

SGTC R.E.A.D. QEP

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. 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.

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

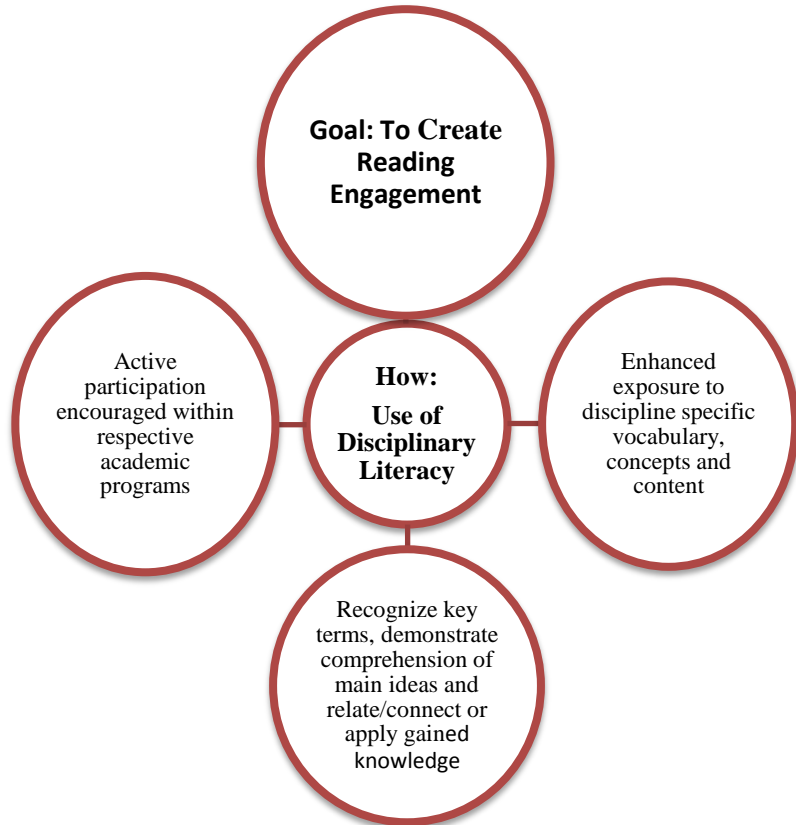


Chart 4: *READ* Plan of Focus

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.

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FACT SHEET

FACT 1	<p>What is the QEP?</p> <p>Answer: Quality Enhancement Plan</p>
FACT 2	<p>What is the purpose of the QEP?</p> <p>Answer: A strategic plan designed to improve student learning as required for reaffirmation based on the guidelines of SACS COC (Southern Association of Colleges and Schools Commission on Colleges)</p>
FACT 3	<p>What is SGTC's QEP topic?</p> <p>Answer: <i>READ</i> (Reaching Every Academic Dream)</p>
FACT 4	<p>What is the focus of the topic?</p> <p>Answer: To promote reading engagement across the curriculum</p>
FACT 5	<p>What is the goal of the topic?</p> <p>Answer: To prepare and encourage students to become engaged and effective readers</p> <p>***Readings will be focused on 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.***</p> <p>Answer: To influence the college's 10.1 grade equivalent reading average as determined by the NDRT to 12.9 by 2020</p>
FACT 6	<p>What are the objectives of the <i>READ</i> QEP?</p> <p>Answer:</p> <ul style="list-style-type: none">• To promote stronger reading skills and enhance program engagement• To create a desire to read• To improve student learning and ultimately, college and workforce success
FACT 7	<p>What are the Student Learning Outcomes (SLOs)?</p> <p>Answer:</p> <ul style="list-style-type: none">• 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

	<p>in the readings and explain their importance to the readings.</p> <ul style="list-style-type: none"> • 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.
FACT 8	<p>How will the SLOs be supported?</p> <p>Answer: Assessments of the SLOs will be evaluated on:</p> <ul style="list-style-type: none"> • Pre and Post Disciplinary Literacy Test • Instructional activities such as reading exams, written assignments and short answer/discussion questions • Rubrics designed to measure vocabulary/concept and reading comprehension development • Nelson Denny Reading Test to measure the general vocabulary and reading comprehension level of students • Student Reading Engagement Survey • MARSI (Metacognitive Awareness of Reading Strategies Inventory) • Professional development trainings to share ideas, lessons, and challenges • Faculty and Student Exit surveys