QEP & YOU!

The QEP is asking YOU to help Calhoun “get between the covers”!
QUALITY ENHANCEMENT PLAN

Purpose:
- To improve students’ academic reading comprehension across the academic curriculum

Learning Outcomes
- Improve the academic reading skills of Calhoun students
- Increase engagement in academic reading

Implementation
- Five year plan that integrates scientifically researched-based reading comprehension strategies into high enrollment, reading intensive courses
- Faculty driven via faculty cohort
- Environmental changes that promote a culture of reading
Which courses have been identified for the QEP?

Social Sciences
- HIS 121
- HIS 122
- PSY 200
- SOC 200

Language / Literature
- ENG 101
- ENG 102

Math
- MTH 112

Nursing
- NUR 102
- NUR 105
WHO IS THE FACULTY COHORT?

Application process

- Application will be available by 1 December 2011
- All full time faculty who currently teach or will be teaching any of the designated cohort classes are encouraged to apply!
  - Does require a significant commitment, but participation will not become burdensome
  - Does allow for a one course release beginning 2012 fall & spring semesters
  - Ongoing, quality professional development will be provided for all cohort members that will provide them with specific, useful, and easy to implement scientifically based-research strategies designed to improve academic reading comprehension
Your QEP role?

Not teaching any of the listed reading intensive courses?
Not in the cohort?
Not a reading teacher?
Not an instructor?
Not yet convinced of the necessity and importance of the QEP?

You are still the keystone to the success of Calhoun’s QEP quest to improve academic reading comprehension among our students!
HOW CAN YOU BE ACTIVELY INVOLVED IN THE QEP?

- Gain a clear perspective about what reading comprehension is and is not!
- Participate in campus wide activities designed to promote “getting between the covers”
  - Campus wide vocabulary acquisition
  - Create a “print rich” environment
  - Participation in events associated with the QEP
  - Implement meaningful reading comprehension strategies within your content
  - Offer a variety of printed content versus sole reliance on a single text
  - Model reading comprehension strategies for students
  - Be actively supportive of the QEP and communicate with the QEP team
WHAT EXACTLY IS READING COMPREHENSION?

- Process of constructing meaning by integrating the information provided by the author with the reader’s background knowledge.
- Involves complex cognitive skills & strategies with which the reader interacts with the text to construct meaning
  - Students may be reading, but not comprehending what they are reading!
  - Many reasons why students may have difficulty with comprehension
    - Examples... word identification, schema, word caller, difficulties with syntax & semantics, weak metacognitive skills
- Comprehension is the essence of reading & the ultimate goal of instruction!
The procedure is actually quite simple. First you arrange things into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step, otherwise you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive as well. At first the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then one never can tell. After the procedure is completed one arranges the materials into different groups again. Then they can be put into their appropriate places. Eventually they will be used once more and the whole cycle will then have to be repeated. However, that is part of life.
READING COMPREHENSION #2

This gallimaufry is multitudinously gargantuan, puissantly capacious and ineffably Junoesque and in consequence of such Protean tribulations and in such psychotic contravention of stereotypical consuetudinary hygiene, there exists the infinitesimal exiguity of a satisfactory resolution to this cataclysmic dilemma.
READING COMPREHENSION #3

- Imbroglio
- Capacious
- Exiguity
- Abase
- Evanescent
- Sanguine
- Inure
- Dilatory
- Sobriquet
- Osculate
TOP 10 REASONS TO SUPPORT THE QEP

10. Dr. Beck wants you to support the QEP.
9. Vice President Taylor believes supporting the QEP would be prudent.
8. It will look great on your vitae!
7. It is a SACS requirement!
6. 2010 campus wide survey overwhelmingly indicated that reading comprehension was the most significant factor in students’ academic success.

5. 2011 campus wide survey overwhelmingly indicated a disconnect between faculty & students relative to the importance of reading.

SUPPORT THE QEP!
3. Existing correlation between Calhoun graduation rates and a lack of academic reading comprehension among sectors of students.

2. “Success in college depends to a considerable degree upon students’ ability to engage in strategic reading of extensive academic or informational text” (Caverly, Nicholson, & Radcliffe, 2004, p. 25).
THE #1 REASON TO SUPPORT THE QEP

1. You are a keystone in our Calhoun Community and your active participation and general support of the QEP can help our students become better readers, better students and better citizens.
STAYING INFORMED & UPDATED

► Communication & Awareness
  ► Faculty awareness and ongoing communication about the QEP is critical to its success!
  ► Don’t feel as though you are “in the box”!
  ► Open lines of communication & dialogue are desired versus a Cool Hand Luke perspective.

http://www.youtube.com/watch?v=I_aVuS7cOIQ
The Big Picture

Promote a culture of reading throughout Calhoun.

Encourage students “to get between the covers” of their textbooks and supplementary reading materials in an ongoing community effort to fulfill the purpose of the QEP.

And in a perverse manipulation of Mr. Butler’s famous last cinema words....