when teaching *READ* skills. The *READ* QEP is designed to prepare and encourage students to become engaged and effective readers. To that effect, SGTC wants to cultivate a culture of highly skilled readers who value reading as a lifelong habit: stronger reading skills will enhance engagement in their programs, which will create a desire to read and ultimately improve student learning and college and workforce success.


There is a national concern that the engaged reading on the higher learning level has lost its former place of standing in a college settings. According to the National Endowment for the Arts (NEA) (2007), there has been a general decline in reading among teenage and adult Americans. Stotsky (2006) stated that not only have the reading skills of American adults declined from 1992-2003, but literacy skills among college graduates have also declined. Furthermore, the NEA expressed this negative trend has more than a literacy importance; it is also a social, economic, cultural, and civic concern. What is being suggested by the literature is that reading is an essential skill needed to be successful in life. Additionally, being an engaged reader suggests reading is a fundamental skill that enhances individual perceptions also towards academics and life (Hobson, 2004).

When considering how to improve reading engagement skills in adult learners, according to Smith (1996), exposure to a variety of reading materials has been found to be a sign of reading growth and development. Leavitt (2006) stated reading beyond assigned textbook reading is creating an opportunity for students to achieve higher levels of synthesis and integration in their study of new material. This is extremely important in institutions of higher learning as the poor reading skills of students is usually a reflection of "the density of college textbooks" (Bean, 1996). According to Bean (1996), too often assigned readings for courses create confusion in students because they are unfamiliar with academic discourse. This creates a complexity of grasping new terms and concepts because making connections to them are not perceived as tangible or relatable. To overcome this challenge, Bean made the suggestion for college teachers to make assigned reading both course-related as well as teaching students the discipline-specific values and strategies that facilitate disciplinary learning.

Bean's (1996) suggestion is still very much prevalent to fostering better reading engagement and comprehension skills in adult learners of today. There are many ways to address why college students struggle with college reading. According to Hobson (2004), one way to address the issue is by reassessing



**"Once you learn to read, you will  
be forever free."  
~Frederick Douglass**



courses or the instructional approaches utilized for reading assignments. When giving reading assignments, teachers should awaken student interest in upcoming reading assignments by explaining the relevance of the assignments and also becoming key agents in making reading fundamental in and beyond the classroom (Bean, 1996; Hobson, 2004).

Developing fundamental reading engagement and comprehension skills is possible when courses are crafted to fit within a real context, peopled by real and diverse teachers and students working together to achieve specific educational goals (Fink, 2003). Fink's (2003) comments suggest the learning experience is a collaborative effort surrounded by social engagement of teachers and students as teachers incorporate the discussion of outside reading materials into their coursework. This approach is essential in developing independent readers and fostering better reading skills.

In their research of reading engagement and comprehension skills, SGTC's *READ* QEP Research Subcommittee found that much of the literature supporting the best practices that enhance these skills, provide students with reading strategies that make them proactive participants in the learning experience. Some of the best practices of reading engagement and comprehension skills are strategy-based reading instruction and the improvement of vocabulary skills.

### **Strategy-based reading instruction**

According to Zimmerman and Hutchins (2003), reading is an interactive process in which good readers engage in a constant internal dialogue with the text, which allows for comprehending and discussion on any text. An effective way to encourage this inner conversation is through the use of strategy-based reading instruction. Strategy-based reading instruction is defined as "reading is thinking" (Harvey & Goudvis, 2007). When an instructor uses a strategy-based approach to teaching reading, he or she is purposefully teaching strategies to help students become engaged, active readers (Harvey & Goudvis, 2007). Elements of strategy-based reading instruction are:

#### **A. Provide materials to students before reading that support and direct student efforts**

- Give college students explicit instruction in reading with a goal in mind and how to engage in self-monitoring of their own reading. Teach students methods of strategic reading to include forethought, performance, and reflection (Davis & Green, 2007).
- Include time for before-reading activities, which prepare the reader. Before-reading activities should activate, build, and expand upon the individual's prior knowledge about the assigned subject matter. Link new information to the learner's prior knowledge to enhance interest, confidence, learning, cognition, and retention (McRae & Guthrie, 2009).

**B. Create self-efficacy**

- Develop lessons that use pre, during and post-reading strategies to encourage thoughtful reflection, application, analysis, synthesis and evaluation of the reading material content. Provide focus-questions or activities so that assessment includes all levels of Bloom's Taxonomy including higher-level thought process (Teacher Education Institute, n.d.).
- Additionally, Livingston (2003) stated using reading engagement strategies such as strategy based reading allows for students to use their metacognition higher level of thinking as they are able to monitor their inner conversation while they are reading becoming aware of how well they understand what they are reading.

**C. Effective classroom techniques**

- Provide a variety of supplemental reading materials from which students may choose (Lowman, 1995).
- Use strategy based instruction such as creating visualizations, making connections, asking questions, inferring, and determining importance of the reading (Zimmerman & Hutchins, 2003; Harvey & Goudvis, 2007). This allows for students to evaluate, synthesize, and monitor their own comprehension while they are reading (Zimmerman & Hutchins, 2003).

**D. Create relevance through real-world contexts**

- Learning is often a socially interactive process. Following reading set up groups or reading circles, and allows time for guided deliberate discussions about the reading material (Allen, n.d.).
- When planning experiences for students, consider the real-world literacy demands on those students and the impact content-area reading has on meeting those actual demands (Altieri, 2011).

Any of these strategies will boost reading comprehension or becoming engaged with text (Zimmerman & Hutchins, 2003). Reading comprehension also develops critical thinking skills as students are able to connect new information to what they already know (Zimmerman & Hutchins, 2003; Hoeft, 2012). According to Hoeft (2012), the complaint for why college students are unable to demonstrate the basic comprehension level is because they are unable to articulate effectively what they have read. To improve this issue, reading comprehension skills can be improved as instructors teach students decoding skills, active comprehension strategies, encourage students to monitor their own comprehension while reading, and improving their vocabulary awareness and skills (Pressley, 2000).



## **Improve vocabulary skills**

The connection between vocabulary and reading comprehension, as well as vocabulary and performance in all content areas, is one of the most strongly established in educational research. Research indicates clearly that vocabulary knowledge is highly correlated with overall reading achievement (Davis, 1944, 1968; National Reading Panel, 2000). Furthermore, Biemiller and Boote (2006) confirmed Dickinson's 1920 hypothesis that many problems in reading are the result of "meager and inadequate vocabulary" by also relating this issue to problems with reading and comprehension. "Poor readers often read less because reading is difficult and frustrating to them, which in terms mean, they don't read enough to improve their vocabularies," (Johnson & Johnson, 2000). To grasp what one is reading, vocabulary knowledge is required: one cannot understand text without knowing what most of the words mean as one skill relies heavily on the other (Anderson & Freebody, 1981; Hanson, 2009).

To improve any reading skill, especially comprehension and engagement, the vocabulary skills of an individual must also be improved. One of the best practices in combination with using strategy-based reading instruction is to use direct vocabulary instruction. Direct vocabulary instruction provides information about the context and the meaning of a word, engages students and allows time for word processing, exposes students multiple times to the word and creates a dialogue around the word (National Reading Panel, 2000; Alkabody, 2010).

This vocabulary learning strategy is significant to the *READ* initiative because disciplinary literacy will be used as one of the instruments to help engage students in reading materials beyond the course/program textbooks. Disciplinary literacy "emphasizes the unique tools that the experts in a discipline use to engage in the work of several disciplines" (Shanhah, 2012, p. 8). The premise of this direct vocabulary strategy is to not only improve the reading ability of students, but also have them become a part of the disciplinary culture (Brozo et al., 2013). One of the ultimate objectives of the *READ* initiative is to create a culture of readers, but more importantly, to develop dedicated and committed students to their respective programs. This not only creates engagement throughout their tenure at SGTC but will also prepare the students to become effective employees as they are more knowledgeable and aware of the expectations required of them in their chosen professions. Using disciplinary literacy, through direct vocabulary instruction, will help students acquire new word knowledge, develop strategies to enable them to increase the depth of that knowledge over time, and ultimately, improve comprehension skills (Texas Reading Initiative, 1996 and 2002).

These approaches teach students to read to learn as SGTC's instructors aim to implement guided reading approaches, choose material that is both appropriate and engaging to textbook and course-related discussions and, improve and increase reading skills as self-efficacy is created through relatable connections.

## Chapter 4: Goal Setting and Assessment of Learning

The purpose of SGTC's *Reaching Every Academic Dream* QEP is to improve and strengthen reading engagement and comprehension by utilizing disciplinary literacy with an ultimate goal of improving the reading level of our students by one grade level during the first year and a minimum of one half every year thereafter, increasing the current overall reading grade level of 10.1 to a 12.9 or greater over the course of five years. It was determined that the best instrument to measure the effectiveness of reading intervention strategies to be implemented to enhance the reading skills of SGTC's students is the Nelson-Denny Reading Test (NDRT). NDRT is a nationally recognized standardized reading instrument which measures the reading ability of students. The primary purpose of the NDRT is to provide a trustworthy assessment of student ability in three areas of academic achievement: vocabulary, reading comprehension, and reading rate. The authors of the test gathered samples from students enrolled in grades 9 through 12, as well as 2-year and 4-year collegiate institutions.

### Baseline Data

For the purpose of goal setting, the QEP Steering committee administered the NDRT in the fall of 2015 to 405 students with the intention of establishing baseline data. The results of the testing confirmed earlier institutional assessment analysis and constituent belief that a college-wide initiative designed to enhance reading was a verifiable need. Analysis of the NDRT illustrated that SGTG's student's composite levels of comprehension and vocabulary skills was at a grade equivalency level of 10.1 based on grade equivalency levels 4.1-12 as indicated in the following tables:

<b>Table 5: Fall 2015 NDRT Results (n=405)</b>			
	<b>Comprehension GE</b>	<b>Vocabulary GE</b>	<b>Composite GE</b>
Mean Grade Level	9.7	10.1	10.1
Median Grade Level	9.5	10.1	9.9

<b>Table 6: Fall 2015 Sample Grade Equivalents</b>			
<b>Grade Level Equivalency</b>	<b>Grade Equivalent %</b>	<b>Comprehension GE %</b>	<b>Vocabulary GE %</b>
13.1 and above	37%	21.9%	25.1%
12.9 and lower	15%	8.3%	15.5%
10.9 and below	23%	4.6%	25.6%
8.9 and below	25%	38.2%	34.5%

In the fall of 2015, a large majority of students scored below the 50<sup>th</sup> percentile rank in both comprehension and vocabulary. While the composite grade equivalency scores will be the primary measure used in this plan, the individual measures in comprehension and vocabulary will also be monitored independently (as indicated in the chart). Rates of improvement may vary and fluctuate over time. As a result those shifts may contribute to significant differences in the composite scores.

<b>Table 7: 2015 Sample Percentile</b>		
<b>(n=405)</b>		
<b>Percentile</b>	<b>Comprehension</b>	<b>Vocabulary</b>
0-9 %	128	106
10-19 %	57	69
20-29 %	47	58
30-39 %	55	38
40-49 %	29	44
50-59 %	27	23
60-69 %	30	31
70-79 %	18	18
80-89 %	4	10
90-100 %	10	8

### **Goal Setting**

Based on findings revealed by analysis of test scores on the NDRT, the QEP five-year goal is set at a reading grade equivalency level of 12.9. A grade equivalency level of 12.9, the highest level of secondary education, indicates that students are prepared to read college level materials.

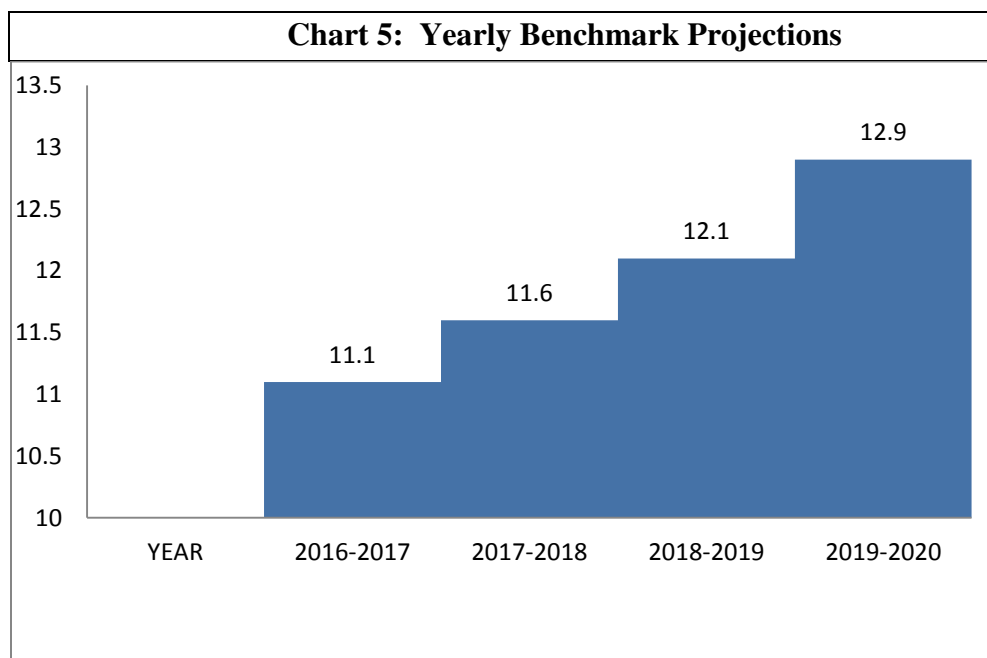
### **Target Audience (Plan Subject)**

During the *READ*'s Summer Orientation, the QEP participants/faculty will be required to identify two (2) courses in which the study will be conducted. The first course will be called the departmental foundation course and must be the prerequisite for the second. The subjects (referred to as intervention students/cohort) of this plan are students who are taking the identified departmental foundation course for the first time. Intervention students/cohort will be required to take identified courses in sequence. The first course will be taken during the fall and the second during the spring of the same academic year.

Although all students enrolled in the *READ* QEP courses are required to participate in all activities, assessment data collected on students who do not meet intervention student requirements will be removed before data analysis.

## Achieving the Goal

To accomplish the goal of increasing the reading level of our students by one grade level during the first year and a minimum of one half every year thereafter increasing the current overall reading grade level of 10.1 to a 12.9 or greater over the course of five years, intervention strategies will be implemented on selected groups of students (intervention students /cohorts) based on their initial entry into departmental coursework /disciplines. The table below depicts the anticipated improvements in reading level by year over the life of the plan.



At the start of fall semester of each academic year, the NDRT will be used to determine the current reading level of students who are taking the initial departmental foundation course at SGTC. Intervention strategies discovered through research and designed to effect and improve the reading proficiency of adult learners will be used to raise the scores of intervention cohorts to QEP yearly benchmarks and the ultimate 12.9 reading level goal. It is expected that intervention students' improvement in reading comprehension and vocabulary skills as indicated by improved NDRT scores will be reflected in the students' improved ability to comprehend and utilize departmental-area and discipline specific reading materials that involves identifying main ideas, supporting details, and vocabulary. Strategies selected will aim at equipping students with the necessary tools to demonstrate their ability to comprehend discipline specific texts, recognize discipline specific terminology, and relate the trends revealed in discipline specific texts to their current courses and program objectives, and ultimately to their chosen professions. As a result, students will demonstrate a fuller appreciation and understanding of the discipline as well as the materials.

## Assessing Student Learning

The University of Connecticut has captured various definition of assessment and the role it plays in teaching and learning.

- Assessment involves the use of empirical data on student learning to refine programs and improve student learning (Allen, 2004).
- Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning (Huba & Freed, 2000).
- Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development (Erwin, 1991).
- Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development (Palomba & Banta, 1999).

In this chapter, for purposes of the SGTC's QEP, *READ*, the use of the general term Assessment will refer to the properties of the literatures' term "Assessment "that deal with the collection, review and use of information" about students learning and improving their reading abilities. In Chapter 6, the collection of evidence about the implementation (placing into usage) of strategies that effect the improvement of reading over the life of the QEP will be discussed.

The *READ* assessment of learning concept involves the use of summative and formative assessment:

### Summative Assessment

The strategy of summative assessment within the concept of the SGTC plan is to measure and evaluate the reading proficiency of SGTC students yearly, concluding at the end of a five year period (the QEP length) to see if a students have reached the QEP goal. The goal of the SGTC QEP is for SGTC students to achieve college level reading proficiency (12.9 grade equivalent) within at least one year of attendance. Summative assessment will tell us if our students have been successful in reaching that goal.

## Formative Assessment

Pre-testing yearly cohorts of students on the NDRT at the beginning of the fall semester of the year and post- testing them toward the end of the Spring semester will inform us of the growth of the cohort of students' reading ability growth over that year which will contribute to improvement of intervention strategies. Manipulating the type and number of strategies affecting the plan's target audience of students is presumed to have an effect on performance or reading capability, some of which might be measured or interpreted by discipline specific testing instruments, Student Learning Outcome Assessment or standardized testing such as the Metacognitive Awareness of Reading Strategies Inventory (MARSI). The results of comparing post-testing on the NDRT to pre-testing on the same instrument that reveal yearly growth of singular cohorts, comparison of post-testing against the baseline standard of growth to compare reading growth of specific cohorts to QEP desired benchmark growth and discipline related instrument testing and analysis when combined can impact on the college's ability to continue in the same directions or alter strategies in future years. Providing such flexibility to improve future performance is the purpose of formative assessment.

## Reading Comprehension and Vocabulary Intervention Strategies

As discussed in Chapter Two, reading and vocabulary development are interrelated. As students are exposed to different strategies used to improve their reading skills, invariably their vocabulary skills improve. Disciplinary literacy literature states that vocabulary acquisition as measured on the NDRT is one of the instruments contributing to better reading comprehension ability and reading engagement skills. Starting fall 2016, and thereafter at the conclusion of each semester, artifacts of students' departmental reading proficiency utilizing intervention strategies will be collected, and analyzed. This process will continue every semester during the five years. The intervention strategies are in the table below.

<b>Table 8: Intervention Strategies</b>		
<b>Area of Improvement</b>	<b>Current NDRT Average</b>	<b>Intervention Strategy</b>
Reading Comprehension	9.7	Strategy-based Reading Instruction  Graphic Charts: KWL  Common Read
Vocabulary	10.1	Word and/or Concept of the Day  Graphic Charts: KWL and Word Wall

As outlined in Chapter Five in Table 13, each year of implementation, at least two different reading or vocabulary intervention strategies will be deployed based on annual analysis to help improve the current reading levels of students, which ultimately will increase the institutional average.

Adding these strategies incrementally allows for both improvement and growth individually and institutionally as faculty members implement the strategies and the QEP Implementation and Assessment Committees evaluate the results of the strategies.

In an effort to achieve the QEP primary goal and benchmarks and measure strategy effectiveness, one primary and three supplementary instruments will be used:

1. Nelson-Denny Reading Test (NDRT)
2. Disciplinary Literacy Based Strategies (Reading Comprehension and Vocabulary)
3. Metacognitive Awareness of Reading Strategies (MARSI)
4. Student Reading Engagement Survey.

<b>Table 9: Assessment Instrument</b>		
<b>Assessment Instrument</b>	<b>Institutional (I) or Program (P)</b>	<b>Indirect/Direct Assessment</b>
Nelson-Denny Reading Test (NDRT)	I	Direct
Discipline Literacy based strategies	P	Direct
MARSI	I	Indirect
Student Reading Engagement Survey	I	Indirect

### **Nelson-Denny Reading Test**

As mentioned earlier, the Nelson Denny Reading Test will serve as the “learning” defining rod or primary measuring instrument or the QEP. The Nelson Denny Reading Test Forms G and H provide linear level data suitable for descriptive statistics and for further advanced analysis. Pre-tests and post-tests will be analyzed by descriptive statistics to provide the mean, mode, median and frequency information pertaining to reading comprehension and vocabulary acquisition for each year’s cohort of students. Descriptive statistics computed on pre-test data to be obtained in the fall of 2016 will be used as benchmark data to set standards for improvement.

Success in student yearly cohorts and student success in reaching the 12.9 final goal (focus) reading level are the criteria used defining QEP success.

## **The Metacognitive Awareness of Reading Strategies Inventory (MARSI)**

MARSI is a self-reporting instrument designed to assess adult reader's metacognitive awareness and perceived use of reading strategies while reading academic or discipline related material. It is agreed among researchers that awareness and monitoring of one's comprehension processes are critically important aspects of skilled readers. Researchers investigating reading comprehension monitoring among skilled and unskilled readers have long recognized the importance of metacognitive awareness in reading comprehension because it distinguishes between skilled and unskilled readers. The MARSI will be administered to all students in the Spring of 2016 to obtain self-reported baseline data of strategies students are currently using as well as identify how skilled or unskilled our students are at reading comprehension. Comparison of baseline data of nonintervention to intervention students (students who are participating in the *READ* initiative) should offer insight into the extent to which the intervention strategies have been integrated.

**The Student Reading Engagement Survey will be utilized to garner knowledge of student's enhancements in reading engagement.**

The MARSI will be administered to all students across the entire campus in the fall and spring semesters of each year for ongoing analysis of integration of intervention strategies. As data is collected in succeeding semesters, the data analysis of intervention verses nonintervention will continue. Moreover, a positive trend is expected as the data confirm higher and higher levels of reading comprehension and vocabulary acquisition skills among later semester intervention students. The trend should continue as more students are taught and more intervention strategies are introduced over the course of the five years.

## **Student Reading Engagement Survey**

The final element of assessment is the Student Reading Engagement Survey to assess achievements in improving reading engagement of students. The Student Reading Engagement Survey is an institutionally devised survey that is also a self-reporting survey of how much students read for enjoyment as well as the strategies used before, during and after reading. The survey seeks to determine what students actually read for enjoyment as well as how often the public and college libraries are use. The SGTC Student Reading Engagement Survey was administered fall 2015 which consisted of 398 students. The survey revealed the following: 192 students read more than one hour; 136 students read less than one hour and 70 students do not read at all. Overall, digital media, magazines and comics are preferred when reading for enjoyment.

As discussed in Chapter One, after a thorough analysis of the Student Reading Engagement Survey, it was determined that the survey did not provide proficient emphasis on student engagement. The current student survey found in Appendix D will be revised to include questions that directly relate to student engagement. The newer version will also request more



demographical information such as the student's program of study. The survey will be converted from paper to electronic version utilizing a tool such as Survey Monkey aimed to ease analysis. In addition, the survey will be utilized to garner knowledge of student's enhancements in reading engagement and will be administered the fall of 2016 to obtain baseline data and every fall and spring semesters thereafter.

Table 10 is an extended outline for the measurement of assessing student learning which ultimately determines if the overall focus was achieved.

<b>Table 10: Outline of the Assessment Plan</b>				
<b>Student Learning</b>				
<b>Establish benchmarks, track, analyze assessment data for evidence of student learning</b>				
<b>ASSESSMENT QUESTION</b>	<b>SUMMATIVE (S) OR FORMATIVE (F)</b>	<b>ASSESSMENT METHOD/ TOOLS</b>	<b>FREQUENCY/ OCCURRENCE</b>	<b>FIRST ASSESSMENT RESULTS</b>
Did intervention students show improvement on NDRT Post-test compared to non-intervention students?	F/S	Nelson-Denny Reading Test (NDRT)	Fall and Spring Semesters	Pretesting (Fall 2016), Post-testing (Spring 2017)
Are the Intervention Strategies helping to improve student reading skills?	F/S	Metacognitive Awareness of Reading Strategies (MARS)	Fall and Spring Semesters	Spring 2017
Did intervention students show improvement in reading comprehension within discipline?	F	common reading rubrics, written assignments rubrics	Fall and Spring Semesters	common reading rubrics (Fall 2016), written assignments rubrics (Fall 2016)
Did intervention students show improvement on Disciplinary Vocabulary Post-test?	F	disciplinary vocab pre- and post-test, vocabulary related assignments rubrics, and word wall rubrics	Fall and Spring Semesters	Pretesting (Fall 2016) and post-testing (Fall 2016), vocabulary related assignments rubrics (Fall 2016), and word wall rubrics (Fall 2016)

### **Ongoing Analysis of Student Learning and Growth**

Table 11 shows the relationship between learning outcomes and institutional goals. Achievement of learning outcomes will directly impact Nelson-Denny Reading Test results and the ability to obtain the institutional goal.

<b>Table 11: Estimate of Institutional Goals</b>					
<b>Learning Outcome</b>	<b>Assessment Tool</b>	<b>Type</b>	<b>Institutional Goal</b>	<b>Assessment Tool</b>	<b>Type</b>
Students will be able to identify and explain the meaning of key concepts used in their respective disciplines	Disciplinary Vocabulary Test	Direct	improving the reading comprehensive level of our students by one grade level during the first year and a minimum of one half every year thereafter increasing the current reading comprehension overall reading grade level of 10.1 to a 12.9 or greater over the course of five years	NDRT	Direct
Students analyzing professional reading materials in their fields of study will be able to isolate major concepts found in the readings and explain their importance to the readings	Common Read Rubric	Direct	improving the vocabulary level of our students by one grade level during the first year and a minimum of one half every year thereafter increasing the current vocabulary overall reading grade level of 10.1 to a 12.9 or greater over the course of five years	NDRT	Direct
Students will be able to select three or more key concepts of their discipline and incorporate them in a major end of program writing assignment	Writing Assignment	Direct	improving the reading level of our students by one grade level during the first year and a minimum of one half every year thereafter increasing the current overall reading grade level of 10.1 to a 12.9 or greater over the course of five years	NDRT	Direct

## Chapter 5: Implementation

**READ:** Reaching Every Academic Dream is a five-year plan developed to increase, improve and strengthen reading engagement and comprehension by using disciplinary literacy as a tool to motivate and encourage both the reading and vocabulary skills of students. The *READ* initiative will improve student reading comprehension and vocabulary skills by

- promoting stronger reading skills and enhanced program engagement,
- creating a desire to read, and
- improving student learning and ultimately, college and workforce success.

To ensure the success of the QEP, the Co-director of Implementation and the Implementation Committee, will guide the development of the *READ* initiative. It will be the responsibility of this committee to provide guidance, support, and advocacy of the QEP needed among the academic programs to achieve the following:

### Faculty Engagement

To assure the success of the *READ* initiative, SGTC recognizes the importance of faculty support. Faculty support is needed to implement the plan, but most importantly, help foster student growth and improvement in student learning. Therefore, to create faculty engagement the QEP Implementation Committee will

- Use Phase I, which is the Summer Orientation, of the implementation process to provide information about the QEP, the *READ* initiative, and the assessments and instruments to deploy the plan.
- Extend an invitation to all those interested.
- Target at least 4 academic programs to implement the *READ* initiative into two of their courses over the academic year (one course during the fall and one course during the spring).

Table 12: Faculty and Academic Programs Participation		
Group A: Begins Fall 2016	Group B: Begins Fall 2017	Group C: Begins Fall 2018
<ul style="list-style-type: none"><li>○ Accounting</li><li>○ Heavy Dealer Service Technician</li><li>○ Computer Information Systems</li><li>○ Air Conditioning Technology</li></ul>	<ul style="list-style-type: none"><li>○ Cosmetology</li><li>○ Criminal Justice Technology</li><li>○ Early Childhood Care and Education</li><li>○ Marketing Management</li></ul>	<ul style="list-style-type: none"><li>○ Aviation Maintenance</li><li>○ Medical Assisting</li><li>○ Practical Nursing</li><li>○ Agricultural Technology</li></ul>

These targeted programs will implement the *READ* initiative beginning fall 2016 with Group A. Each year the next group will start another rotation and the previous group(s) will continue

to implement the QEP along with the added new group. Allowing the previous participating group to continue to implement the *READ* initiative over the five-year plan provides a more in-depth expansion to reach a large percentage of the student population and utilization of the intervention strategies to improve and increase the reading average of a majority of the students needed to increase the institutional average.

Additionally, to create faculty engagement, the QEP Implementation Committee will promote the *READ* initiative through:

### **Informational Sessions**

QEP Committee members will attend program area meetings such as department and Academic Program Advisory Committee meetings to discuss the initiative, provide a progress report, share success stories, and identify faculty who will participate with the *READ* initiative.

### **Campus-wide Marketing**

Each semester a Campus-wide Kickoff will occur highlighting the focus and significance of SGTC's QEP, the progress of the *READ* initiative, sharing success and encouraging faculty participation: an on-going educational process to ensure future constituents are familiar with the goal, objectives and learning outcomes of the QEP. In addition to the designed banners, flyers, brochures and posters—created by the Implementation and Marketing committee—with the QEP topic/slogan/logo to display in multiple campus buildings and throughout the community of SGTC's service areas, other marketing activities will be utilized to promote the *READ* initiative:

- Biweekly e-mail blasts and provided updates at faculty/staff, senior staff and Board of Directors' meetings
- Success stories to be published on SGTC's website and released to the local newspaper
- A link on SGTC's website to update and highlight any information pertaining to the QEP
- A QEP Blackboard repository database
- Post information to SGTC's website, Facebook page and Twitter account about the QEP
- Continually develop promotional items
- Allow for student participation in slogan and logo contests over the 5-year period
- Budget for incentives
- Film and photograph all QEP events and activities

This will ensure that there will be continual communication to all constituents about the critical value of the *READ* QEP.

## **Faculty-to-Faculty Mentoring Program**

This program is designed for participating faculty members implementing the *READ* initiative to assist in mentoring and training new faculty during Phase I (Orientation) and Phases II and III (Implementation and Professional Development Workshops) in the following academic year.

### **Training and Support**

SGTC recognizes the importance of professional development and will plan for on-going support of its faculty beginning with introductory workshops and continuing throughout the five years with both internal and external opportunities.

A detailed timeline of activities, with specific tasks, for years one through five of the QEP is presented as *Implementation Timeline* in Appendix H. Highlights of the Implementation Timeline include:

To successfully accomplish and achieve the goal of the *READ* initiative, faculty implementing the QEP will do so in three phases:

#### **Phase I: Orientation**

Each group of faculty implementing the *READ* initiative will attend a summer orientation. The orientation will consist of workshops that focus on the QEP process and topics related to the *READ* initiative. The following workshops will be used to expose faculty to the requirements and expectations of *READ*:

- What is the QEP
- What is *READ* and its Purpose
- How to implement the *READ* QEP
- What is the Nelson Denny Reading Test (NDRT)
- Identifying Disciplinary Literacy
- Using the Institutional Assessments: Common Instructional Strategies and Activities
- Using the Common Rubrics (Reading, Vocabulary, and Writing)

The orientation is designed to help faculty become familiar with the process, and to identify the academic programs' two courses to implement the *READ* initiative, select "common" read articles for those courses, and effectively incorporate the intervention strategies and activities into their current lesson plans needed to support the SLOs and the overall focus.

During these orientations, faculty will take a sample test of the NDRT, a disciplinary literacy test, complete an instructional activity and practice assessing the *READ* tools, particularly the

“common” read or any other instructional assignment related to *READ*, with the designed rubrics.

## **Phase II: Implementation<sup>7</sup>**

Although each respective program has its own characteristics and standards, the implementation of the *READ* QEP will use common strategies that will focus on developing reading engagement and comprehension skills. After completing orientation, participating faculty will implement the plan starting with the fall semester each year to deploy the *READ* focus, common instructional activities, assessments and rubrics.

These instruments not only measure the success of improving student learning, but also ultimately, measure student performance as related to the outlined SLOs for the initiative. The SLOs for the *READ* initiative are:

- **SLO1:** Students will be able to identify and explain the meaning of key concepts used in their respective disciplines.
- **SLO2:** Students analyzing professional readings materials in their fields of study will be able to isolate major concepts found in the readings and explain their importance to the readings.
- **SLO3:** Students will be able to select three or more key concepts of their discipline and incorporate them in a major end of program writing assignment.

The designed common assessments, rubrics, and instructional assignments will be implemented in two selected courses of each academic program by the participating faculty over an academic year (fall to spring) and ultimately, become a part of the current strategies in use to develop and encourage student success.

During this phase, strategies to successfully achieve the overall focus become very critical to the ultimate purpose of the *READ* initiative, which is to prepare students to become engaged readers, particularly increasing the 10.1 reading baseline average of the college. To increase this baseline to 12.9, which is the college-ready level by year 2020, at least two intervention strategies will be implemented each year aiming to improve the reading level by a full grade level.

Therefore, in Phase II participating faculty will deploy the following guidelines set by the QEP Implementation and Assessment Committees:

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<sup>7</sup> See Appendix F

<b>Table 13: Implementation Plan of Intervention Strategies</b>		
<b>Year</b>	<b>Fall Semester</b>	<b>Spring Semester</b>
2016-2017	Faculty: One to two reading intervention strategies within each of the two courses  Student: Support on reading development	Faculty: Professional development workshop(s)  Student: Continued support
2017-2018	Faculty: Add another one to two reading intervention strategies within each of the two courses; mentoring program to other faculty  Student: Added supportive resources	Faculty: Add another one to two professional development workshop(s); mentoring program to other faculty  Student: Continued support
2018-2019	Faculty: Add another one to two reading intervention strategies to the existing practiced strategies within each of the two courses; mentoring program to other faculty (Full Implementation)  Student: Added supportive resources	Faculty: Add another one to two professional development workshop(s); mentoring program to other faculty  Student: Continued support
2019-2020	Faculty: All intervention strategies are utilized.  Student: All supportive resources are utilized.	Faculty: All strategies are utilized.  Student: All supportive resources are utilized.

Using this projection for the implementation of the *READ* initiative allows the 10.1 college baseline reading average to improve as the intervention strategies are introduced incrementally over the five-year period. As supported by research, to help students understand, apply, and absorb reading strategies, teach them one at a time initially—and gradually move toward showing students how to integrate them (Robb, 2015). Furthermore, improving reading skills of adults can potentially be achieved in six to eight months when intervention strategies are used to increase comprehension and vocabulary skills (Reading Horizons, 2006-2016).

Throughout Phase II, the faculty, along with the Assessment Committee and the Implementation Committee will administer the assessment tools such as the pre and post of

the NDRT and disciplinary literacy test, and any survey for both students and faculty. Faculty will also be responsible for submitting the collected data from these tools to the Assessment Committee and the Implementation Committee.

Additional to implementing the *READ* initiative, faculty will receive faculty development trainings and workshops, which is Phase III of SGTC's QEP.

### **Phase III – Professional Development**

Throughout Phase III of the *READ* initiative, faculty will receive workshops and trainings needed to successfully implement the SLOs and the overall focus. These trainings will be held throughout the duration of the plan and over the academic year while faculty is implementing the QEP. The following workshops have been identified:

1. How to Teach Basic Reading Comprehension Skills
2. How to Expose Students to New Vocabulary
3. Tools for Reading Engagement
4. How to Develop Effective Reading Habits in Adult Learners
5. The Library: A Resource Center for Reading
6. Creating A Culture of Readers
7. What is Reading to Today's Workforce

These workshops and trainings are very essential to the *READ* initiative. Research has suggested that professional development is not to be considered just as a formal process where individuals attend a conference or a seminar, but as an opportunity to create change (Mizell, 2010; Smith & Rose, 2002). Creating change allows instructors to acquire a body of knowledge and skills to improve the quality of teaching for learners, and ultimately, to enhance learner outcomes (Kutner, 1997 as cited by Smith & Rose, 2002). This perception is very important to SGTC's QEP as it emphasizes the value of improving the learning experience of the students. Furthermore, professional development is especially important for adult education personnel because instructors' level of reading training and formal qualifications vary. Professional development trainings play critical roles in the implementation of strategy-based reading instruction. According to Bingham and Smith (2006) and Smith and Gillesie (2007), effective professional development on reading strategies should:

- Expand understanding of research on reading development and the core components of effective reading instruction for adult learners.
- Provide training and resources to instructors that allow them to access, understand, evaluate, and use research appropriately to influence their instructional practices.
- Be delivered on an on-going basis.



- Include a diverse array of activities such as demonstration practice, feedback and classroom application.
- Support teacher collaboration.
- Provide a means for training teachers in diagnostic assessment and instructional practices.
- Create a foundation to use student data for the purpose of placement, instructional planning, and progress monitoring and program evaluation.

The National Center for the Study of Adult Learning and Literacy (2003) found that when adult education instructors were exposed to professional development training related creating learner persistence, about a quarter of the 106 teachers who completed the professional development made significant changes in practice in their classrooms: they acquired the knowledge on the topic, took action to discover what were issues affecting their students, acquired knowledge of strategies for addressing those issues, made a plan of action relevant to their students, and then took action to see changes in the learning experience of their students (Smith et al., 2003).

To achieve these recommendations outlined by the research, the Implementation Committee and the Professional Development subcommittee, English instructors of General Core, and at times external consultants and speakers, will provide faculty with additional support and resources as related to the *READ* initiative. SGTC faculty members will follow its current “Lunch-and-Learn” workshop format that allows faculty to discuss current teaching strategies, share success stories, innovative approaches to assignments, and provide support. The workshops and trainings for the QEP will specifically focus on the *READ* initiative to encourage all to implement the best practices, strategies, and instructional activities to assure the success of the plan. Any professional development workshops and trainings will include on-going opportunities to ensure quality instruction of reading skills.

### **Mentoring Program**

In addition to the professional development workshops and trainings, faculty will receive direct support from an assigned mentor. The purpose of the Faculty-to-Faculty Mentoring Program is to provide another measure to assure successful implementation of the *READ* initiative, but most importantly, ensure participating faculty implementing the plan will receive the appropriate guidance and resources to be effective of the five-years of the QEP.

**Coordinators:** The co-directors of Implementation and Assessment and the Professional Development subcommittee will develop the guidelines and lead the mentoring program.

**Design:** The *READ* initiative Faculty-to-Faculty Mentoring Program will follow the traditional structure of an academic mentoring initiative: one-to-one mentoring. This type of mentoring program allows for the presence of a mentor for every new participating faculty implementing the QEP. It ensures the probability that the mentee will receive useful information regarding the best practices of the *READ* initiative. Additionally, it is

a low-cost solution as the mentors will be faculty who has participated in previous years with the implementation of the QEP.

**Expectations:** All mentors will need to be active, accomplished in implementing the intervention strategies for the *READ* initiative, and bring a positive attitude about the QEP so that the best practices for implementation are shared amongst participating faculty members to improve the student learning experience.

Mentors will be expected to meet with their mentees once every other week or as needed to make sure there are not any issues or questions regarding the *READ* initiative, the intervention strategies or any other encountered challenges.

Mentees will be required to report to the co-director of Implementation if they have not been in communication with their assigned mentor.

Additionally, both mentor and mentee will provide feedback through a survey on the effectiveness of the program and his or her assigned person: frequency of contacts, and quality of information shared.

**Requirements:** In addition to participating with all Phases of Implementation for the *READ* initiative, all mentors will also participate in workshops led by the co-directors of Implementation and Assessment and the Professional Development subcommittee. These workshops will focus on discussing the challenges, trouble-shooting any problems, and gaining new tools for effective execution of the mentoring program as related to the *READ* initiative.

**Engagement/Voluntary Participation:** Mentors of the Faculty-to-Faculty Mentoring Program will be encouraged to participate but will be accepted on a voluntary basis. These faculty members, as stated, must have previously participated with the *READ* initiative. For those volunteering their time, the co-directors of Implementation and Assessment and the Professional Development subcommittee, will review their collected data (e.g. surveys and the performance of their students) in an effort to ensure that information being shared between mentor and mentee is a projection of the outlined best practices designed for the *READ* initiative.

If no faculty member volunteers to participate as a mentor, members of the Professional Development subcommittee will be assigned one of the new participating faculty implementing the plan to ensure the progress of that faculty member in relation to the *READ* initiative.

To encourage engagement and participation of those who have formerly implemented the QEP, the co-directors of Implementation and Assessment will make a request to the VP of Academic Affairs to allow those faculty members to

have one class reduced from their course load. This will allow for the mentor and mentee to have dedicated time available to meet with one another to ensure the mentee is successfully implementing the *READ* initiative into his or her course(s). Additionally, recognition will be given to those who volunteer as mentor for the *READ* QEP. Acknowledgment will be provided through a Certificate of Appreciation but also as one of the shared success stories on the *READ*'s link on SGTC's website and the *READ* QEP Blackboard repository—encouraging others to participate and volunteer in the program and the implementation of the QEP.

Establishing a Faculty-to-Faculty Mentoring Program will create autonomy in both the mentor and mentee: stronger faculty relationships are developed as they both realize the growth in encouraging success in SGTC's students. Additionally, having the support of Senior Staff is also crucial to the success of the mentoring program as they will be needed to help place emphasis on the value of the entire initiative, but also, on how establishing the benefit of supporting one another over the five-years of the plan.

The orientations, professional development workshops and trainings, and the Faculty-to-Faculty Mentoring Program are designed to provide available support regarding any logistical issues, identify additional needed resources, and collect first-hand data on best practices and experiences from faculty who have implemented the *READ* initiative, experts in reading development and members of the QEP committee based on the research and design of the plan. Most importantly, they will evaluate student success. Workshops, trainings and shared experiences will provide a powerful tool to help all instructors improve the learning experience in their classes.

### **Training and Support for Students**

It is apparent that all resources related to the *READ* initiative will support the student learning process in developing reading engagement and comprehension skills. However, students will also receive any needed support as they are participating with the *READ* initiative in their courses/program. To help support students, the following resources will be available:

- **The Library:** The library services of SGTC will feature a *READ* QEP resource corner to provide suggested reading materials submitted by faculty for their respective programs. Additionally, the resource corner will highlight the *READ* initiative and provide access to any discipline specific texts (journals, magazines, web publications). Furthermore, the Librarian will assist both faculty and students with navigating Galileo and other general web-related searches to find articles related to a course/program *READ* related assignment.
- **The LIFE (Learning is for Everyone) Lab:** The tutoring lab will also feature reading engagement and comprehension tips, and the tutor of the lab will be required to attend any professional development trainings and workshops.

## Faculty and Student Resources

In addition to these resources, there will be a QEP Blackboard Repository to serve as a central location featuring a database to:

- **Faculty:** Database reviewing collected data, the progress of the QEP, handouts on the orientation and professional development workshops, sample lessons, and sample student work.
- **Students:** Database discussing the QEP, the *READ* initiative, embedded web links on the reading intervention strategies, and additional supportive handouts on common assignments assessing the QEP.

These multiple resources will be provided to both faculty and students to address and achieve the overall focus and SLOs needed to be successful during the implementation of the *READ* QEP.

Once the *READ* QEP is fully implemented, at the end of the five-year period, the majority of the faculty will have incorporated the best practices as defined by the literature on reading engagement and comprehension strategies for teaching *READ* skills. Each course will focus on achieving the primary focus needed to improve the institution's reading level average and foster the three learning outcomes. Based on the initial *READ* Faculty Survey, some instructors are currently using some of these best practices and assessing the learning outcomes in their courses, and some recognize the importance of reading engagement and comprehension skills but do not use formal assessments or outside reading materials. Therefore, all faculty will benefit from further development of teaching and assessment skills. Faculty at SGTC will be provided with ample opportunities for professional development that focus on strategies for teaching and assessing *READ* skills. By full implementation, the majority of instructors across all respective programs will have incorporated these strategies for teaching and assessing *READ* skills into their courses.

## Assessment

One of the final objectives to be achieved during the implementation of the *READ* initiative is assessing the plan. Assessment activities are activities that will be used to take periodic measures of student learning outcomes associated with the *READ* initiative and the overall focus. Using assessments to ensure if these learning outcomes are achieved is essential to determining what tools are appropriate for measuring the *READ* initiative at the course/program and institutional level. To determine effectiveness, SGTC will use internal assessments in the coursework as well as national standardized performance assessments, NDRT and MARSI, to properly evaluate the effect on the focus and student learning outcomes as related to the *READ* initiative.

The following instruments will be used to assess the *READ* initiative, institutionally and on a course/program evaluation:

### **The Nelson Denny Reading Test (NDRT)**

The Nelson-Denny Reading Test, Forms G and H, is a reading survey test for high school and college students and adults. A two-part test, the Nelson-Denny measures vocabulary development, comprehension, and reading rate. Part I (Vocabulary) is a fifteen-minute timed test; Part II (Comprehension and Rate) is a twenty-minute test. The first minute of the Comprehension test is used to determine reading rate. Including the time needed to distribute materials, complete the name and information grids, and provide directions, the Nelson-Denny may be administered in forty-five minutes, or a single class period.

The Nelson-Denny Reading Test:

- Aids in accurate placement of high school and college students at all reading levels
- Provides comprehension passages drawn from widely used high school and college texts
- Includes a vocabulary section that focuses on words students need for success in today's classrooms
- Offers optional extended-time administration to meet the needs of special populations
- Eliminates racial and gender bias
- Includes national norms for high schools and two-and four-year colleges

A unique feature of the 1993 edition is the extended-time administration of the test to meet the needs of special populations, such as students with English as a second language or as a foreign language, or returning adults. The 1993 edition of the Nelson-Denny Reading Test, Forms G and H, is the current edition of this widely used high school and college test. All test items and reading passages are exclusive to this edition and appear in a test format similar to that used in earlier editions. The basic test format was retained because of its wide acceptance by test users. Other changes from previous editions include a reduction in the number of vocabulary items from 100 to 80 and inclusion of seven rather than eight reading comprehension passages, with a total of 38 rather than 36 items. These changes advance a trend in recent Nelson-Denny forms away from speediness and toward measurement of reading power (Houghton, Mifflin & Harcourt, 2016).

The NDRT is a standardized measure of the *READ* initiative. The NDRT measures the reading ability of students by evaluating both their current vocabulary and comprehension skills. The overall purpose of the test is to provide an accurate measure of the reading level of the tested students. As the NDRT is a standardized test, SGTC will administer it at the start and end of each semester and at the end of a full academic year (fall to spring). The data from the NDRT will provide faculty the current reading level of their students. Although the tests cannot be designed for individual programs, it will still provide faculty, students and the college a

framework of addressing and improving the reading skills of students. It is with hopes that as the students engage with the instructional strategies and activities for assessing *READ* skills, students will apply those skills to any reading they may engage with to show an improvement in their reading skills as the test will be administered as a pre and post measure.

## **MARSI**

MARSI (The Metacognitive Awareness of Reading Strategies Inventory) is a self-reporting instrument designed to assess adult reader's metacognitive awareness and perceived use of reading strategies while reading academic or discipline related material. It is agreed among researchers that awareness and monitoring of one's comprehension processes are critically important aspects of skilled readers. The MARSI will be administered to all students in the start of each semester to obtain self-reported baseline data of strategies students are currently using as well as identify how skilled or unskilled our students are at reading comprehension.

### **Reading Engagement and Comprehension Instructional Activities**

To measure reading engagement and comprehension, the following strategies and course activities will be used:

#### **Strategies**

1. **Strategy-based Reading Instruction:** Reading intervention strategies for improving comprehension and engagement skills.
  - **Anticipation Guide:** A pre-read strategy with a set of generalizations about a topic. Students decide whether they agree or disagree with each statement in the guide.
  - **Paragraph Shrinking/Precise:** A summarization tool used to identify the main idea, important details and evidence and then paraphrasing the information into a written assignment or a guided class discussion in 10-15 words.
2. **Common Read:** A strategy-based reading assignment giving all students the same article to read to promote a deeper engagement, comprehension and discussion on a particular focus.
3. **Graphic Organizers (KWL)**
  - The KWL: A pre-read strategy that allows students to outline what they currently know about a topic, what they would like to know about the topic and then what they learned after engaging with the reading material/assignments of the topic.

#### **Assessed Activities**

1. Written Assignment (e.g. summary and/or research paper)

## 2. Reading Comprehension Discussion Questions/Prompts

### **Disciplinary Literacy Instructional Activities**

To measure the recognition and growth regarding disciplinary literacy, the following activities will be used:

#### **Strategies**

1. Word and/or Concept of the Day
  - Word and/or Concept activities support the idea that the art of terminology within textbooks of programs is the same used in industries. It is with hope this QEP will enhance the vernacular of students as they are able to make connections and relations to vocabulary and concepts of textbooks with those presented in professional publications of their respective disciplines to ensure engaging with reading materials outside of the textbook and outside of the classroom also exposes them to not just terminology and concepts, but also, expectations, responsibilities, and most importantly, a desire to see themselves in the careers of their choice.
2. Graphic Organizers (KWL and Word Wall)
  - Word Wall: A reading strategy designed to be an interactive tool for students and contains an array of words that can be used during writing and reading.

#### **Assessed Activities**

1. Disciplinary Literacy Test
  - The purpose of the disciplinary vocabulary pre and post testing is to provide feedback and gauge improvement in the quality of student learning, most specifically, reading comprehension (See Appendix I)
2. Word Wall Presentation
  - Students will demonstrate their abilities to relate/connect or apply the newly acquired knowledge in a presentation (i.e. current events and/or articles/publications)

These intervention strategies and activities for both reading and vocabulary development will assess students' proficiency of becoming engaged readers and the learning outcomes for the *READ* QEP. These activities and strategies can further be assessed through assignments throughout the semester, as instructors include the "word and/or concept" on tests or quizzes to see if students can demonstrate an understanding of its meaning and connection to relatable course terms and concepts. By giving a pre and post examination of the words and concepts, the students will develop their cognitive higher level of thinking by expressing what they know, what they need to know and what they learned. The same approach can be utilized to

assess the engagement and comprehension of reading assignments as students are asked to report, present, or summarize their understanding through a written assignment as they are guided with tips for pre, during and post reading strategies.

## **Rubrics<sup>8</sup>**

Another measure to determine if improvement occurred and if the SLOs and the overall focus were achieved is to use common rubrics for reading comprehension and engagement skills. The rubrics will give faculty members an opportunity to assess student work as a part of their assigned coursework. The assigned work to measure the effectiveness of the *READ* skills will be scored by faculty as a routine process of grading class assignments, so that faculty can use the data collected to enhance their current instructional strategies.

## **Collecting Data**

The data collected by the faculty will be submitted to the QEP Assessment subcommittee to realign or redesign learning outcomes, instructional activities, and assessments/rubrics as needed and also measure the success of the program to determine if benchmarks were met.

Data will be collected from:

- Workshops and Trainings (Orientation, Professional Development, Mentoring Program)

The tools to collect the data from workshops and trainings will be a

- Professional Development Survey

Additionally, data will also be collected each semester and annually from:

- Faculty Exit Survey
- Student Reading Engagement Survey
- Student Exit Survey
- NDRT (pre and post)
- MARS
- Disciplinary Literacy Test (pre and post)
- Instructional *READ* Assignments supported by the common rubrics
- Tracking the sign-in of students in the Library and the LIFE tutoring lab
- Analysis and Evaluation of results

Throughout the progression of each year, data will be collected as instructors submit their results from the *READ* activities and assessments as well as the NDRT. Collecting data each year allows the QEP Steering Committee the opportunity to realign or redesign learning outcomes, instructional activities, and assessments/rubrics as needed. Furthermore, this approach also reviews the effectiveness of the QEP and informs administrators, faculty, and

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<sup>8</sup> See Appendix H to review the rubrics for reading comprehension and writing.



staff of key components of success and key areas that need improvement. Additionally, reviewing the collected data also allows for the QEP Steering Committee to consider creating new *READ* initiatives such as a Common Read Program for faculty and staff and also a Book Club for students.

The analysis of the collected data will be reflected every year in an annual report needed to:

1. determine if the designed intervention strategies are effective,
2. analyze benchmarks, and
3. provide a thorough report of the infrastructure, resources, and processes to make the development of any future QEP user-friendly for all faculty members.

By collecting and evaluating the data of the standardized and internal measures that are supporting the development of the learning outcomes and the overall focus, it is with hopes that the reading engagement and comprehension skills of the students will be advanced and ultimately, the initiative and the objective of the QEP are met: enhancing and improving student learning.

### **Continuous Improvement**

The final objective of the Implementation Plan is to assure continuous improvement. The purpose of this objective is to establish benchmarks, track and analyze assessment data to facilitate and report on-going improvement of student learning.

The Co-directors for Implementation and Assessment, along with the QEP Steering Committee, will establish benchmarks for student learning based on the baseline research of the *READ* initiative. The co-directors for Implementation and Assessment, along with the respective subcommittees for the QEP, will track the assessment data from both the designed rubrics for reading engagement and comprehension assignments, the scoring of the disciplinary literacy test, and the data from the NDRT and the MARS. These individuals, along with members of the college's Institutional Effectiveness Department, will analyze the data and share information with the implementing faculty through program informational meetings and staff and faculty meetings.

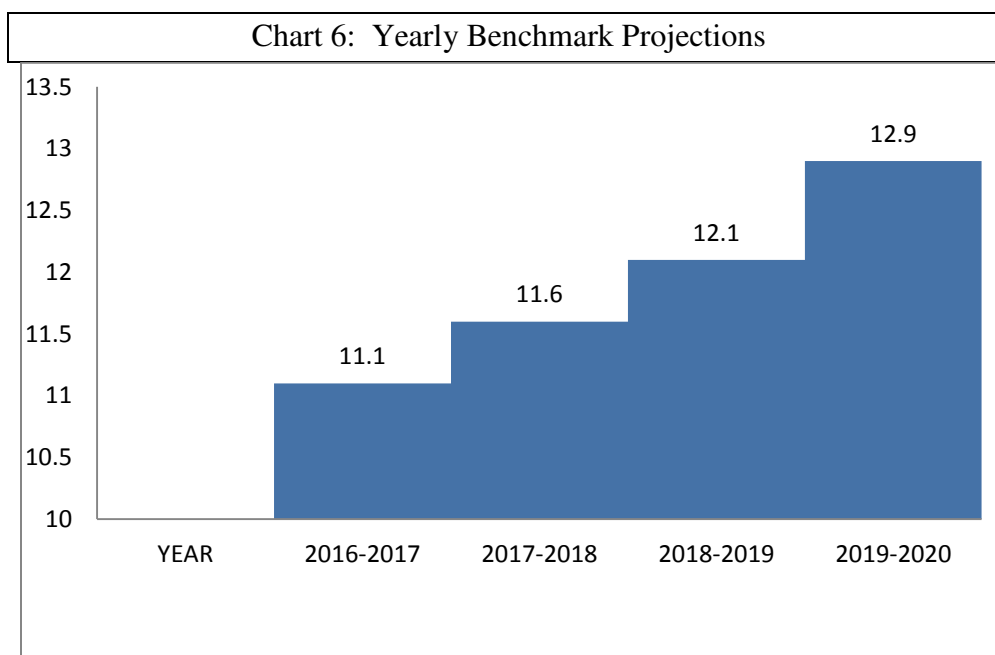
Additionally, this objective will seek ways in which to encourage the *READ* strategies to fit within the scope of the college's on-going measurement for student learning and into the overall culture of SGTC.

In the following chapters, "Assessment" and "Assessing the Implementation Strategies", a full detailed analysis is provided on the implementation plan of SGTC's *READ* initiative.

## Chapter 6: Assessment of Implementation Strategies

As discussed in previous chapters, the purpose of SGTC's *Reaching Every Academic Dream* QEP is to increase, improve and strengthen reading engagement and comprehension by utilizing disciplinary literacy with an ultimate goal of improving the reading level of our students by one grade level during the first year and a minimum of one half every year thereafter increasing the current overall reading grade level of 10.1 to a 12.9 or greater over the course of five years. Crucial to the plan's success are faculty engagement, training and support, and implementation of intervention strategies. To further promote success, we must assess the implementation of the activities and strategies utilized to reach our ultimate goal.

The chart below depicts yearly benchmarks towards preparing SGTC students to become college level readers.



### Implementation Strategies

Research shows that adult learners need to be taught how to learn in order to become life-long self-directed learners. Adults are ultimately motivated to learn internally and more effective learning occurs when personal goals, interests, attitudes, and beliefs come from the learners rather than the instructor. Thus, the learner is the self-motivator or internal teacher (Knowles, 1975). Based on this ideal, SGTC will utilize the student's self-chosen program of study (discipline) to motivate and encourage students in developing both reading and vocabulary skills. This philosophy is known as disciplinary literacy which is defined as "the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak,

think critically and perform in a way that is meaningful within the context of a given field” (Wisconsin Department of Education, 2013).

Furthermore, Elizabeth Birr Moje, a professor of Literacy, Language and Culture in the Educational Studies Department at the University of Michigan, suggests that teachers should let go of their reliance on textbooks. She makes the case that textbooks provide vast amounts of content knowledge in a short amount of time but that it comes at the cost of engagement, understanding and disciplinary skills. She suggests that teachers include primary sources, both fiction and nonfiction. To do disciplinary literacy, Moje (2008) called for literacy scholars to assist content area teachers in locating the literacy practices unique to their disciplines. She suggested that “it may be most productive to build disciplinary literacy instructional programs, rather than to merely encourage content teachers to employ literacy teaching practices and strategies” (p. 96). SGTC has embraced Moje’s concept of disciplinary literacy and identified intervention strategies that will support this ideology. As discussed in Chapter 4, these strategies include strategy-based reading, anticipation guides, common reading assignments, KWL, and word walls.

A critical role in the implementation of intervention strategies utilized to enhance student learning is adequate training of faculty. Faculty will receive Professional development throughout the implementation process. As suggested by Research, professional development is an opportunity to create change (Mizell; Smith & Rose, 2002). Creating change allows instructors to acquire a body of knowledge and skills to improve the quality of teaching for learners, and ultimately, to enhance learner outcomes (Kutner, 1997 as cited by Smith & Rose, 2002). According to Bingham and Smith (2006) and Smith and Gillespie (n.d.), effective professional development on reading strategies should:

- Expand understanding of research on reading development and the core components of effective reading instruction for adult learners.
- Provide training and resources to instructors that allow them to access, understand, evaluate, and use research appropriately to influence their instructional practices.
- Be delivered on an on-going basis.
- Include a diverse array of activities such as demonstration practice, feedback and classroom application.
- Support teacher collaboration.
- Provide a means for training teachers in diagnostic assessment and instructional practices.
- Create a foundation to use student data for the purpose of placement, instructional planning, progress monitoring, and program evaluation.

In addition to Professional development, throughout the implementation process, instructors will receive support through an orientation workshop, mentoring program, lunch and learn sessions, the library, and a Blackboard repository.

The table below outlines intervention, resource, and professional development strategies that will be implemented indicating whether the strategies are faculty based, student based, or a resource, as well as cost and person(s) responsible.

<b>Table 14: Implementation Strategies</b>			
<b>Strategies</b>	<b>Type of Strategy</b>	<b>Person Responsible</b>	<b>Budget</b>
Professional Development	Faculty Based	VP of Academic Affairs	\$8,600 per year
Lunch and Learn	Faculty Based	VP of Academic Affairs	N/A
Mentoring Program	Faculty Based	VP of Academic Affairs	N/A
Summer Orientation (full time faculty)	Faculty Based	VP of Academic Affairs	N/A
Library	Resource	Librarian	\$3,000 per year
LIFE Tutoring Lab	Resource	VP of Student Affairs	N/A
BlackBoard Repository	Resource	VP of Academic Affairs	N/A
Online Videos	Resource	VP of Academic Affairs	N/A
Word Wall	Student Based	Faculty	N/A
KWL	Student Based	Faculty	N/A
Strategy-based Reading Instruction	Student Based	Faculty	NA
Anticipation Guide	Student Based	Faculty	N/A
Common Read	Student Based	Faculty	N/A
Disciplinary Literacy	Student Based	Faculty	N/A

### **Assessment of Implementation Strategies**

Assessment of implementation strategies will be ongoing throughout the five year implementation process and will provide critical insights that will aid in re-visioning the QEP as it unfolds. Assessment data will be collected to determine whether implementation activities occurred as planned. The QEP Implementation and Assessment committees will analyze the data to identify issues and/or trends that need to be modified for future staff development

activities as well as modifying and creating activities, assessments and rubrics for achieving the learning outcomes of the READ initiative.

The Table below provides a list of the strategies that will be accessed over the course of the life of the *READ* QEP as well as frequency and expectation of first assessment results. Formative assessment strategies will be utilized to provide feedback and information during the implementation process, while learning is taking place. Moreover, they will be utilized to identify areas that may need improvement as the QEP develops. Summative assessment strategies are those that take place after the learning has been completed and provides information and feedback that sums up implementation and learning process.

<b>Table 15: Assessment of Implementation Strategies</b>			
Strategies	Formative (F) or Summative (S)	Frequency	First Assessment Results
Professional Development	F	Semester	Fall 2016
Lunch and Learn	F	Semester	Fall 2016
Mentoring Program	F	Semester	Fall 2017
Summer Orientation (full time faculty)	F	Annually	Summer 2016
Library	F	Semester	Fall 2016
LIFE Lab(Tutoring)	F	Semester	
Blackboard Repository	F	Semester	Fall 2016
Online Videos	F	Semester	Fall 2016
Word Wall	F	Semester	Fall 2016
KWL	F	Semester	Fall 2016
Strategy-based Reading Instruction	F	Semester	TBA
Anticipation Guide	F	Semester	TBA
Common Read	F	Semester	Fall 2016
Disciplinary Literacy	F	Semester	Fall 2016

## Five Year Implementation Assessment Schedule

Ultimately, the *READ* initiative will create engaged and effective readers while developing readings skills in vocabulary and reading comprehension. Each year strategies will be added and potentially removed based on analysis of assessment results from the previous year. Assessment activities for Year 1 (2016-2017) will determine if the goal of reaching an overall reading level of 11.1 is achieved. Expectation of an improvement goal of one reading level recognizes the existence of the Hawthorne Study Effect, “experiment or study subjects are prone to modify their behavior when they are aware of an experiment or subjects of the strategy” (Landsberger, 1955).

<b>Table 16: 2016-2017 Implementation Assessment</b>		
<b>Strategies</b>	<b>Type of Strategy</b>	<b>Implemented Yes or No</b>
Professional Development	Faculty Based	
Lunch and Learn	Faculty Based	
Mentoring Program	Faculty Based	
Summer Orientation (full time faculty)	Faculty Based	
Library	Resource	
LIFE Lab(Tutoring)	Resource	
Blackboard Repository	Resource	
Online Videos	Resource	
Word Wall	Student Based	
KWL	Student Based	
Common Read	Student Based	
Anticipation Guide	Student Based	
<b>Was Assessment Goal 11.1 Reached – Yes or No</b>		

Each year, strategies will be added with the intention of creating a more profound impact on student learning. One such strategy that directly impacts the development of faculty is the mentoring program. The mentoring program will consist of instructors who have completed one year of the implementation process. Thus, the mentoring program will not be assessed until the end of Year 2 (2017-2018). As faculty is adequately trained and become more

proficient in the implementation process, a direct correlation will be observed in student learning. Expectation for improvements for Year 2 is an overall reading grade level equivalent to 11.6. Annual analysis for continuous improvement will take a close look at the impact of the mentoring program.

<b>Table 17: 2017-2018 Implementation Assessment</b>		
<b>Strategies</b>	<b>Type of Strategy</b>	<b>Implemented Yes or No</b>
Professional Development	Faculty Based	
Lunch and Learn	Faculty Based	
Mentoring Program	Faculty Based	
Summer Orientation (full time faculty)	Faculty Based	
Library	Resource	
LIFE Lab(Tutoring)	Resource	
Blackboard Repository	Resource	
Online Videos	Resource	
Word Wall	Student Based	
KWL	Student Based	
Common Read	Student Based	
Anticipation Guide	Student Based	
<b>Was Assessment Goal 11.6 Reached – Yes or No</b>		

As the *READ* QEP unfolds and more strategies are added, student learning should steadily improve. During Year 3 (2018-2019), more videos and additional tips will be added to the Blackboard repository. Moreover, the strategy-based reading instruction intervention strategy will be added. According to Zimmerman and Hutchins (2003), reading is an interactive process in which good readers engage in a constant internal dialogue with the text, which allows for comprehending and discussion on any text. An effective way to encourage this inner conversation is through the use of strategy-based reading instruction. Strategy-based reading instruction is defined as “reading is thinking” (Harvey & Goudvis, 2007). When an instructor uses a strategy-based approach to teaching reading, he or she is purposefully teaching strategies to help students become engage, active readers (Harvey& Goudvis, 2007).

Expectation for improvements for Year 3 is an overall reading grade level equivalent to 12.16. Annual analysis for continuous improvement will take a close look at the impact of the strategy-based approach to teaching reading.

<b>Table 18: 2018-2019 Implementation Assessment</b>		
<b>Strategies</b>	<b>Type of Strategy</b>	<b>Implemented Yes or No</b>
Professional Development	Faculty Based	
Lunch and Learn	Faculty Based	
Mentoring Program	Faculty Based	
Summer Orientation (full time faculty)	Faculty Based	
Library	Resource	
LIFE Lab(Tutoring)	Resource	
Blackboard Repository	Resource	
Online Videos	Resource	
Word Wall	Student Based	
KWL	Student Based	
Common Read	Student Based	
Anticipation Guide	Student Based	
Strategy-based Reading Instruction	Faculty Based	
<b>Was Assessment Goal 12.1 Reached – Yes or No</b>		

During the final year, Year 4 (2019-2020), the strategies implemented throughout the previous years will be institutionalized. Furthermore, faculty will be adequately trained and a culture of reading embedded. Thus, student learning will show continuous improvement and achievement of the institutional goal of attainment of a 12.9 or greater overall reading level.



<b>Table 19: 2019-2020 Assessment Goals Reading Level 12.6</b>		
<b>Strategies</b>	<b>Type of Strategy</b>	<b>Implemented Yes or No</b>
Professional Development	Faculty Based	
Lunch and Learn	Faculty Based	
Mentoring Program	Faculty Based	
Summer Orientation (full time faculty)	Faculty Based	
Library	Resource	
LIFE Lab(Tutoring)	Resource	
Blackboard Repository	Resource	
Online Videos	Resource	
Word Wall	Student Based	
KWL	Student Based	

### Broad-based Involvement

To support learner success, SGTC recognizes the importance of having a qualified faculty and staff. The QEP is not possible without the professional input and development of its faculty and staff. It has been noted that during the instrumental periods of the process, broad-based input and involvement occurred at different stages of the QEP topic selection and QEP development.

Once the QEP Steering Committee refined the topic, a presentation in the form of a skit, “Do You Understand the Words Coming Out of my Mouth,” during a faculty/staff meeting outlined the expectations of the QEP and SGTC’s focus for its QEP. Divided into two scenes—before the QEP and after the QEP—the skit focused on the differences between disengaged students and afterwards engaged students as the *READ* skills were embedded into instructional approaches. The skit was well-received by the faculty and staff; many immediately expressed interest and support of the QEP’s effort. Additionally, during the faculty/staff meeting, the QEP *READ* survey was distributed to the faculty.<sup>9</sup> The survey asked questions pertaining to any reading instructional approaches faculty were currently practicing (see Appendix F). The results of the survey revealed that a strong majority of the faculty agreed that reading engagement was beneficial for their students’ success in their respective program courses. A consensus stated reading materials other than what was presented in the textbook was also critical and crucial to students’ growth and matriculation towards completing their respective programs, and ultimately, staying informed on the latest trends and expectations of their chosen career. Additionally, the results of the survey provided the QEP Steering Committee with insight on how to further develop the activities that were being practiced and the flexibility to create new strategies, assessments, and rubrics needed to ensure the *READ* QEP would not just improve student learning but add value to current course-embedded instructional activities.

The co-directors of the QEP Steering Committee also introduced the *READ* initiative to SGTC’s Board of Directors. The co-directors outlined the purpose and the objectives of the *READ* QEP to the Board, emphasizing the importance of broad-based involvement and the ultimate goal of improving student learning along with distributing a rack card that highlighted *READ* and SACSCOC quick tips. This presentation was also well-received by the Board, in which many offered comments in support of the QEP. As members of the community and many industries, the consensus expressed by the Board members was improving reading skills would enhance other foundational skills such as comprehension and communicative skills, which are also objectives of the *READ* QEP.

Additionally, the QEP Steering Committee held meetings with other constituents to assure broad-based involvement maintained a holistic approach, to continue discussing the importance

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<sup>9</sup> The survey was created by the QEP’s Research Subcommittee.

of the QEP, and to gain additional insight to help improve student learning as related to the *READ* initiative. Table 5 outlines who are those constituents and what they could contribute to the *READ* QEP.

The broad consensus among internal and external constituents is that reading skills is one of the essential outcomes to exceeding within higher education and the workforce. The support for this QEP is highlighted in SGTC's mission statement, core values and strategic plan, but garners additional support from those who are influenced and influences the perception of student learning at SGTC.

Continual broad-based engagement for the *READ* initiative will occur throughout the five years of the QEP (also see Chapter 4, "Faculty Engagement").

<b>Table 20: Broad-based Involvement over the 5-year Plan</b>		
<b>Constituents</b>	<b>Activity</b>	<b>Role in the QEP</b>
Academic Deans	<p>Invite the deans to a QEP monthly meeting</p> <p>Distributed articles at weekly meetings that discussed the benefits of reading engagement and comprehension skills</p>	<p>Influencing and encouraging program instructors to stay abreast of the QEP and implementing the strategy into program/course embedded activities</p> <p>Offer insight about instructional approaches</p>
Program Advisory Committees	<p>Ask Division/Department chairs to e-mail members of advisory committees quick tips about the QEP</p>	<p>Offer insight about industry practices/expectations</p> <p>Offer insight about current industry publications, journals, and magazines</p>
Students	<p>Co-directors attend a Georgia Student Government Association Meeting</p> <p>QEP Campus-wide Kickoff  → Developed a QEP Pep Squad</p> <p>Distribute a student survey<sup>10</sup></p>	<p>Offer insight about reading experience/reading skills</p> <p>Provide suggestions on reading activities</p> <p>Provide preferences of reading materials</p>
Faculty/	<p>Informational Sessions (Committee Members visited</p>	<p>Offer insight about instructional approaches</p>

<sup>10</sup> See Appendix D

Staff	<p>joined or individual programs to discuss the QEP)</p> <p>Bi-weekly e-mail blasts (QEP tips and articles on reading engagement and best practices)</p> <p>QEP Campus-wide Kickoff</p>	<p>Offer insight about industry practices/expectations</p> <p>Offer insight about current industry publications, journals, and magazines</p> <p>Program rap and/or skit competition of what <i>READ</i> means</p> <p>Display QEP marketing items</p>
Library/Media Center	Create a <i>READ</i> QEP display bulletin board	<p>Provide additional resources</p> <p>Highlight popular magazines and trends</p> <p>Work with faculty to assure preferred resources are available</p>
SGTC Board of Directors	Periodic report of the progress of the QEP	Offer insight regarding industry and workforce related expectations
SGTC Senior Staff	Periodic report of progress of the QEP	Offer insight on the implementation process to revise plan as needed

### QEP Steering Committee

The QEP Steering Committee was formed in the summer of 2015 following the topic selection. The QEP Steering Committee is made up of faculty, staff, administrators, and students. The QEP Steering Committee was charged with the implementation, strategic planning, assessments and rubrics designing for the plan. This group of stakeholders serves as the driving force for the implementation of the South Georgia Technical College *READ* initiative with the responsibility to ensure that student learning is taking place, the program is meeting its expected outcomes, and challenges are being met within the framework of the program. South Georgia Technical College's QEP is jointly directed by the QEP Co-Directors. The QEP Co-Director of Implementation of the SGTC *READ* initiative facilitates and oversees the discipline/program implementation, recruitment of implementing faculty, facilitates staff

development, promote campus awareness of the QEP, communicate support opportunities for students and faculty, administers the QEP Budget, maintain communication with faculty, writes and presents status reports on the progress of the QEP each semester, and will coordinate with the Assistant Vice President of Academic Affairs to write the annual QEP Impact Report. The QEP Co-Director of Assessments of the SGTC *READ* initiative collects, compiles, and analyzes QEP assessment data, facilitates staff development, administers the QEP Budget, maintains communication with faculty, writes and presents status reports on the progress of the QEP each semester, and will coordinate with the Assistant vice President of Academic Affairs to write the annual QEP Impact Report. Several subcommittees to the SGTC Steering Committee were formed to provide close supervision to specific elements of the QEP.

The SGTC Steering Committee meets with the QEP Co-Directors monthly, makes suggestions for improvement, help interpret assessment findings, and recommends faculty development, among other duties which are assigned to the sub-committees. The SGTC Steering Committee representation includes:

<b>Table 21: READ Steering Committee Members</b>		
Raven Payne, English Advisor/Instructor, QEP Co-Director of Implementation	Valerie Winheim, Marketing Coordinator/Institutional Advancement	Gwen Hall, Accounts Payable Technician/Administrative Services
Andrea Ingram, Computer Information Systems Advisor/Instructor, QEP Co-Director of Assessment	Kyle Hartsfield, Heavy Equipment Dealers Service Technology Advisor/Instructor	Audra Cook, Registrar Assistant/Student Services Admission
Linda Edge, Administrative Assistant/Campus Activities	Paul Farr, General Education/English Instructor/ Student Government Association Advisor	John Wilder, Student Affairs Coordinator
Student Government Representatives (2) (students)	Teresa McCook, Criminal Justice Advisor/Instructor	Jerry Stovall, Director of Library and Media Services
Mary Cross, Marketing Advisor/Instructor/DECA Advisor	Dr. Deborah Jones, Assistant Vice President Student Navigation and Institutional Support	Dr. Michele Seay, General Education Division Chair/Psychology Instructor
Dorothea McKenzie, Cosmetology Advisor/Instructor	Brenda Hudson Boone, Accounting Advisor/Instructor	Dianne Trueblood, Media Specialist/Webmaster - Cordele
Jaye Cripe, Early Childhood Education Advisor/Instructor	Glynn Cobb, Air Conditioning Technology Advisor/Instructor	

## **Focused Report and QEP Response Team**

The College has individuals who are active in all phases of the QEP *READ* development and implementation. This Response Team consists of the following individuals:

- Karen J. Werling, Vice President for Student Affairs, Institutional Support, and Technology, is charged by the Acting President of the College with the supervision of the College's response to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation project. Mrs. Werling reports to the President on all phases of the reaffirmation project including the College's Focused Report and Quality Enhancement project. Mrs. Werling serves as the College's Accreditation Liaison to SACSCOC.
- David Kuipers, Assistant Vice President of Academic Affairs, has been instrumental in all phases of the College's process of reaffirmation including assisting with the Compliance Certification. Mr. Kuipers also provides direct liaison to all staff and faculty and is instrumental in answering questions about any aspect of the QEP.

The College's Focused Report and QEP Response Team has a direct line of communication to the College's Acting President and operates under this authority to supervise and enact SGTC's *READ* initiative. Equally important, the Response Team has direct access to faculty and staff of all levels of the College. Members of this committee sit on the President's Senior Staff. The Response Team provides the link for continuous communication from all levels of the College.

## **College Administration**

Responsibility for campus resources, personnel, and budget ultimately lies with the Acting President of the College. The Vice President of Academic Affairs, via the Deans of Academic Affairs, provides supervision over all aspects of the College's instructional programs. The Vice President for Student Affairs, Institutional Support, and Technology supervises student support services, institutional effectiveness, and information technology, including guidance counseling. The Vice President of Administrative Services is in charge of the College's Business Office, including financial aid, and supervises the College's financial affairs. The Vice President Institutional Advancement is in charge of all marketing and the college's foundation. The Vice President of Economic Development is in charge of developing partnerships, continuing education, and adult education and the Special Assistant to the President is in charge of career and facility services. All Vice Presidents of the College have been active in the College's reaffirmation response and all have direct access to members of the College's Focused Report and QEP Response Team.

The Focused Report and Response Team serves as the support which balances the Quality Enhancement Project's need to bring the authority and commitment of the College's highest levels while, at the same time, drawing on the originality, process knowledge, and day-to-day implementation talent of all levels of the College's faculty and staff.

## Chapter 8: Institutional Capability

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South Georgia Technical College has committed sufficient human and financial resources to initiate, implement, and complete the QEP *READ* project. The College administration views the QEP as a shared opportunity to which the entire campus community should contribute. More than 15 faculty and staff are involved in the QEP Steering Committee and its various subcommittees. Faculty and staff perform committee duties on a voluntary basis and as a part of their regular duties. Some faculty release time has been given for these voluntary duties. Committee participation is acknowledged by the College on each participating faculty and staff member's annual performance evaluation. Voluntary participation in this and other committees is highly appreciated by the faculty and staff. The faculty participating as part of the assessment contributors also is able to include this activity on their annual staff development plans.

### **QEP Co-Directors**

The QEP Co-Director of Implementation of the SGTC *READ* initiative facilitates and oversees the discipline/program implementation, recruitment of implementing faculty, facilitates staff development, promote campus awareness of the QEP, Communicate support opportunities for students and faculty, administers the QEP Budget, maintain communication with faculty, writes and presents status reports on the progress of the QEP each semester, and will coordinate with the Assistant Vice President of Academic Affairs to write the annual QEP Impact Report. This faculty member reports to the Dean of Academic Affairs and receives a 20% reduction in course load to accommodate these duties. The QEP Co-Director of Assessments of the SGTC *READ* Initiative collects, compiles, and analyzes QEP assessment data, facilitates staff development, administers the QEP Budget, maintains communication with faculty, writes and presents status reports on the progress of the QEP each semester, and will coordinate with the Assistant Vice President of Academic Affairs to write the annual QEP Impact Report. The Co-Director of Assessment has been given a 20% reduction in course load to accommodate these duties.

### **Space Commitments**

The SGTC *READ* initiative requires no use of additional space beyond setting up rooms for meetings, which is part of the College's day-to-day routine. Classroom 204 in the Odom Center has been assigned by the College to be used as a designated QEP room for meetings. Assessment materials and other incidental will be stored in the Vice President of Student Affairs, Institutional Support, and Technology's storage office in the Odom Center Building, Room 107. No aspect of the Implementation will require use of the College's physical resources beyond that which is required on a daily basis for the common business of the campus. Each academic classroom already has space allotted for collected reading materials.

## **Faculty Release Time**

The Co-Director of Implementation will receive a 20% reduction in classroom assignments. The Co-Director of Assessment will also receive a 20% reduction in classroom assignments. Additionally, faculty participating as a mentor will also receive release time from one course of their course load during the semester they volunteer as a mentor. Rather than place the burden of implementation on a small number of faculty or staff, the QEP *READ* Initiative involves all levels of faculty and staff in the project. This reduces the effort required from individual participants to a manageable level that can be accommodated into each faculty and staff member's daily activities. Faculty voluntary service on committees is recognized and appreciated in each member's annual review.

## **Budget**

South Georgia Technical College has a sound base and demonstrates financial stability to support the mission of the institution and the scope of its programs and services.

Adequate budget has been allocated to the QEP for it to be very successful over the five year period. Local and some state funding will be used to fund the QEP, both in its personnel and operating expense structure. SGTC utilizes available resources to best serve the Mission and Strategic Plan of the College. South Georgia Technical College's stability and processes are described below:

### **Institutional Audits**

Evidence of SGTC's financial stability and responsible fiscal management is indicated in the results of the full compliance Audit for the year ended June 30 of FY 2010; by the reports on Applying Agreed Upon Procedures for the years ended June 30 of FY 2011, FY 2012, and FY 2013; and by the Full Disclosure Management reports for the years ended June 30 of FY 2014 and FY 2015. All reports were conducted by the State of Georgia Department of Audits and Accounts. The State of Georgia Department of Audit and Accounts performs independent audits and reviews in accordance with Generally Accepted Auditing Standards and Generally Accepted Accounting Principles. The State of Georgia Department of Audit and Accounts has issued "clean opinions" on the College's financial status for each of 5 of those 6 years. The audits are also included in the State of Georgia's Consolidated Annual Financial Report (CAFR).

For FY 2014 Full Disclosure Management Report, there were no audit findings for FY 2014 related to the financial statements of SGTC; however, there were two Federal Award Findings related to Federal Financial Aid (that was conducted for the first time in FY 2014). The two were related to weaknesses in logical access IT general controls and the Return of Title IV Funds. These were immediately addressed by the College and procedures were evaluated, updated or implemented to address these noted weaknesses.



Total Assets of SGTC at June 30, 2015 were \$27,652,009 and Total Net Position was \$15,464,263 as reported in the Full Disclosure Management Report (using GAAP basis).

Carry-Over funds of SGTC were \$844,632 at June 30, 2015 to FY 2016.

Although financial statements are converted to Generally Accepted Accounting Principles (GAAP) basis at year-end, the State of Georgia and SGTC maintains a **Budgetary Basis of Accounting** with restricted ability to carry-over funds to the next year. Budgetary basis of accounting is sometimes referred to as the **Modified Cash Basis of Accounting**.

Under the budgetary basis (modified cash basis) of accounting, Encumbrance Liabilities impact Unrestricted Net Assets balance. SGTC must encumber all funds (with the exception of Carry-Over Funds) by the end of each fiscal year or lapse those funds to the State. Encumbrances represent a valid set aside/reserve of funds for items ordered, but not yet received or invoiced. However, the GAAP basis of accounting does not recognize encumbrances. Therefore, Budget versus GAAP basis creates temporary timing differences for expenses.

SGTC has reserves and contingency funds available, as well as proactive plans in place to offset reductions in forecasted revenues or state budget reductions.

Per State and Institution Policy: An annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

### **Financial Budget Process**

The college-wide operating budget for each upcoming fiscal year is developed using the following information:

- Strategic Plan Goals
- Performance Accountability System (PAS) assessments
- Tuition and fee projections
- Department outcome results
- Evaluation results of federal core indicators
- Colleague satisfaction surveys
- Employer satisfactions surveys
- Recommendations from academic advisory committees
- Professional development plans
- Results from program evaluations
- Recognized needs among faculty and staff
- TCSG performance benchmark data
- Program specific licensure/accreditation/certification standards and evaluations
- Results of other data and evaluations
- Commission on Colleges' Principles of Accreditation

Budget Request Forms from each academic program and service units are prepared by the appropriate instructors, Deans, Directors, and Vice Presidents in May of each year for the next fiscal year. These forms detail operating expenses such as supplies, equipment, travel, etc. for operation of each academic program and service unit of the College. Personnel expenditure budgets (payrolls and fringe benefits) are also projected and include any state legislature and/or local approved pay raises for that fiscal year. The Vice President of Administrative Services (VPA) consults with the President regarding any new personnel positions, terminations, unfilled positions, etc. in determining the personnel budgets.

Using the TCSG state allocated funds as a planning base and the Budget Request forms, the VPA then compiles the state and federal allocations and the projected local revenues into a proposed college budget. The proposed budget ensures sufficient distribution of funds for QEP, administration, academic affairs, student affairs, athletics, maintenance, economic development, and satellite center operations.

Reserve funds are budgeted at 1 – 3% of local tuition and state funds each fiscal year. These funds are held by the President to cover any emergency purchases that arise during the fiscal year. The purpose of this reserve is to also cover any shortfalls in projected credit enrollments or other projected local revenues during the fiscal year. This reserve may be allocated by the President to the departments and then may be spent before each yearend.

Input for the proposed College budget is sought from the Senior Staff Group comprised of the President, Vice Presidents, and select department heads in the spring of each year. This group meets weekly. The needs of each department are compared against anticipated available funds and specific funding sources to be included in the upcoming operation budget.

The President reviews the proposed departmental college budget and makes any changes. The SGTC local Board of Directors approves the final proposed college summary budget. The State Board of the Technical College System of Georgia approves the technical colleges' state and local allocated budgets. The Vice President of Academic Affairs allocates the approved summary academic budget among the academic credit programs.

Budget adjustments are made during the fiscal year as needed. The Senior Staff Group reviews the adjustments and allocations accordingly within each of the departments of SGTC.

Monthly financial reporting is provided by the VPA to the SGTC Local Board of Directors. She also distributes monthly individual budget comparison reports to the President, Vice Presidents, and department heads.

Monthly and quarterly monitoring of revenues and expenses are done by the Director of Accounting and VPA to determine if the College's budget needs to be amended or adjusted upward or downward. Any major dollar increases or decreases to the budgets are done at the approval of the Senior Staff Group as a committee.

Should the initial requested budgets exceed preliminary budget funding, the approved items not funded are then put into a holding file to be purchased as funds become available. Each spring, the Senior Staff Group meets as a committee and ranks the items that are being held for purchase as well as any new identifiable needs. These items are ranked on a priority listing to be purchased with any end-of-year funds. Reserve funds are also allocated to the departments. Special or restricted fund budgets (such as bond fund Maintenance, Repair, and Renovation; bond fund Obsolete Equipment; or Federal Carl Perkins grants) are allocated to SGTC by the Technical College System of Georgia (TCSG). The College adheres to guidelines established by the TCSG for these budgets. Specific budget expenditures for these funds are identified during the individual budget until assessment and planning process and are taken into consideration during the college-wide budget planning.

Expenditure budgets are approved according to the established procedures for the funding source.

In general, continuation funds from state, federal, and local sources are stable. The amounts of state and federal revenues are established prior to the beginning of each fiscal year, and only locally generated revenues must be forecasted.

SGTC has allocated adequate resources to fund the QEP over its five-year period. This provides the financial resources to initiate, implement, and complete the QEP READ project.

The QEP is positioned strategically within the organizational structure of the College to ensure a continuous feedback loop, facilitating the ongoing analysis of our plan in order to achieve the goals of Implementation, assessment and support.

<b>Table 22: QEP Budget</b>						
<b>Account Name</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
<b>Marketing</b>	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
<b>Faculty Workshops</b>	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
<b>Assessment Costs</b>	\$8,700	\$8,700	\$8,700	\$8,700	\$8,700	\$8,700
<b>Co-Directors 15% of Salary</b>	\$25,943	\$25,943	\$25,943	\$25,943	\$25,943	\$25,943
<b>QEP Liaison 60% of Salary</b>	\$63,833	\$63,833	\$63,833	\$63,833	\$63,833	\$63,833
<b>Staff Development</b>	\$8,600	\$8,600	\$8,600	\$8,600	\$8,600	\$8,600
<b>Library Collections</b>	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
<b>Adjunct Faculty Wages</b>	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
<b>Office Expenses</b>	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700
<b>Total Per Fiscal Year</b>	\$141,776	\$141,776	\$141,776	\$141,776	\$141,776	\$141,776
					<b>TOTAL</b>	<b>\$850,656</b>

These annual QEP budgets will be compared with expenditures periodically and adjusted as needed to ensure the success of the QEP over its five-year plan.

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## Glossary of Terms

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**Academic Planning Team:** Comprised of deans, faculty representatives, the distance education coordinator, library staff, the registrar, and financial aid representatives

**Academic Program Advisory Committees:** Comprised of industry members related to respective academic programs

**Achieving the Dream:** A comprehensive non-governmental reform movement for student success

**Banner:** Student records system

**Blackboard Repository:** Database of collected data, the progress of the QEP, handouts on the orientation and professional development workshops, sample lessons, and sample student work.

**Common Read:** A strategy-based reading assignment giving all students the same article to read to promote a deeper engagement, comprehension and discussion on a particular focus.

**Disciplinary Literacy:** Instrument used to create engagement beyond the course textbooks as students are introduced to terms and concepts specific to their respective programs through the use of magazines, journals, and web publications.

**Faculty Exit Survey:** Instrument used to evaluate the process and effectiveness of the *READ* initiative as faculty respond to questions pertaining to their experience and engagement with all the *READ* components.

**Faculty Professional Development Survey:** Instrument used to evaluate the effectiveness of the orientation, the workshops/trainings, and the Faculty-to-Faculty Mentoring Program as faculty respond to questions pertaining to the usefulness and application of any of the professional development trainings.

**Graphic Organizers:** A graphic organizer is used to guide the learners' thinking as they fill in and build upon a visual map or diagram.

- **KWL:** A pre-read strategy that allows students to outline what they currently know about a topic, what they would like to know about the topic and then what they learned after engaging with the reading material/assignments of the topic.
- **Word Wall:** A reading strategy designed to be an interactive tool for students and contains an array of words that can be used during writing and reading.

**Intervention Strategy:** Strategy-based reading techniques to help improve reading engagement and comprehension skills as defined by the best practices and current literature regarding the topic and focus of the QEP.

**LIFE Lab:** A tutoring lab designed to provide students with additional support and resources regarding any academic program.

**LS Course (Learning Support):** Courses designed to help build the foundational skills needed for success in college-level courses

**Lunch-and-Learn Workshop:** Current professional development trainings at SGTC used to discuss innovative approaches to teaching and engaging students with any subject-content. The professional development workshops/trainings for the *READ* initiative will follow this same format.

**MARSI:** The Metacognitive Awareness of Reading Strategies Inventory will be used as post survey of the students to assess how adult readers' perceive their use of reading strategies while reading academic or school-related materials.

**Nelson Denny Reading Test (NDRT):** Nelson Denny Reading Test is a standardized test used to measure the reading comprehension and vocabulary levels of an individual to provide a projected grade equivalent level of those taking the test.

**R.E.A.D. (Reaching Every Academic Dream):** South Georgia Technical College's QEP aimed to improve reading engagement skills as students are exposed to disciplinary literacy beyond the course textbooks.

**SGTC (South Georgia Technical College):** A member of the Technical College System of Georgia and a residential institution of higher education, it is the mission of South Georgia Technical College to prepare individuals for success in the workforce by providing accessible, high-quality associate of applied science degrees, diplomas, technical certificates of credit, and non-credit programs and services that support the needs of citizens, businesses, and industries within our service delivery area in Southwest Georgia.

**SLO (Student Learning Outcomes):** Statements that specify what students will know, be able to do, or be able to demonstrate after they have participated with the *READ* initiative.

**Strategy-based Reading Instruction:**

- **Anticipation Guide:** A pre-read strategy with a set of generalizations about a topic. Students decide whether they agree or disagree with each statement in the guide.
- **Paragraph Shrinking/Precise:** A summarization tool used to identify the main idea, important details and evidence and then paraphrasing the information into a written assignment or a guided class discussion in 10-15 words.

**Student Engagement Survey:** Instrument used as a pre-evaluation assessment to gain information regarding how students perceive their own frequency of reading, their interests, and what strategies they use when reading.

**Student Success Teams:** All committees developed to focus on improving student learning: Academic Planning Team, Achieving the Dream, Support Services Team and Program Advisory Committee

**Support Services Team:** Comprised of representatives from the admissions office, business office, instructional staff, and facilities/maintenance

**Word/Concept of the Day:** Strategy used to introduce students to new terms they may be exposed to in the workforce that are not easily identifiable in the course textbook.



## **Appendix A**

### **QEP Topic Selection Committee**

#### **Chairperson**

David Kuipers (Assistant Vice President of Academic Affairs)

#### **Achieving the Dream Team**

Wray Skipper (Director of Information Technology Services)  
Andrea Oates (Academic Dean)  
Julie Partain (Registrar)  
Michele Seay (General Education Division Chair/Psychology Instructor)  
Andrea Ingram (Business and Computer Technology Division Chair/ CIS Instructor)  
David Finley (Academic Dean)  
Katrice Taylor (General Education/English Instructor-Cordele)  
LaKenya Johnson (Counselor/Special Services Disabilities Coordinator/Student Services)  
Kari Bodrey (Admissions Coordinator-Cordele)  
Dr. Deborah Jones (Assistant Vice President for Student Navigation and Institutional Support)  
Vanessa Wall (Academic Dean)  
John Wilder (Student Affairs Coordinator)  
Amanda Barrett (Financial Aid Specialist)  
Carrie Wilder (Financial Aid Director)  
Shelly Godwin (General Education/English Instructor)

#### **Academic Success Planning Team<sup>11</sup>**

Dr. Deborah Jones (Assistant Vice President for Student Navigation and Institutional Support)  
Michelle Sealy (Director of Business and Industry Services)  
Dr. Michele Seay (General Education Division Chair/Psychology Instructor)  
Andrea Ingram (Business and Computer Technology Division Chair/CIS Instructor)  
Mike Enfinger (Division Chair/Industrial Electrical Technology Instructor)  
Rick Davis (Division Chair/Heavy Equipment Dealers Service Technology)  
David Finley (Academic Dean)  
Vanessa Wall (Academic Dean)  
Raymond Holt (Academic Dean)  
Lemond Hall (Online Coordinator)  
Julie Partain (Registrar)

#### **Support Services Team**

Mark Brooks (Director of Administrative Services)  
Student Representative  
Kari Bodrey (Admissions Coordinator/GSGA State Conference Coordinator- Crisp County Instructional Site)  
IT Representative  
Valerie Winheim (Marketing Coordinator/Institutional Advancement)  
Vanessa Wall (Academic Dean)  
Charles Cooper (Maintenance)  
Julie Partain (Registrar)

#### **Ex Officio Members**

Janice Davis (Acting President)  
Don Smith (Special Assistant to the President)  
John Watford (VP of Academic Affairs)  
Su Ann Bird (VP of Institutional Advancement)  
Karen Werling (VP of Student Affairs, Institutional Effectiveness and IT)

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<sup>11</sup> This is the list of members who were a part of the initial discussion regarding the QEP; it has since changed.

## Appendix B

### Topic Selection Timeline

Topic Selection Timeline	
Date	Activity
Spring 2012	Assistant VP of Academic Affairs begins to research best practices in QEP design
Fall 2012	Assistant VP of Academic Affairs begins to gather data/feedback from existing standing committees (Academic Planning Team and Student Support Services) for possible areas of improvement regarding student learning
Spring 2013	Topic development begins Topic development continues
Summer 2013	QEP discussed at faculty/staff meetings SGTC joins Achieving the Dream (ATD); one of the initiatives identified is a need for reading improvement
Fall 2013	Continued research on identifying a need to address regarding student improvement
Spring 2014	QEP on-going discussion at faculty/staff meetings Brainstorming continued on selecting a topic
Summer 2014	QEP on-going discussion at faculty/staff meetings Assistant VP of Academic Affairs and 3 faculty members attend the SACSCOC 2014 Summer Institute
Fall 2014	Suggested topics compiled; list is presented to Senior Staff; Senior Staff narrows the focus to two possible choices; one is chosen based on the data reflective of the ATD initiative —reading improvement
Spring 2015	Assistant VP of Academic Affairs begins forming a steering committee
Summer 2015	Extends invitation to two of faculty members who attended the SACSCOC 2014 Summer Institute: Andrea Ingram and Raven Payne The Steering Committee is formed to design and implement the QEP

## Appendix C

### Achieving the Dream Data<sup>12</sup>

TCSG Data, Planning, & Research; Repot #ATD46; Dec 9, 2014

## Technical College System of Georgia

### South Georgia Technical College

## Achieving the Dream (ATD)

### Metric 2 – Complete Gatekeeper Courses: By Remedial Reading Referral

Enroll in and successfully complete the initial college-level or gatekeeper courses within three years

Denominator: Number of all students in the fall cohort

Numerator: Number of students with College Algebra or College Math greater than or equal to 2 on a 4.0 scale (CAIgp > = 2 or CEngP > = 2)

### Non-Aggregated

Cohort Year	Student Count	Attempted Math (N)	Attempted Math (% of Total)	Completed Math (N)	Completed Math (% of Total)	Completed Math (% of Attempted)	Attempted English (N)	Attempted English (% of Total)	Completed English (N)	Completed English (% of Total)	Completed English (% of Attempter)
2010	553	343	62%	241	44%	70%	338	61%	262	47%	78%
2011	433	253	58%	175	40%	69%	236	55%	152	35%	64%
2012	465	279	60%	199	43%	71%	260	56%	182	39%	70%
2013	488	233	48%	177	36%	76%	215	44%	159	33%	74%

### By Remedial Reading Referral

Cohort Year	Reading Referral Description	Student Count	Attempted Math (N)	Attempted Math (% of Total)	Completed Math (N)	Completed Math (% of Total)	Completed Math (% of Attempted)	Attempted English (N)	Attempted English (% of Total)	Completed English (N)	Completed English (% of Total)	Completed English (% of Attempted)
2010	Does not apply	3	1	33%	1	33%	100%	0	0%	0	0%	
	No	299	210	70%	151	51%	72%	212	71%	170	57%	80%
	Yes, 1	104	65	62%	39	38%	60%	67	64%	49	47%	73%

<sup>12</sup> Samples of data charts used by the ATD committee and Academic Planning Team are included. Data analysis shows that students who place in Learning Support courses, particularly reading, show lower completion rates overall (for diploma or degree award) and also in gatekeeper courses (English, math, psychology) as well as lower achievement scores throughout all coursework (gauged by attaining a C or above in all courses). The primary group responsible for collecting, analyzing, and disseminating data is the Achieving the Dream Data Team, but all other committees have access to the data also. The data from SGTC's students is buttressed by the community and statewide census and demographic data showing that only 32% of Georgia students in Eighth grade are at/above the NAEP proficiency level in reading and only 43% of high school students who take the ACT/SAT are considered college-ready in reading.

	level below college level											
	Yes, 2 levels below college level	25	12	48%	5	20%	42%	12	48%	5	20%	42%
	Missing	122	55	45%	45	37%	82%	47	39%	38	31%	81%
2011	Does not apply	19	10	53%	9	47%	90%	10	53%	7	37%	70%
	No	218	138	63%	96	44%	70%	134	61%	86	39%	64%
	Yes, 1 level below college level	87	53	61%	33	38%	62%	48	55%	26	30%	54%
	Yes, 2 levels below college level	20	10	50%	6	30%	60%	10	50%	6	30%	60%
	Missing	89	42	47%	31	35%	74%	34	38%	27	30%	79%
	Does not apply	36	25	69%	21	58%	84%	20	56%	18	50%	90%
2012	No	232	154	66%	110	47%	71%	151	65%	101	44%	67%
	Yes, 1 level below college level	74	54	73%	30	41%	56%	44	59%	28	38%	64%
	Yes, 2 levels below college level	17	7	41%	5	29%	71%	8	47%	5	29%	62%
	Missing	105	39	37%	33	31%	85%	37	35%	30	29%	81%
	Does not apply	40	21	52%	100	42%	79%	118	49%	85	35%	72%
2013	No	240	126	52%	100	42%	79%	118	49%	85	35%	72%
	Yes, 1 level below college level	84	47	56%	26	31%	55%	44	52%	31	37%	70%
	Yes, 2 level s below college level	13	4	31%	2	15%	50%	6	46%	6	46%	100%
	Missing	111	35	32%	31	28%	89%	25	23%	18	16%	72%
	Does not apply											

## Appendix D

### Student Reading Engagement Survey

#### Part 1: Reading Habits

Answer the following questions about your reading preferences and habits.

1. How many hours per week do you read for enjoyment (e.g. books, magazines, comics, blogs, social media sites, etc.)?
  - ☐ More than one hour
  - ☐ Less than one hour
  - ☐ Not at all

2. Please select which of the following you prefer to read for enjoyment. You may select more than one.

- ☐ Magazine/Comics
- ☐ Newspapers
- ☐ Fiction
- ☐ Non-fiction
- ☐ Digital media
- ☐ Textbooks
- ☐ None

3. What benefits do you see in reading? How do you think reading helps you in your daily life?

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Academic studies?

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4. How often do you use SGTC's library?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Never

5. How often do you use a public library?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Never

6. When reading an assignment for class, I understand the main idea of the text?

- ☐ Yes
- ☐ No (Explain) \_\_\_\_\_

7. When reading an assignment for class, I can find supporting ideas for the main idea of the text?

- Yes
  - No (Explain) \_\_\_\_\_
8. As you read, when you don't understand a word, what do you do?
- Use context clues
  - Use a dictionary
  - Use prior knowledge about the subject
9. As you read, when you don't understand a passage, what do you do?
- Use context clues
  - Reread the passage
  - Review the headings/titles
  - Use prior knowledge about the subject

## Part 2: Reading Strategy Checklist

Check the statements that reflect the reading strategies you use.

### STRATEGIES I USE BEFORE READING

- \_\_\_\_\_ I think about the cover, title, and topic.
- \_\_\_\_\_ I read the back cover and the print on the inside of the jacket.
- \_\_\_\_\_ I ask questions.
- \_\_\_\_\_ I predict.
- \_\_\_\_\_ I read headings and boldfaced words.
- \_\_\_\_\_ I think about what I know about the topic.

### STRATEGIES I USE DURING READING

- \_\_\_\_\_ I stop and check to see if I understand what I am reading.
- \_\_\_\_\_ I identify confusing parts.
- \_\_\_\_\_ I identify unfamiliar words.
- \_\_\_\_\_ I reread to understand confusing parts and unfamiliar words.
- \_\_\_\_\_ I reread to remember details.
- \_\_\_\_\_ I raise questions and read for answers.

### STRATEGIES I USE AFTER READING

- \_\_\_\_\_ I think about what I did not understand or did understand.
- \_\_\_\_\_ I retell.
- \_\_\_\_\_ I speak, draw, and/or write reactions.
- \_\_\_\_\_ I reread to find details.
- \_\_\_\_\_ I picture the ideas.

## **Appendix E**

### **Revised Student Reading Engagement Survey**

Please provide us with some basic about yourself.

**Program of study:**

**Gender:**

**Race:**

**Number of semesters completed:**

**Age:**

**For each question, circle the answer that best describes your reading experiences.**

**1. I think reading is important.**

1. Strongly Agree      2. Somewhat Agree      3. No Opinion      4. Somewhat Disagree      5. Strongly Disagree

**2. Understanding what I read is important to me.**

1. Strongly Agree      2. Somewhat Agree      3. No Opinion      4. Somewhat Disagree      5. Strongly Disagree

**3. I have trouble finding interesting things to read.**

1. Strongly Agree      2. Somewhat Agree      3. No Opinion      4. Somewhat Disagree      5. Strongly Disagree

**4. I only read if I have to.**

1. Strongly Agree      2. Somewhat Agree      3. No Opinion      4. Somewhat Disagree      5. Strongly Disagree

**5. When a book looks hard, I try not to read it.**

1. Strongly Agree      2. Somewhat Agree      3. No Opinion      4. Somewhat Disagree      5. Strongly Disagree

**6. I think reading is easy.**

1. Strongly Agree      2. Somewhat Agree      3. No Opinion      4. Somewhat Disagree      5. Strongly Disagree

**7. I read things other than my class.**

1. Strongly Agree      2. Somewhat Agree      3. No Opinion      4. Somewhat Disagree      5. Strongly Disagree

**8. I have favorite topics and favorite authors that I like to read.**

1. Strongly Agree      2. Somewhat Agree      3. No Opinion      4. Somewhat Disagree      5. Strongly Disagree

**9. When I read something interesting, I tell my friends about it.**

1. Strongly Agree      2. Somewhat Agree      3. No Opinion      4. Somewhat Disagree      5. Strongly Disagree

**10. I like to read in my spare time**

1. Strongly Agree      2. Somewhat Agree      3. No Opinion      4. Somewhat Disagree      5. Strongly Disagree

**11. How often do you read a newspaper?**

1. Every day      2. Every week      3. No Opinion      4. Somewhat Disagree      5. Strongly Disagree

**12. How often do you read a book?**

1. Every day    2. Every week    3. No Opinion    4. Somewhat Disagree    5. Strongly Disagree

**13. How often do you read a magazine?**

1. Every day    2. Every week    3. No Opinion    4. Somewhat Disagree    5. Strongly Disagree

**14. Most of what I read comes through the Internet.**

1. Strongly Agree    2. Somewhat Agree    3. No Opinion    4. Somewhat Disagree    5. Strongly Disagree

**15. I like to read fiction books: stories with imaginary people and events.**

1. Strongly Agree    2. Somewhat Agree    3. No Opinion    4. Somewhat Disagree    5. Strongly Disagree

**16. I enjoyed reading when I was in elementary and high school.**

1. Strongly Agree    2. Somewhat Agree    3. No Opinion    4. Somewhat Disagree    5. Strongly Disagree

**17. When I was young, my parents encouraged me to read.**

1. Strongly Agree    2. Somewhat Agree    3. No Opinion    4. Somewhat Disagree    5. Strongly Disagree

**18. I like to read non-fiction books: books with facts about real people and events.**

1. Strongly Agree    2. Somewhat Agree    3. No Opinion    4. Somewhat Disagree    5. Strongly Disagree

**19. Choose the statement the best describes you.**

1. I read a lot as a child and I still read a lot now.  
2. I did not read as a child, but I read often now.  
3. I read a lot as a child but do not read very often now.  
4. I did not read a lot as a child, and I still don't know.

**20. I would like to spend more time reading.**

1. Strongly Agree    2. Somewhat Agree    3. No Opinion    4. Somewhat Disagree    5. Strongly Disagree



## Appendix F Implementation Timeline

Date	Activity
<b>Summer 2015 (June-August)</b>	<p>QEP Steering Committee Met (a total of 20 combined faculty and staff) <b>(June 11)</b> led by co-directors, Andrea Ingram (Assessment) and Raven Payne (Implementation)</p> <p>Subcommittees developed (professional development, assessment, research, marketing, and budget)</p> <p>Discussion of topic (what is reading engagement; what are best practices)</p> <p>QEP Steering Committee meets (every Thursday at 2:30 p.m.)</p> <p>Subcommittees meet (breakout sessions during the weekly meetings and outside of the weekly meeting)</p> <p>Objectives of the committee are developed</p> <p>Development of title: <i>READ</i> (Reaching Every Academic Dream)</p> <p>Discussion of marketing strategies</p> <p>Short term and long term timeframes developed</p> <ul style="list-style-type: none"> <li>➤ Short term: Extending broad-based development and designing the QEP <ul style="list-style-type: none"> <li>• E-mail John Taylor Community College’s “QEP is Coming “ Video to Faculty/Staff</li> <li>• Introduce topic to Faculty/Staff</li> <li>• Plan to introduce the <i>READ</i> initiative to students</li> <li>• Research setting benchmarks and developing strategies, assessments and rubrics related to the topic</li> </ul> </li> <li>➤ Long-term: Designing, Implementing, and Maintaining Momentum <ul style="list-style-type: none"> <li>• Continued research on best practices, professional development, and the Nelson Denny Reading Test (NDRT)</li> <li>• Develop timeline, orientation and quick guide for implementation</li> <li>• Continual marketing strategies to engage students, faculty and staff</li> <li>• Implement approved plan</li> <li>• On-going review and evaluation of the plan</li> </ul> </li> </ul> <p>QEP Steering Committee introduces the topic to faculty and staff <b>(July 15)</b></p> <p>Co-directors attend SACSCOC Summer Institute</p> <p>A small focus group is formed to create a baseline for learning outcomes, strategies, assessments (Nelson Denny Reading Test), and</p>

	<p>timeline for design and implementation to be presented to the entire Steering Committee</p> <p>Continued discussion of reading engagement and best practices</p>
<b>Fall 2015 (August-December)</b>	<p>QEP Steering Committee/ Subcommittees Meet Monthly</p> <p>Continued discussion of marketing strategies</p> <p>Discussion of learning outcomes/assessments/rubrics</p> <p>Co-directors present topic to SGTC Board Members (<b>August 5</b>)</p> <p>Biweekly e-mail blasts to faculty and staff discussing the SACSCOC process, the goal of the QEP, SGTC's <i>READ</i> initiative, and articles on vocabulary development and reading engagement/comprehension (<b>August 19</b>)</p> <p>Recruit and extend invitation for student participation</p> <p>Co-directors speak with SGA (<b>September 2</b>)</p> <p><i>READ</i> Pep Squad is developed</p> <p>QEP Campus Kickoff (Student led Pep Rally)</p> <ul style="list-style-type: none"> <li>➤ Americus Campus: <b>October 8</b></li> <li>➤ Cordele Instructional Site: <b>October 21</b></li> </ul> <p>QEP Informational Sessions (Co-directors visit each program on campus to discuss the <i>READ</i> initiative)</p> <p><b>Submit <i>READ</i> QEP for review six weeks prior to scheduled on-site visit (mid-September)</b></p> <p><b>SACSCOC On-site Visit (October 27-29)</b></p> <p>Nelson Denny Reading Test administered (<b>December 2-4</b>)</p> <p>Student Survey on Reading Engagement administered (<b>December 2-4</b>)</p>
<b>Spring 2016 (January-May)</b>	<p>Prepare to respond to SACSCOC Recommendations</p> <p>QEP Steering Committee meets (<b>January 12 and 26</b>)</p> <p>QEP Steering Committee/ Subcommittees Meet Monthly</p> <ul style="list-style-type: none"> <li>➔ Attend GADE Annual Conference (Georgia Association for Developmental Education)</li> <li>➔ Attend TCSG English, Humanities and Speech Annual Consortium Meeting</li> </ul>

	<p>Review NDRT results</p> <ul style="list-style-type: none"> <li>• Set benchmarks <ul style="list-style-type: none"> <li>➔ Program level</li> <li>➔ Institutional level</li> </ul> </li> </ul> <p>Finalize</p> <ul style="list-style-type: none"> <li>➔ Assessment goals, tools, and rubrics</li> <li>➔ Professional development trainings</li> <li>➔ Additional research on adult learners, timeframe for improving vocabulary/reading skills and disciplinary literacy</li> <li>➔ Budget</li> <li>➔ Exit surveys for both students and instructors</li> </ul> <p>Create the full <i>READ</i> Implementation Timeline<sup>13</sup></p> <ul style="list-style-type: none"> <li>• Develop orientation program</li> <li>• Identify 6 programs for initial intervention (experimental trial)</li> </ul> <p>Revise/edit initial report to include the recommendations of the SACSCOC On-site committee</p> <p>Submit revised report to Assistant Vice President of Academic Affairs (<b>February 15</b>)</p> <p><b>Submit revised report to SACSCOC Review Committee</b></p> <p><b>Approval of the <i>READ</i> QEP</b></p>
<b>Summer 2016 (May-August)</b>	<p>QEP Implementation Committee/ Subcommittees Meet Monthly</p> <ul style="list-style-type: none"> <li>➔ Attend SACSCOC Summer Institute</li> </ul> <p>Summer <i>READ</i> Kickoff: Updates and review about the QEP and SGTC's Initiative</p> <p>Begin Orientation of the QEP with Group A<sup>14</sup></p> <ul style="list-style-type: none"> <li>➤ Accounting</li> <li>➤ CAT (Caterpillar)</li> <li>➤ Computer Information Systems</li> <li>➤ Air Conditioning Technology</li> </ul> <p>Provide training on the designed rubrics, assessments, the NDRT, common strategies and activities</p> <p><b>Phase I: Orientation</b></p> <ul style="list-style-type: none"> <li>• (What is <i>READ</i> and its purpose)</li> </ul>

<sup>13</sup> See Table 2

<sup>14</sup> These 4 programs are also members on the Steering Committee and respective Subcommittees for the *READ* initiative.

	<ul style="list-style-type: none"> <li>• (How to Implement the <i>READ</i> QEP)</li> <li>• (What is the NDRT)</li> <li>• (What is Disciplinary Literacy)</li> <li>• (Identifying Disciplinary Literacy)</li> <li>• (Using the Assessments: Common pre and post- tests)</li> <li>• (Using the Rubrics)</li> <li>• (Using the Common Instructional Strategies and Activities)</li> <li>• Administer the Faculty Evaluation Survey</li> </ul> <p>Collect data from Group A            ➔ Review feedback from the survey        Use collected data/feedback to revise orientation as needed</p>
<b>Fall 2016 (August-December)</b>	<p>Fall <i>READ</i> Kickoff</p> <p>QEP Implementation Committee/ Subcommittees Meet Monthly</p> <p>Begin Phases II and III with Group A (Fall 2016-Spring 2017)</p> <p><b>Phase II: Implementation of the <i>READ</i> initiative (Implemented in 2 selected courses by the instructor; one course each semester)</b></p> <ul style="list-style-type: none"> <li>• Pre and Post of NDRT</li> <li>• Pre and Post of the Disciplinary Literacy Test</li> <li>• Student Reading Engagement Survey</li> <li>• MARS</li> <li>• Utilizing common <i>READ</i> strategies/activities</li> <li>• Utilizing common <i>READ</i> assessments and rubrics</li> </ul> <p><b>Phase III: Professional Development</b> (Continual throughout Phase II)</p> <ul style="list-style-type: none"> <li>• (How to Teach Basic Reading Comprehension Skills)</li> <li>• (Tools for Reading Engagement)</li> <li>• (How to Develop Effective Reading Habits in Adult Learners)</li> </ul> <p>Continue bi-weekly e-mail blasts to faculty and staff</p> <p>On-going updates to QEP link on the website</p> <p>Feature QEP success stories on social media sites and website</p> <p>Collect data from Group A pertaining to Course One</p> <p>Administer: Faculty Evaluation Survey, Student Evaluation Survey, and Professional Development Satisfaction Survey</p>

	Review collected data
	Use collected data/feedback to revise QEP as needed
<b>Spring 2017 (January-May)</b>	<p>Spring <i>READ</i> Kickoff</p> <p>QEP Implementation Committee/ Subcommittees Meet Monthly</p> <ul style="list-style-type: none"> <li>➔ Attend GADE Annual Conference (Georgia Association for Developmental Education)</li> <li>➔ Attend TCSG English, Humanities and Speech Annual Consortium Meeting</li> </ul> <p>Continue Phases II and III with Group A</p> <p><b>Phase II: Implementation of the <i>READ</i> initiative (Implemented in 2 selected courses by the instructor; one course each semester)</b></p> <ul style="list-style-type: none"> <li>• Pre and Post of NDRT</li> <li>• Pre and Post of the Disciplinary Literacy Test</li> <li>• Student Reading Engagement Survey<sup>15</sup></li> <li>• Utilizing common <i>READ</i> strategies/activities</li> <li>• Utilizing common <i>READ</i> assessments and rubrics</li> </ul> <p><b>Phase III: Professional Development</b> (Continual throughout Phase II)</p> <ul style="list-style-type: none"> <li>• (The Library: A Resource Center for Reading)</li> <li>• (Creating a Culture of Readers)</li> <li>• (What is Reading to Today's Workforce)</li> </ul> <p>Continue bi-weekly e-mail blasts to faculty and staff</p> <p>On-going updates to QEP link on the website</p> <p>Feature QEP success stories on social media sites and website</p> <p>Collect data from Group A pertaining to Course Two</p> <p>Administer an exit survey to faculty Administer the MARSII to students</p> <p>Review collected data</p> <p>Use collected data/feedback to revise QEP as needed</p>
<b>Summer 2017 (May-)</b>	Summer <i>READ</i> Kickoff: Updates and review about the QEP and SGTC's Initiative

<sup>15</sup> **ONLY** if the instructor has a new set of students; this applies to each new group of instructors as they implement the *READ* QEP.

<b>August)</b>	<p>QEP Steering Committee/ Subcommittees Meet Monthly</p> <ul style="list-style-type: none"> <li>➔ Budget Review</li> <li>➔ Attend SACSCOC Summer Institute</li> </ul> <p>Begin Orientation of the QEP with Group B</p> <ul style="list-style-type: none"> <li>➤ Cosmetology</li> <li>➤ Criminal Justice Technology</li> <li>➤ Early Childhood Care and Education</li> <li>➤ Marketing Management</li> </ul> <p>Begin Orientation for the Faculty-to Faculty Mentoring Program</p> <p>Continue to monitor Group A</p> <p>Provide training on the designed rubrics, assessments, the NDRT, common strategies and activities</p> <p><b>Phase I: Orientation</b></p> <ul style="list-style-type: none"> <li>• Introduce Mentor-Mentee</li> <li>• (What is <i>READ</i> and its purpose)</li> <li>• (How to Implement the <i>READ</i> QEP)</li> <li>• (What is the NDRT)</li> <li>• (What is Disciplinary Literacy)</li> <li>• (Identifying Disciplinary Literacy)</li> <li>• (Using the Assessments: Common pre and post- tests)</li> <li>• (Using the Rubrics)</li> <li>• (Using the Common Instructional Strategies and Activities)</li> <li>• Administer the Faculty Evaluation Survey</li> </ul> <p>Collect data from Group B</p> <ul style="list-style-type: none"> <li>➔ Review feedback from the survey</li> </ul> <p>Use collected data/feedback to revise orientation as needed</p>
<b>Fall 2017 (August-December)</b>	<p>Fall <i>READ</i> Kickoff</p> <p>QEP Implementation Committee/ Subcommittees Meet Monthly</p> <p>Begin Phases II and III with Group B (Fall 2017-Spring 2018)</p> <p><b>Phase II: Implementation of the <i>READ</i> initiative (Implemented in 2 selected courses by the instructor; one course each semester)</b></p> <ul style="list-style-type: none"> <li>• Pre and Post of NDRT</li> <li>• Pre and Post of the Disciplinary Literacy Test</li> <li>• Student Reading Engagement Survey</li> </ul>

	<ul style="list-style-type: none"> <li>• MARSI</li> <li>• Utilizing common <i>READ</i> strategies/activities</li> <li>• Utilizing common <i>READ</i> assessments and rubrics</li> </ul> <p><b>Phase III: Professional Development</b> (Continual throughout Phase II)</p> <ul style="list-style-type: none"> <li>• (How to Teach Basic Reading Comprehension Skills)</li> <li>• (Tools for Reading Engagement)</li> <li>• (How to Develop Effective Reading Habits in Adult Learners)</li> </ul> <p>Continue to monitor Group A</p> <p>Continue bi-weekly e-mail blasts to faculty and staff</p> <p>On-going updates to QEP link on the website</p> <p>Feature QEP success stories on social media sites and website</p> <p>Collect data from Group B pertaining to Course One</p> <p>Administer: Faculty Evaluation Survey, Student Evaluation Survey, and Professional Development Satisfaction Survey</p> <p>Review collected data</p> <p>Use collected data/feedback to revise QEP as needed</p>
<b>Spring 2018 (January-May)</b>	<p>Spring <i>READ</i> Kickoff</p> <p>QEP Implementation Committee/ Subcommittees Meet Monthly</p> <ul style="list-style-type: none"> <li>➔ Attend GADE Annual Conference (Georgia Association for Developmental Education)</li> <li>➔ Attend TCSG English, Humanities and Speech Annual Consortium Meeting</li> </ul> <p>Continue Phases II and III with Group B</p> <p><b>Phase II: Implementation of the <i>READ</i> initiative (Implemented in 2 selected courses by the instructor; one course each semester)</b></p> <ul style="list-style-type: none"> <li>• Pre and Post of NDRT</li> <li>• Pre and Post of the Disciplinary Literacy Test</li> <li>• Student Reading Engagement Survey</li> <li>• Utilizing common <i>READ</i> strategies/activities</li> <li>• Utilizing common <i>READ</i> assessments and rubrics</li> </ul> <p><b>Phase III: Professional Development</b> (Continual throughout Phase II)</p>

	<ul style="list-style-type: none"> <li>• (The Library: A Resource Center for Reading)</li> <li>• (Creating a Culture of Readers)</li> <li>• (What is Reading to Today's Workforce)</li> </ul> <p>Continue to monitor Group A</p> <p>Continue bi-weekly e-mail blasts to faculty and staff</p> <p>On-going updates to QEP link on the website</p> <p>Feature QEP success stories on social media sites and website</p> <p>Collect data from Group B pertaining to Course Two</p> <p>Administer an exit survey to faculty</p> <p>Administer Faculty-to-Faculty Mentoring Evaluation</p> <p>Administer the MARSII to students</p> <p>Review collected data</p> <p>Use collected data/feedback to revise QEP as needed</p>
<b>Summer 2018 (May-August)</b>	<p>Summer <i>READ</i> Kickoff: Updates and review about the QEP and SGTC's Initiative</p> <p>QEP Implementation Committee/ Subcommittees Meet Monthly</p> <ul style="list-style-type: none"> <li>➔ Budget Review</li> <li>➔ Attend SACSCOC Summer Institute</li> </ul> <p>Begin Orientation of the QEP with Group C</p> <ul style="list-style-type: none"> <li>➤ Aviation Maintenance</li> <li>➤ Medical Assisting</li> <li>➤ Practical Nursing</li> <li>➤ John Deere Agriculture and Turf Technician Program</li> </ul> <p>Begin Orientation of the Faculty-to-Faculty Mentoring Program</p> <p>Continue to monitor Groups A and B</p> <p>Provide training on the designed rubrics, assessments, the NDRT, common strategies and activities</p> <p><b>Phase I: Orientation</b></p> <ul style="list-style-type: none"> <li>• Introduce Mentor-Mentee</li> </ul>



	<ul style="list-style-type: none"> <li>• (What is <i>READ</i> and its purpose)</li> <li>• (How to Implement the <i>READ</i> QEP)</li> <li>• (What is the NDRT)</li> <li>• (What is Disciplinary Literacy)</li> <li>• (Identifying Disciplinary Literacy)</li> <li>• (Using the Assessments: Common pre and post- tests)</li> <li>• (Using the Rubrics)</li> <li>• (Using the Common Instructional Strategies and Activities)</li> <li>• Administer the Faculty Evaluation Survey</li> </ul> <p>Collect data from Group C            ➔ Review feedback from the survey        Use collected data/feedback to revise orientation as needed</p>
<b>Fall 2018 (August- December)</b>	<p>Fall <i>READ</i> Kickoff</p> <p>QEP Implementation Committee/ Subcommittees Meet Monthly</p> <p>Begin Phases II and III with Group C (Fall 2018-Spring 2019)</p> <p><b>Phase II: Implementation of the <i>READ</i> initiative (Implemented in 2 selected courses by the instructor; one course each semester)</b></p> <ul style="list-style-type: none"> <li>• Pre and Post of NDRT</li> <li>• Pre and Post of the Disciplinary Literacy Test</li> <li>• Student Reading Engagement Survey</li> <li>• MARS</li> <li>• Utilizing common <i>READ</i> strategies/activities</li> <li>• Utilizing common <i>READ</i> assessments and rubrics</li> </ul> <p><b>Phase III: Professional Development</b> (Continual throughout Phase II)</p> <ul style="list-style-type: none"> <li>• (How to Teach Basic Reading Comprehension Skills)</li> <li>• (Tools for Reading Engagement)</li> <li>• (How to Develop Effective Reading Habits in Adult Learners)</li> </ul> <p>Continue to monitor Groups A and B</p> <p>Continue bi-weekly e-mail blasts to faculty and staff</p> <p>On-going updates to QEP link on the website</p> <p>Feature QEP success stories on social media sites and website</p>

	<p>Collect data from Group B pertaining to Course One</p> <p>Administer: Faculty Evaluation Survey, Student Evaluation Survey, and Professional Development Satisfaction Survey</p> <p>Review collected data</p> <p>Use collected data/feedback to revise QEP as needed</p>
<b>Spring 2019 (January-May)</b>	<p>Spring <i>READ</i> Kickoff</p> <p>QEP Implementation Committee/ Subcommittees Meet Monthly</p> <ul style="list-style-type: none"> <li>➔ Attend GADE Annual Conference (Georgia Association for Developmental Education)</li> <li>➔ Attend TCSG English, Humanities and Speech Annual Consortium Meeting</li> </ul> <p>Continue Phases II and III with Group C</p> <p><b>Phase II: Implementation of the <i>READ</i> initiative (Implemented in 2 selected courses by the instructor; one course each semester)</b></p> <ul style="list-style-type: none"> <li>• Pre and Post of NDRT</li> <li>• Pre and Post of the Disciplinary Literacy Test</li> <li>• Student Reading Engagement Survey</li> <li>• Utilizing common <i>READ</i> strategies/activities</li> <li>• Utilizing common <i>READ</i> assessments and rubrics</li> </ul> <p><b>Phase III: Professional Development</b> (Continual throughout Phase II)</p> <ul style="list-style-type: none"> <li>• (The Library: A Resource Center for Reading)</li> <li>• (Creating a Culture of Readers)</li> <li>• (What is Reading to Today's Workforce)</li> </ul> <p>Continue to monitor Groups A and B</p> <p>Continue bi-weekly e-mail blasts to faculty and staff</p> <p>On-going updates to QEP link on the website</p> <p>Feature QEP success stories on social media sites and website</p> <p>Collect data from Group C pertaining to Course Two</p> <p>Administer an exit survey to faculty</p> <p>Administer Faculty-to-Faculty Mentoring Evaluation</p> <p>Administer the MARSII to students</p> <p>Review collected data</p>

	Use collected data/feedback to prepare for the Impact Report
<b>Summer 2019 (May-August)</b>	<p>Summer <i>READ</i> Kickoff: Updates and review about the QEP and SGTC's Initiative</p> <p>QEP Implementation Committee/ Subcommittees Meet Monthly</p> <ul style="list-style-type: none"> <li>➔ Budget Review</li> <li>➔ Attend SACSCOC Summer Institute</li> </ul> <p>Begin Orientation of the QEP with Group C</p> <ul style="list-style-type: none"> <li>➤ Aviation Maintenance</li> <li>➤ Medical Assisting</li> <li>➤ Practical Nursing</li> <li>➤ John Deere Agriculture and Turf Technician Program</li> </ul> <p>Begin Orientation of the Faculty-to-Faculty Mentoring Program</p> <p>Continue to monitor Groups A and B</p> <p>Provide training on the designed rubrics, assessments, the NDRT, common strategies and activities</p> <p><b>Phase I: Orientation</b></p> <ul style="list-style-type: none"> <li>• Introduce Mentor-Mentee</li> <li>• (What is <i>READ</i> and its purpose)</li> <li>• (How to Implement the <i>READ</i> QEP)</li> <li>• (What is the NDRT)</li> <li>• (What is Disciplinary Literacy)</li> <li>• (Identifying Disciplinary Literacy)</li> <li>• (Using the Assessments: Common pre and post- tests)</li> <li>• (Using the Rubrics)</li> <li>• (Using the Common Instructional Strategies and Activities)</li> <li>• Administer the Faculty Evaluation Survey</li> </ul> <p>Collect data from Group C</p> <ul style="list-style-type: none"> <li>➔ Review feedback from the survey</li> </ul> <p>Use collected data/feedback to revise orientation as needed</p>
<b>Fall 2019 (August- December)</b>	<p>Fall <i>READ</i> Kickoff</p> <p>QEP Implementation Committee/ Subcommittees Meet Monthly</p> <p>Begin Phases II and III with Group C (Fall 2018-Spring 2019)</p> <p><b>Phase II: Implementation of the <i>READ</i> initiative (Implemented in 2 selected courses by the instructor; one course each semester)</b></p>

	<ul style="list-style-type: none"> <li>• Pre and Post of NDRT</li> <li>• Pre and Post of the Disciplinary Literacy Test</li> <li>• Student Reading Engagement Survey</li> <li>• MARSI</li> <li>• Utilizing common <i>READ</i> strategies/activities</li> <li>• Utilizing common <i>READ</i> assessments and rubrics</li> </ul> <p><b>Phase III: Professional Development</b> (Continual throughout Phase II)</p> <ul style="list-style-type: none"> <li>• (How to Teach Basic Reading Comprehension Skills)</li> <li>• (Tools for Reading Engagement)</li> <li>• (How to Develop Effective Reading Habits in Adult Learners)</li> </ul> <p>Continue to monitor Groups A and B</p> <p>Continue bi-weekly e-mail blasts to faculty and staff</p> <p>On-going updates to QEP link on the website</p> <p>Feature QEP success stories on social media sites and website</p> <p>Collect data from Group B pertaining to Course One</p> <p>Administer: Faculty Evaluation Survey, Student Evaluation Survey, and Professional Development Satisfaction Survey</p> <p>Review collected data</p> <p>Use collected data/feedback to revise QEP as needed</p>
<b>Spring 2020 (January-May)</b>	<p>Spring <i>READ</i> Kickoff</p> <p>QEP Implementation Committee/ Subcommittees Meet Monthly</p> <ul style="list-style-type: none"> <li>➔ Attend GADE Annual Conference (Georgia Association for Developmental Education)</li> <li>➔ Attend TCSG English, Humanities and Speech Annual Consortium Meeting</li> </ul> <p>Continue Phases II and III with Group C</p> <p><b>Phase II: Implementation of the <i>READ</i> initiative (Implemented in 2 selected courses by the instructor; one course each semester)</b></p> <ul style="list-style-type: none"> <li>• Pre and Post of NDRT</li> <li>• Pre and Post of the Disciplinary Literacy Test</li> <li>• Student Reading Engagement Survey</li> <li>• Utilizing common <i>READ</i> strategies/activities</li> </ul>

	<ul style="list-style-type: none"> <li>Utilizing common <i>READ</i> assessments and rubrics</li> </ul> <p><b>Phase III: Professional Development</b> (Continual throughout Phase II)</p> <ul style="list-style-type: none"> <li>(The Library: A Resource Center for Reading)</li> <li>(Creating a Culture of Readers)</li> <li>(What is Reading to Today's Workforce)</li> </ul> <p>Continue to monitor Groups A and B</p> <p>Continue bi-weekly e-mail blasts to faculty and staff</p> <p>On-going updates to QEP link on the website</p> <p>Feature QEP success stories on social media sites and website</p> <p>Collect data from Group C pertaining to Course Two</p> <p>Administer an exit survey to faculty Administer Faculty-to-Faculty Mentoring Evaluation Administer the MARSII to students</p> <p>Review collected data</p> <p>Use collected data/feedback to prepare for the Impact Report</p>
<b>Summer 2020</b>	Write Fifth Year Interim Report and submit to SACSCOC

## **Appendix G**

### **Disciplinary Vocabulary Assessment**

**Relevance to Student Learning:** As vocabulary acquisition is measured on the NDRT, using disciplinary literacy is one of the instruments used to encourage both better reading comprehension and engagement skills, which will also influence the students' vocabulary skills.

**Purpose:** The purpose of the disciplinary vocabulary pre and post testing is to provide feedback and gauge improvement in the quality of student learning, most specifically, reading comprehension.

**Sources:** The vocabulary that will be included in the students testing will be drawn from course materials such as workbooks, internet articles and assigned articles associated with the student's discipline other than Text Books.

#### **Instructor Task Requirements:**

1. Create a repository of disciplinary terms relevant to field and respective business and industry
2. Create a pretest and posttest
3. Administer and grade assessment. Pretest should be given at the onset of the course (within the first 3 weeks). Posttest should be administered 3 weeks prior to the end of course.
4. Submit all test artifacts to the QEP Assessment committee on or before agreed deadline.

**How to Construct:** In an effort to increase student reading comprehension levels, ultimately improving long term learning, it is critical to have an assessment method in place to produce observable results.

- I. Pre Test
  - a. Consists of 33 Multiple Choice questions
  - b. Vocabulary comes directly from course discipline subject matter
  - c. Pre-test will be administered within the first 3 weeks of the semester
- II. Post Test
  - a. Consists of 33 Matching questions
  - b. Vocabulary on post-test is replicated from pre-test
  - c. Post-test will be administered within the final two weeks of the semester

**Note:** Although test results will be used for statistical analysis directly relating to reading comprehension improvement, instructors have the option to factor pre and posttest grades into the student's overall grade for the course.

**Appendix H**  
**Reading Comprehension and Writing Rubrics**

Criteria	Unsatisfactory = 10	Limited = 15	Proficient = 20	Exemplary = 25	Score
<b>What is the main idea/point of the article?</b>	Attempts to identify the main idea(s); however, the main idea may be stated incorrectly or may be missing.	Identifies the main idea(s), and includes some supporting details.	Identifies the main idea(s) correctly, and includes many supporting details.	Clearly and accurately identifies the main idea(s), and includes most of the relevant supporting details	
<b>Identify the supporting details/evidence of the article.</b>	May contain few, incorrect or irrelevant details.	Much of the response is copied directly from the text. May contain major inaccuracies.	Response is written mostly in the student's own words. May contain minor inaccuracies.	Response is written in the student's own words.	
<b>Discuss the relevance of each supportive detail to the main idea/point.</b>	Answer is largely personal opinions or feelings, or "I agree" or "Great idea," without supporting statements with concepts from the readings.	Answer attempts to use facts and examples but fails to make connections.	Answer uses a combination of facts and examples from the reading to make connections between relatable themes, issues and ideas of the course.	Answer skillfully demonstrates a use of specific examples to develop ideas that are appropriate for the question.	
<b>What is the author's purpose of writing the article (i.e. to persuade or inform the readers about the main idea/point)?</b>	Fails to make an inference, or makes an inference which is illogical or irrelevant.	Makes a general inference about main point/idea with few/no supporting details or uses irrelevant details.	Makes a general inference about main/point idea with some supporting details, or uses irrelevant details.	Makes logical and relevant inferences about main point/idea. Details from the reading support the inferences made.	
<b>Score</b>					<b>Total</b>

<b>Rubric for Written Assignments</b>	
Use this rubric to evaluate student writing assignments. The goal of the rubric is to measure how well a student develops, organizes, and structures his/her thoughts in the attempt of analyzing and/or advancing a particular topic or subject-matter.	
<b>CRITERION</b>	<b>POSSIBLE POINTS</b>
<b><u>Focus</u></b> The paper presents a clear controlling statement relating to the specific assignment <ul style="list-style-type: none"> <li>• Outlines a clear purpose/main idea that is supported throughout the assignment</li> </ul>	<b>20</b>
<b><u>Content and Development</u></b> There is ample evidence to support the controlling idea <ul style="list-style-type: none"> <li>• Provides supporting details, specific evidence, facts and examples</li> </ul>	<b>45</b>
<b><u>Organization</u></b> There is a sense of order with logical connections between the parts <ul style="list-style-type: none"> <li>• Overall: includes title, introduction, statement of main idea, and conclusion</li> <li>• Paragraphs: include clear ideas and are supported with examples</li> </ul>	<b>10</b>
<b><u>Style and Vocabulary</u></b> Appropriate and precise word choices were used <ul style="list-style-type: none"> <li>• Clear use of disciplinary and course-related terms</li> </ul>	<b>10</b>
<b><u>Grammar and Mechanics</u></b> Student abided by the conventions of standard written English and the assignment format <ul style="list-style-type: none"> <li>• Demonstrates excellent grammar, spelling, syntax and structuring</li> </ul>	<b>10</b>
<b>This is an exemplary presentation overall.</b>	<b>5</b>
<b>TOTAL</b>	



## **Appendix I**

### **Briefs of Documented Minutes**

#### **Academic Planning Team**

**04/18/13**

*D. Kuipers also reminded the group of the QEP that is required in 2016 to reaffirm our SACS/COC accreditation. As discussed previously, this QEP is part of every five-year review and is intended to provide a framework for improving student learning. In our QEP we should address anything we can do to enhance student success (environmental, program changes, etc.). The final product will focus on one change we can make that is a new initiative to improve student learning. Kuipers reminded the group that the entire school provides input on potential areas for improvement so that the document can be as complete as possible. Kuipers further stated that the APT group will be coordinating the topic selection of the QEP and then reporting to the Leadership Planning Team (and Ms. Werling).*

#### **Academic Planning Team**

**07/16/13**

**QEP Feedback:** *D. Jones brought feedback from Cordele learning support department, suggesting that learning support on the Cordele instructional site needs to include more traditional teaching methods. D. Finley said the instructors in his division suggested study skills and work ethics. V. Wall reported that her division and advisory committee mentioned the need for better reading and writing related to workplace topics. No other feedback was reported. D. Kuipers will continue to compile topics and present for review.*

**QEP Committee:** *D. Kuipers asked everyone about the need for a distinct QEP committee to be constructed or if that work is still feasible. The committee decided that the entire group should continue working. More details will follow in a future meeting, but to keep thoughts of ideas to bring to the committee's attention. Suggestions for topics will be very important because they may be feasible to implement even if not suitable for QEP.*

#### **Academic Planning Team**

**12/4/14**

*D. Kuipers reported to the group that the senior staff has looked at the QEP topic selection chart and brought up important points related to many items. The chart was reviewed and concerns discussed.*

*Despite concerns from the Senior Staff many members expressed the need to have a college prep or study skills or college skills type of course. Discussion followed about adding credit hours to programs, how to make students take a class, how to assess if the class worked (especially if students only take a TCC program), whether it could be for degree programs only, and how to get a course approved.*

*Possible topics related to reading were also discussed. D. Kuipers reminded everyone that a QEP topic linked to a learning support class might be a problem depending on curriculum changes. Discussion of some current reading activities on campus followed.*

*After further discussion, the Team decided that D. Kuipers should proceed with forming a committee and gathering more information to pursue a topic related to reading improvement/involvement on campus.*

*D. Kuipers clarified with the Team that this new committee would take over the planning of the QEP, but that he would report back on the progress.*

### **Achieving the Dream Data Team**

**10/2/14**

*Updates for all interventions will be provided as data is available—final results for the year will be reported to ATD next year (June or July of 2015). Ms. Werling asked about the interventions in relation to the chart of potential QEP topics created by the Academic Planning Team. Mr. Kuipers replied that the APT had not had a chance to look at the ATD interventions yet, but they plan to meet in a few weeks and will compare with the suggestions on the chart that was created. Ms. Werling asked if an ATD initiative could also be a QEP topic—discussion followed and it was decided that it would be best to keep them distinct even though the same process is being used to determine both and both are focused on student success. Mr. Kuipers said he would let the group know what the APT reported.*

### **QEP Design and Implementation Committee**

**06/25/15**

*The Design and Implementation Committee narrowed the title for the QEP to the top three choices out of eleven options: Reading Enables Academic Dreams, Reaching Every Academic Dream, and Realizing Every Academic Dream. These three were presented to Senior Staff and the majority selected the title as, Reaching Every Academic Dream. Additionally, the committee discussed presenting the QEP topic at the next scheduled faculty/staff meeting on Wednesday, July 15 along with other short-term dates of introducing the QEP topic and focus to create broad-based involvement.*

### **QEP Design and Implementation Committee**

**07/15/15**

*The Design and Implementation Committee identified the overall objectives for the team to be successful in the development and implementation of the READ QEP. Those objectives were: gain stakeholders buy-in, educate faculty on available resources, research best practices, and maintain enthusiasm. These objectives would be supported by the subcommittees—research, marketing/advertisement, assessment, professional development, and budget—outlined in the June 11<sup>th</sup> meeting. Additionally, the research subcommittee was to begin researching the best practices needed to improve reading engagement and comprehension skills of students.*

### **QEP Design and Implementation Committee**

**07/30/15**

*After the Research Subcommittee presented the best practices to improve and encourage reading engagement and comprehension skills, the Design and Implementation Committee outlined the goal, objectives, and learning outcomes for the READ QEP.*

- *The purpose of the QEP: Students will become engaged and effective readers.*
- *Objectives: The READ QEP is designed to promote a development of stronger reading skills, enhance program engagement, and create a desire to read.*
- *The learning outcomes of the READ QEP are*
  1. *Students will recognize key terms of their respective disciplines.*
  2. *Students will be able to demonstrate their comprehension of main concepts as improvement is made in analyzing academic and professional reading materials.*
  3. *Students will relate/connect or apply the newly acquired knowledge.*