

**Reading Across the Campus:**  
The Holistic Approach to Enhancing Academic Literacy

Livingstone College's Quality Enhancement Plan (QEP), *Reading Across the Campus: The Holistic Approach to Enhancing Academic Literacy* is designed to improve student literacy by improving reading comprehension. To utilize the best practices from research, the QEP implementation will provide direct instruction, increased open discussions, direct instruction mini-sessions and reading laboratories. Content area courses will embed comprehension strategies in word study assignments, written assignments based on review of books and/or articles; oral presentation to support increased reading rate / fluency, and content area vocabulary to enhance comprehension.

The overall goal of the QEP is the improvement of student reading comprehension. Three goals are delineated: 1) To promote student learning by teaching students a variety of reading and review strategies for deriving meaning from a variety of printed text; 2) To promote student learning by fostering critical reading skills by teaching students to interpret and apply appropriately what they read to the respective disciplines; and 3) To promote student learning by preparing faculty to integrate effective research-based learning, reading comprehension, and vocabulary strategies in their classrooms.

Three student learning outcomes are stated: 1) Students will be able to use vocabulary strategies to infer meaning and use new words correctly; 2) Students will be able to locate and understand main ideas and details within various authentic materials; 3) Students will be able to employ self regulating and self monitoring strategies to construct meaning based upon perceived connections among thought patterns, graphics, information, and structure in text.

The QEP includes a professional development component for faculty, mentors, and tutors. Faculty goals develop an across the curriculum ability to implement content-area reading strategies. The scope and sequence of faculty professional development includes curriculum-mapping exercises to ensure that all courses include student-learning outcomes appropriately encompassing reading related skills. Professional development for faculty and others includes strategies to use direct and indirect instruction to teach vocabulary words and the use of online and in-class activities.

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