



Enriching Lives Through Enhanced Reading

Contact Person: Dr. Keith Brammell, Division Chair, Math & Natural Sciences
Phone: (606) 326-2426
Email: keith.brammell@kctcs.edu

A report released by the Kentucky Council on Post-Secondary Education (CPE) in 2005 revealed that 54% of high school graduates in Kentucky were under prepared for college in at least one basic skills subject area. Further research of the college's service area indicated that over 60% of graduating high school students were underprepared in at least one basic skills subject area. These findings included statistics concerning reading skills of area high school graduates, while institutional data revealed that students entering the college for the first time had low entrance examination scores in reading, with more than one-fourth of ACTC entering students requiring developmental reading.

Using these statistics and other reading skills research resources and data, ACTC crafted a QEP targeted toward the improvement of reading skills of our students. One component of the plan is assessment of students to determine appropriate instructional needs. New students are assessed and placed in the appropriate developmental reading courses. Students can also be referred to the college's reading program. Students can either be referred by an instructor or they can be self-referred.

The second component of the plan involves instructional intervention. In addition to the traditional developmental reading sequence, there are three levels of instructional intervention specific to this plan: (1) development of a laboratory course or use of Supplemental Instruction in identified college level courses, (2) instruction for faculty so they can incorporate basic reading improvement skills in their classes, and (3) development of reading enrichment opportunities for faculty, staff and students. Examples of opportunities include library activities, student support activities, and professional development activities for faculty and staff.

The third component of the plan is designed to ensure that students who graduate from ACTC can demonstrate the ability to read at the college level. Potential graduates will either be tested with a standardized reading test or will successfully complete the college's highest level reading course.

Ashland Community and Technical College recognizes that improving students' reading skills will pave the way for further interest and enrollment in college courses. Additionally, a student's quality of life will be improved as his or her reading skills improve. This understanding and support have resulted in substantial financial and personnel resource allocation dedicated to the development, implementation, assessment, and continuation of the QEP.

The purpose of the ACTC QEP is to enhance the reading skills of students, faculty, and staff to ensure the best possible academic experience and to assist in developing an appreciation of reading as an enrichment of life. ACTC is committed to providing educational opportunities for the people in our service area and believes that being able to read well is the cornerstone of all academic ventures at the college, as well as success in the workplace.