



Jefferson Community and Technical College Quality Enhancement Plan

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Jefferson Community and Technical College's mission is to "transform lives and communities through educational excellence in an inclusive environment that opens doors for all students." We believe that reading is one key to the doors our students seek to open in their lives. However, institutional data demonstrates that many Jefferson students struggle in reading. Jefferson's QEP, *Read & Succeed*, focuses on improving students' reading proficiency, their mindset toward reading, and their reading habits. This topic is directly related to results of the College's ongoing comprehensive institutional planning processes and arose out of our analysis of multiple years of college-wide evaluation data. Our topic selection process involved a wide range of constituents including faculty, staff, and students in choosing reading and in shaping our approach to addressing this area of institutional need. *Read & Succeed* centers on three primary goals aligned to six important student learning outcomes (SLO).

Goal 1: Improve Students' Reading Proficiency.		
SLO 1.1: Students will demonstrate increased proficiency in reading.		
Goal 2: Increase Students' Positive Reading Habits and Use of Reading Strategies.		
SLO 2.1: Students will report increased time spent reading both academically and recreationally.	SLO 2.2: Students will demonstrate awareness and utilization of metacognitive reading strategies.	
Goal 3: Improve Students' Mindset Toward Reading.		
SLO 3.1: Students will report increased value of reading as a skill important to academic and professional success.	SLO 3.2: Students will report an increased value of reading as a tool for personal development and/or enjoyment.	SLO 3.3: Students will report increased confidence in their reading ability.

To achieve these SLOs, we will focus our implementation on five goals that aim to foster a college-wide culture of reading: 1) Increase the number of faculty engaged in reading-focused professional development; 2) Increase the number of faculty employing specific reading-supportive practices in their classes; 3) Increase the number of staff engaged in reading-focused professional development; 4) Increase the number of staff applying specific reading-supportive strategies in their work with students; and 5) Increase the number of students engaged in the College's extracurricular reading-related programs and activities. Clear targets for each year of the project and for the project overall have been set based on the baseline data we have analyzed. Disciplinary literacy and metacognitive reading strategies form the conceptual center of our professional development plan. An annual Faculty Learning Community (FLC) will provide intensive professional development in these concepts using the WestEd Reading Apprenticeship model, and this FLC will serve as the incubator for developing, implementing, and assessing new teaching and learning activities. A program of ongoing professional development workshops open to all faculty will highlight the promising practices that emerge from the FLC and will prepare participating faculty to implement reading-supportive teaching strategies, metacognitive reading instruction, and disciplinary literacy practices in their classes. Professional development for staff will also highlight metacognitive reading strategies. Campus activities for students, faculty, and staff will promote engagement with reading and help foster a culture of reading. The QEP Committee has clearly identified the human and financial resources necessary for successfully implementing the QEP. An adequate budget plan has been developed and new funding has been allocated to support the components of the plan. In addition, the plan includes a mechanism for annual review and adjustment to the budget based on assessment results through the College's annual planning processes. Our partnerships across the College and our institutional experience with student success projects will further ensure our capacity to implement, monitor, and assess *Read & Succeed*. *Read & Succeed* includes a comprehensive assessment plan designed to connect the QEP to the institution's broader continuous improvement activity, to serve as a formal mechanism to collect actionable project data, and to evaluate the extent to which the College meets the goals and SLOs of the QEP. This plan includes summative assessments administered through the College's ongoing general education assessment process as well as in courses taught by FLC participants. Formative assessments include results from strategy implementation by faculty and staff workshop participants as well as progress monitoring data aligned to the attainment of the five College goals. These assessments directly address the outcomes, and a clear timeline for administering assessments, analyzing results, and adjusting the plan accordingly has been developed. Helping our students develop the mindset, habits, and skills to be more proficient readers will impact not only their academic success at Jefferson, but their future success as they transfer to 4-year institutions or transition into careers.