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Albany
Technical
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Table of Contents

DREAMS: Develop Reading Excellence and Maximize Success

Abstract

Albany Technical College, a public post-secondary institution of the Technical College System of Georgia, provides technical education and training support for the evolving workforce development needs of Southwest Georgia. The College is located in Albany, GA. and serves a seven county service delivery area. The following purposes of Albany Tech are based on the concept that education benefits individuals, businesses and the community:

- To provide quality competency-based associate degree, diploma and technical certificates of credit programs that prepare students for employment in business, technical sciences, allied health, personal services and industrial careers.

- To provide basic adult education and development programs to help adults improve life skills and prepare for continued education and training.

- To contribute to the technological advancement of area businesses and industry through education and training.

- To offer comprehensive continuing education courses and programs for the advancement of skills, knowledge and personal growth.

Albany Technical College received its initial accreditation from the Southern Association of Colleges and Schools in 2005 and is scheduled for reaffirmation of its accreditation in 2010. As a part of this reaffirmation effort, a broad based process involving all constituencies of the college was launched in the fall of 2007 to identify key issues that have a major impact on the life of the college and its students, which could serve as the foundation for the College's Quality Enhancement Plan (QEP).

This process led Albany Technical College to focus its plan on the area of Reading Learning Support. This decision evolved from an analysis of data based on demographic information from the delivery area and internal information derived from the Banner system. This data indicated a substantial deficiency in reading skills that exceeded those of Math and English and a high level of attrition of those involved in

Reading Learning Support classes. Since the ability to read is a prerequisite for the development of other skills, **DREAMS: Develop Reading Excellence and Maximize Success** was chosen as the theme for Albany Technical College's QEP.

Four elements will comprise the DREAMS plan. These are an assessment of student strengths and weaknesses, traditional classroom instruction, supplemental instruction by both faculty and peer tutors, and retention counseling. These elements were derived from a study of existing literature focused on reading learning support, and address the critical areas necessary for student success for a segment of our demographic population that in many cases is all too familiar with failure.

Albany Technical College has the necessary capability to initiate and sustain the implementation of DREAMS. Financially, funding is available for the five years of the QEP. The Administration of the College is committed to the successful performance of the QEP and has provided the necessary staffing for the plan and its oversight. This is evidenced by the broad-based involvement of the College's constituencies in the selection of the topic, the leadership shown in the development of the QEP and the ongoing oversight of the process.

An assessment process that will evaluate three criteria will be implemented throughout the life of the QEP.   Baseline data will be collected at the end of the Fall Quarter 2009 for comparison to determine if an increase in the number of students who successfully complete Reading 097, succeed in program level coursework, and ultimately graduate from an instructional program occurs. A report will be generated annually by the Oversight committee that will document this information and provide any recommendations necessary to Albany Technical College's administration.

This Quality Enhancement Plan is vital to the College and community because it addresses a real need in the lives of many individuals. Without the ability to read it is impossible in today's economic climate to achieve any measure of success or move

beyond the point of maintaining the status quo. This plan seeks to address this crucial issue, provide methodologies that offer significant opportunities for improvement, and ultimately offer to individuals the potential to succeed and change their lives.

Broad-based Process for Identifying Issues

Albany Technical College, a public post-secondary institution of the Technical College System of Georgia, provides technical education and training support for the evolving workforce development needs of Southwest Georgia. To accomplish this mission, the College utilizes traditional and distance learning methods. The college serves the following counties: Baker, Calhoun, Clay, Dougherty, Lee, Randolph, and Terrell.

Albany Technical College's purposes are being fulfilled because it has adult learning centers in all seven of its service delivery counties. Today, more than 3,000 full-time students are enrolled in credit programs per quarter. Another 2,000+ are enrolled part-time and in seminars, continuing education courses, teleconferences and customized business training. With its diverse student population, the college examined its student's success rate and thus began the journey of developing the Quality Enhancement Plan (QEP).

The early development of the QEP took the effort of many people in many phases to move the QEP from a general vision to the more comprehensive plan presented here. In the spring of 2007, Vice President of Institutional Effectiveness, Vicki Tucker created the QEP Leadership Committee to oversee the development of the QEP. Members of this committee were chosen from all pertinent constituencies of the college community. Designation of the chair and co chair, the inclusion of senior administrators, college faculty, and staff signified Albany Technical College's commitment to the development and implementation of the QEP. *See Appendix I for a list of Leadership Committee members.*

The Leadership Committee began monthly meetings late in the spring of 2007. The initial meetings focused on reviewing of SACS accreditation rules and procedures, and a round table discussion on possible areas of focus to improve student learning. During the summer of 2007, the committee sought further knowledge and consultation with accreditation experts at the SACS/COC summer conference. Between late summer 2007 and winter 2008, the committee

sharpened its focus on the QEP process and a campus wide meeting was held to outline the

QEP process and to distribute QEP brochures, which explained the nature of the Quality

Enhancement plan and invited suggestions for possible topics.

Several suggestions for potential QEP topics were given to the Leadership committee.

Among the topics suggested were basic computer skills, work ethics, and learning support.

Once the suggestions were compiled, the area of improving the success rates in Learning

Support emerged as a topic of major concern and was isolated for further discussion. Learning

support students are those who do not achieve pre-requisite test scores for admission to their

program of study. Data concerning the pass and failure rate in Learning Support for three years

was reviewed. The data revealed a need for improving student learning in all of the academic

areas. A campus wide meeting was held where a second brochure was presented that

summarized the data relating to Learning Support. An in depth discussion occurred among the

college community as to which area needed the most attention. In order to focus the QEP

project to best improve student learning, the vision of improving the success rates in Learning

Support needed to be narrowed. Therefore, the idea of focusing on either improving each area

individually (English, Reading or Math) or addressing all areas simultaneously in the Learning

Support division were selected as the topics to present to the college community for a campus

wide vote in mid Winter 2008. A QEP voting site for the QEP topic selection was developed and

emailed to all stakeholders within the College community. The particular constituency, the

number belonging to that constituency and the corresponding percentage of those voting is

shown in the graph that follows.

Constituency	Responses	Percentage
Not Answered	4	0.86%
Advisory Committee Member	19	4.08%
Alumni	2	0.43%
Board Member	2	0.43%
Faculty	66	14.16%
Foundation Member	1	0.21%
Staff	53	11.37%
Student	316	67.81%
Other	3	0.64%
Totals	**466**	**100%**

In evaluating the level of participation from different groups, two interesting observations were made. The first was the actual number of staff members who, though not directly connected to classroom activity, chose to involve themselves in the process. This indicated a level of awareness and concern that was not anticipated. Second, the level of participation by current students, 12.5% of the total student body, was gratifying. Since all of our students are commuters, there are no on-campus residents; the task of making our student body aware of the process was challenging. The Student Government Association did an admirable job of informing the student body of the process and encouraging their involvement.

The responses were tallied and 75.97% of the college's community selected the topic of improving the success rates in all areas of Learning Support as shown in the table below.

Topic	Responses	Percentage
Not Answered	11	2.36%
Improving success rates in 09X Reading	48	10.30%
Improving success rates in 09X Math	34	7.30%
Improving success rates in 09X English	19	4.08%
Address all areas simultaneously	354	75.97%
Totals	**466**	**100%**

The QEP topic which received the largest percentage of responses was announced January 31, 2008 to the college community and a quest for a theme for the project was begun. All college constituencies were asked to suggest themes. Four themes emerged and again all stakeholders voted. The initial theme selected for the QEP project was DREAMS: Developing Reading, English, and Math Skills.

From this meeting, the college community was asked to participate in sub-committees and given investigative tasks. These included reviewing best practices, researching other Learning Support programs at peer institutions, further organization of discussion groups of the QEP with faculty and staff members, and other college constituents. *See Appendix II for a list of sub-committees.*

Focus of the Plan

After the initial topic selection process was completed, further discussion evolved during a QEP leadership meeting concerning narrowing the scope of our QEP. This was based on research as well as recommendation from our QEP liaison. Research indicated that for three years, 2006-2008, the attrition rate for Reading learning support classes averaged 43.33%. This was higher than the attrition rates for Math learning support (40.65) and significantly higher than English learning support (26.26%) for the same period. A valid point was made that if a student was unable to read they would find Math and English even more difficult to comprehend.

Coupled with this was the recommendation from our liaison that we needed to narrow the focus to a more specific area. There was an executive decision made by the QEP Leadership Committee to narrow the topic and focus our efforts solely on reading. This information was reported to all stakeholders. Literature was revised to reflect the new theme **DREAMS: Develop Reading Excellence and Maximize Success.**

In August of 2007 a review of the data from academic years 2006 (July 05-June 06) and 2007 (July 06-June 07) was conducted to identify areas where there was a marked failure to achieve the desired student learning outcomes for a specific area of study. This is in keeping with the mission of Albany Technical College to provide technical education and training support as well as provide basic education and developmental programs.

Failure Reports provide the number of students who enroll in any given course and the number and corresponding percentage who do not satisfactorily complete the course in which they are enrolled. This data was derived from the local Banner system by accessing Failure Reports (FDUWWF Report) for the same time period.

After this data review was completed certain individual courses were noted as having high drop and failure rates. These however did not show a consistent pattern which would indicate an overall problem area existed. There was, however, a cluster of courses that

exhibited data that showed an ongoing pattern of attrition and failure. These courses were in

the Learning Support area. Learning Support classes are designed for those students who do

not meet the prerequisite Asset or Compass test scores for admission into their program of

choice. These courses prepare the student to achieve outcomes that would prepare them to be

successful in future academic endeavors. A summary of this data appears below. For a

complete description of the data see Appendix III.

2006 Unsatisfactory Completion Rates			
SUB	CRSE	Total#	Sum of FDUWFW
ENG	95	122	42%
ENG	96	100	21%
ENG	97	147	26%
ENG	98	27	15%
ENG	99	4	50%
MAT	95	94	50%
MAT	96	95	34%
MAT	97	374	40%
MAT	98	198	37%
MAT	99	37	49%
RDG	95	75	85%
RDG	96	80	50%
RDG	97	353	52%
RDG	98	88	14%

2007 Unsatisfactory Completion Rates			
SUB	CRSE	Total#	Sum of FDUWFW
ENG	95	83	40%
ENG	96	82	21%
ENG	97	148	35%
ENG	98	32	9%
MAT	95	98	36%
MAT	96	82	40%
MAT	97	401	38%
MAT	98	154	29%
MAT	99	32	66%
RDG	95	48	46%
RDG	96	72	41%
RDG	97	315	47%
RDG	98	69	16%

2008 Unsatisfactory Completion Rates			
SUB	CRSE	Total #	Sum of FDUWFW
RDG	95	51	63%
RDG	96	59	44%
RDG	97	338	43%
RDG	98	62	19%
MAT	95	64	50%
MAT	96	74	35%
MAT	97	390	40%
MAT	98	157	33%
MAT	99	31	32%
ENG	95	90	40%
ENG	96	74	11%
ENG	97	97	31%
ENG	98	36	5%

The data indicated an average failure rate for all classes in Learning Support of 40.35% for 2006, 35.7% for 2007, and 35.3% for 2008. The average attrition rate for

Reading learning support, 50.25% (2006), 37.5 (2007), and 42.25% (2008) exceeded these averages every year.

In addition to this information, a study was done that spanned three years (2005-2007) that showed the number and percentage of students that were categorized as Learning Support who, after completing Learning Support classes, went on to complete either a certificate, diploma, or associates degree program. This data is found in the table below.

YEAR	TOTAL L.S. STUDENTS	TOTAL COMPLETERS	%
2005	445	62	13.9%
2006	434	28	6.5%
2007	518	10	1.9%

It should be noted that with time the number of completers and the percentage for each year should increase as students progress through their instructional programs.

Following the presentation of this information to the QEP Leadership Group, a decision was made to provide four options to the college's constituencies asking for their input into the final selection of the QEP Topic. These options were to make English, Math, or Reading or a combination of the three as the basis for the topic. The QEP topic selected, a combination approach to the three areas, was announced January 31, 2008 to the college community and a quest for a theme for the project was begun. All college constituencies were asked to suggest themes. Four themes emerged and again all stakeholders voted. The theme selected for the QEP project was DREAMS: Developing Reading, English, and Math Skills.

From this meeting, the college community was asked to participate in sub-committees and given investigative tasks. These included reviewing best practices, researching other Learning Support programs at peer institutions, further organization of

discussion groups of the QEP with faculty and staff members, and other college constituents. *See Appendix II for a list of sub-committees.*

After the initial topic selection process was completed, further discussion evolved during a QEP leadership meeting concerning narrowing the scope of our QEP. This was based on research as well as a recommendation from our QEP liaison. There was an executive decision made by the QEP Leadership Committee to narrow the topic and only focus on reading. Currently Albany Technical College offers peer tutoring and access to the reading lab to the students via the Learning Support division. Even with these services, the data presented showed that the attrition rate for reading was higher than math and drastically higher than English. Even though this is contrary to national data, for our demographic the area of greatest need is reading. Without basic reading skills it is difficult to master English and math skills. After examining the data and the services offered, this information was reported to all stakeholders and the literature was revised to reflect the new theme-**DREAMS: Develop Reading Excellence and Maximize Success.**

The Elements of DREAMS

DREAMS will consist of a number of elements and components to improve the reading success of our students in the learning support reading courses. An array of recognized intervention strategies will be utilized such as:

A. **Assessing student strengths and weaknesses.** Student weaknesses will be assessed with Pearson Education's MyFoundationsLab. This web-based instructional product provides pre-testing and post-testing to pinpoint student weaknesses in reading and then adapts to accommodate the students' ability to problem solve while providing practice and support in areas where students need the most help. This tool will prove invaluable in assisting faculty in identifying the problem-areas of students that test into remedial reading courses.

B. **Traditional classroom instruction** will address the following student learning outcomes (SLOs) to improve our students' reading success in RDG 097. Upon completion of the course the student will be able to:

1. Use decoding skills

2. Divide words into syllables

3. Define affixes and roots

4. Identify synonyms, antonyms, and homonyms

5. Recognize basic sight words

6. Identify meaning in a sentence

7. Read maps, food labels, signs, directions and other essential vocabulary words

8. Follow oral and written directions

9. Use context clues to determine the meaning of a word

10. Use a dictionary to pronounce and understand word meanings

11. Identify specifically stated main ideas

12. Identify specifically state facts

13. Draw conclusions and make inferences

14. Develop study habit techniques

15. Develop techniques for locating and organizing information

16. Develop effective test taking skills

17. Examine occupational materials

18. Determine sequence

19. Read critically to determine information such as facts, opinions and author's intent

20. Locate information in textbooks and reference materials

21. Develop reading techniques that help prepare of objective/subjective test taking

22. Form generalizations

23. Predict outcomes

24. Identify measures of persuasion

25. Use a note taking system

26. Interpret graphs and tables

These student learning outcomes (SLOs) are assessed in the classroom using measures such as chapter discussions and tests, textbook exercises, homework, and final exams. A copy of the state standard for RDG 097 is included in Appendix IV.

C. **Supplemental instruction**. It is an academic support intervention that incorporates both *faculty-led* and *peer-led* assisted study sessions. The SI study sessions will be informal seminars in which students also compare notes, discuss readings, develop organizational tools, and predict test items. SI services will be announced at the beginning of each quarter.

1**.** *Faculty-led tutoring***.** DREAMS will provide faculty-led tutoring for reading courses on a regularly basis using both fulltime faculty and adjunct instructors.

2. *Peer-led tutoring***.** DREAMS will provide peer-led tutoring for reading courses on a regularly basis. Peer tutors *must be recommended by fulltime ATC faculty*.

D. **Retention counseling.** An important element of DREAMS will be to provide an array of programs and services to retain students at the College. The campus Retention Counselor will develop interventions in keeping with the current literature on student retention based on recommendations. This will include individual student counseling, group sessions, workshops, handouts, brochures, and other retention strategies developed to address student needs and requests for service.

The aforementioned elements and strategies to improve the reading success of our students on the Albany Technical College campus are recognized in research. The following review of literature will highlight the issues in reading and support our QEP topic, DREAMS: Develop Reading Excellence And Maximize Success.

REVIEW OF THE LITERATURE

"An average of 36 percent of students new to higher education in fall 1998 were enrolled in at least one remedial course," writes Christopher Shults in his report, "Remedial Education: Practices and Policies in Community Colleges." Of the colleges surveyed for that report, 94-96 percent offered remedial education in math, reading, and writing (Shults 2). Ten years later two-year institutions such as Albany Technical College still struggle to bridge the gap in basic skills found among freshmen and sophomore students enrolled in post-secondary educational programs (Pulley, J. L., 2008). When considering the need for math, reading, and writing skills, reading emerges as the skill set that impacts all other content areas. Reading is critical to college success.

However, the 2006 Nation's Report Card points to a 7 percent decline from 1992 to 2005 in reading levels for high school seniors. A study conducted by ACT, "Reading Between the Lines" reveals "only about half of our nation's ACT-tested high school seniors are ready for college level reading" (1). In his three-year study, "Understanding Literacy in a College Setting," Richard Richardson tracks the "impact of admitting under-prepared community college students on academic standards" and suggests that the

best solution to this problem is "developing new programs to serve a more diverse student body" (3). His findings are very similar to those from a much earlier intervention program (1984) at Eastern Michigan University. Identified as high-risk college students, the target population there "attended special small classes, visited tutors, and participated in a reading and study skills program," and 57 percent "earned a C or better average by the end of their freshman year, even though predictions based on their admission test scores and high school grade-point average (GPAs) suggested failure" (Abrams 4). Another study examines motivational factors as contributors to the literacy of community college students (Dean and Dagostino 1). To stress the importance of reading skills in college success, Peter Wood used the Nelson-Denny Reading Test as a "predictor of freshman grades at a public, Midwestern university" (5).

Many articles and books have been published on strategies for improving reading skills. "The Reading Framework for the 2005 National Assessment Progress" specifies "three contexts for reading: reading for literary experience, reading for information, and reading to perform a task" (1). Sara Thompson has authored a booklet on reading comprehension strategies in these areas while Joseph Magliano and others headed a project which compared reading skills' training using traditional classroom instruction to computer-based learning. In that study, "computerized training" was deemed more effective (206).

While some critics argue that learning support or developmental education courses in general "water down the academic standards of all courses on campus" and cost too much, most postsecondary institutions see the value of academic assistance and continue to offer alternatives to students not ready for the college-level curriculum (Arendale). Rethinking the way two-year colleges address these skills' deficits requires the development of systems of learning support that are dynamic and individualized to address the needs of each student.

One solution to the problem described above is the development of an academic achievement center (AAC) designed to accurately assess the strengths and weaknesses of students in foundational courses (e.g. reading) and to support them through historically difficult courses using an array of recognized intervention strategies such as faculty-led tutoring, peer-led tutoring, and supplemental instruction with services delivered via face-to-face and through online instructional platforms.

While the existing body of research has little to say about the role of faculty in tutoring situations, it is believed that faculty-led tutoring can be incorporated into the AAC concept to support classroom learning for students in need of remediation. It is suggested that such services be provided for targeted courses on a regular basis using properly credentialed full-time and adjunct instructors in a manner that is agreeable and convenient for each party.

Peer tutoring is a form of collaborative learning which is a catch-all term for a number of educational approaches that incorporate joint intellectual effort among learners and other learners or among learners and teachers (Smith & MacGregor, 1992). This instructional approach also includes cooperative learning, problem-centered instruction, writing groups, peer teaching (tutoring), and learning communities (Smith & MacGregor, 1992). Collaborative learning has been linked to improved scores involving the delayed assessment of knowledge and skills in a number of face-to-face and online studies that attribute this effect to the amount of repetition that occurs in cooperative learning groups (Herman, 1991; Raybon, 2004). Peer-led tutoring should be provided for targeted courses on a regular basis. It is suggested that such tutors be identified by full-time college faculty and that tutors be recommended after earning a grade of "A" in the course for which they tutor.

Supplemental Instruction (SI) was developed at The University of Missouri-Kansas City in 1973 by Dr. Deanna C. Martin and is used in hundreds of colleges and

universities around the world (Martin, D. C & Arendale, D., 1994). It is an academic support intervention that incorporates both instructor and peer-assisted study sessions. The theoretical foundation of supplemental instruction is found in a collection of learning theories -- behavioral, cognitive developmental, and social interdependence, just to name a few. Supplemental instruction seeks to free the learner from a dependency cycle also known as learned helplessness (Hurley, M., Jacobs, G. & Gilbert, M., 2006).   The dependency cycle or state of learned helplessness is a condition where learners are too dependent on an authority figure (an instructor or tutor) for learning (Hurley, M., Jacobs, G. & Gilbert, M., 2006).

The SI study sessions should be designed as informal learning seminars in which students also compare notes, discuss readings, develop organizational tools, and predict test items. Such services should also be announced at the beginning of each quarter by the course instructor and the assigned SI leader. One institution, Richland College in Dallas, Texas, uses eCampus Blackboard to not only post course information, assignments, and grades but to also create a culture of exchange and dialogue through the Discussion Board feature. Students can offer comments and respond to those of the professors and other students, giving the electronic delivery system a personal dimension (Baldrige 2).

Another important aspect of any student support system is its ability to provide an array of programs and services to retain students at the college. Current literature on student retention includes recommendations from Habley and McClanahan (2004) which suggest that a multiplicity of intervention strategies be used to foster the retention of students in a postsecondary educational setting. Specifically, their suggestions include individual student counseling, group sessions, workshops, handouts, brochures, and other retention strategies developed to address student needs and requests for service.

One example of an innovative retention strategy can be found at Mercy College in Ohio. The college identified its at-risk students and implemented the "Remedial Education Addressing Collegiate Hurdles (REACH) faculty-guided mentoring program" (Harter). In addition to tutoring sessions, these students may use computer programs to work on skills' deficits and can visit "the Student Success Center (for academic, social, spiritual, and personal growth)" (Harter). Kay McClenney and Nathan Marti focus their research on "student engagement and student outcomes in community colleges" and confirm the "quality of student effort is a function of the opportunities that an institution offers and the extent to which students make use of those opportunities in their academic, intellectual, personal, and interpersonal experiences" (92).

In "Measuring Up on College-Level Learning," Margaret Miller and Peter Ewell looked at variables that determine at-risk students. Populations were studied in five different states in both two-year and four-year colleges. Their findings revealed a "notable gap in the performance of white students and students of color on the direct measures of learning" (18). In "An Examination of the Retention Literature and Application in Student Success," Alicia B. Harvey-Smith relies on a 1994 study by Townsend to cite the particular needs of minority populations, specifically African American students. She says only "32 percent of African American students on several majority campuses graduated, compared to 56 percent of majority students on those same campuses" (4). Albany Technical College's student population is predominantly African American; therefore, the college needs learning support programs that take into account such factors as ethnic origin, which may affect academic preparedness at the admissions level and academic progress through the course of study.

Also students coming out of adult basic education have their own set of challenges as they may need special assistance with "study and time management skills" and with "navigating enrollment and financial aid systems" (Alamprese 1). Stephen

Reder provides further evidence of this problem. He writes, "The estimates from the two national surveys are highly consistent: about 27 percent of the national GED population has transitioned into college, compared with about 63 percent of the national population of high school diploma holders (11). A report of the Council for Advancement of Adult Literacy calls for a "National Opportunity System that allows all Americans to obtain the knowledge and skills they require." This council proposes "seamless pathways" currently missing in the educational process (CAAL 15). An article in Inside Higher Ed targeted programs in California and called for improvements in the remedial instruction. The suggestion to combat the "generally low" success rates was new teaching techniques ("Remediation Plan" 1). Instruction alone, however, does not seem to be the solution. The Hanover Research Council report published in 2007 says, "High retention schools usually have integrated help centers that offer support services such as counseling, academic advising, career advising, and professional and peer tutoring" (13).

The Hanover report also pinpoints the factors related to overall student retention in two-year colleges. Its findings show that 46.9 percent of students who enroll drop out before earning a degree. "When asked why they leave, students often cite academic difficulties, uncertainty in major or career selection, social isolation, incompatibility with the institution, or financial problems" (2). Also "almost 50 percent of all first-time community college students are assessed as under-prepared for the academic demands of college-level courses," and "developmental students are also more likely to drop out after the first semester, generally because of financial or continuing academic problems" (Hanover 6). In 2006-2007, Albany Technical College experienced the following average attrition rates in Learning Support courses: 33.9 percent, English; 29.3 percent, math; and 34.6 percent, reading. With its statistics of almost 30 percent and higher, the college approaches the national levels of failure to reach and retain this special needs population.

The review of literature stresses the importance of reading skills to overall academic success in college, indicates a continued need for Learning Support classes at the community college level, suggests a variety of instructional approaches, and calls for increased services to students to assist this population. A QEP study with a focus on reading skills as a way to improve learner outcomes for Learning Support students will be a meaningful, beneficial inquiry to the overall operation of the college as roughly one-third of its students are enrolled in Learning Support classes each quarter. In addition to the traditional classes already offered, the activities of the QEP will be established to provide Reading Learning Support students assistance through a variety of instructional methods including individualized teacher-led tutoring, peer-tutoring, and computer-based learning. The QEP will address reading skills, which affect all other subject areas. Also services provided to students will be evaluated to determine if the college is exerting maximum effort in order to improve student completion rates in Learning Support Reading courses. If the innovations coming out of the QEP result in overall improvements in instructional practices, academic performance, and student success, the at-large college population could be positively affected.

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DREAMS Implementation Timeline

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
BASELINE Activities Prior to Implementation of QEP (2008 – 2009)					
Component One: Establish Infrastructure and Platform					
1.1 Appoint Title III Coordinator and AAC Director	ATC President	Select and Appoint the Title III Coordinator and AAC Director	The positions are filled	10/01/08	10/01/08
1.2 Establish offices	ATC President, Vice President Academic Affairs, Title III Coordinator	Identify appropriate office space based on availability and schedule of completed renovations	Office locations are identified, keys are issued to key personnel	10/01/08	11/01/08
1.3 Establish AAC Advisory Board	ATC President, Vice President for Academic Affairs, Title III Coordinator, AAC Director	Select and approve ACC Advisory Board	Completed list of AAC Advisory Board members	10/01/08	11/01/08
1.4 Purchase Computer Hardware and Software	Title III Coordinator, AAC Director, ATC Information Technology Personnel, Vice President Academic Affairs, Vice President of Administrative Services	Completed requisitions for computer purchases and renovations of electronic classrooms	Submission of completed requisitions to Vice President of Administrative Services and needed renovations to electronic classroom areas	11/02/08	12/31/08
1.5 Employ fulltime AAC Reading Faculty Coordinator	Vice President for Academic Affairs, AAC Director, Other Search Committee	Publish position announcement, screen applicants, interview candidates, select and	The position is filled	11/02/08	12/31/08

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
BASELINE Activities Prior to Implementation of QEP (2008 – 2009)					
	Members	employ the AAC Reading Faculty Coordinator member			
1.6 Employ fulltime Retention Counselor	Vice President for Academic Affairs, AAC Director, Other Search Committee Members	Publish position announcement, screen applicants, interview candidates, select and employ the Retention Counselor	The position is filled	11/02/08	12/31/08
1.7 Employ adjunct Supplemental Instruction (SI) faculty and Instructor-led Tutors as needed	Vice President for Academic Affairs, AAC Director, Other Search Committee Members	Publish position announcement, screen applicants, interview candidates, select and employ the adjunct faculty	The positions are filled	01/01/09	04/30/09
1.8 Employ peer tutors as needed	Vice President for Academic Affairs, AAC Director, Other Search Committee Members	Request recommendations for fulltime General Education and Learning Support Faculty members, screen applicants, interview candidates, select and employ the peer tutors	The positions are filled	01/01/09	04/30/09

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
BASELINE Activities Prior to Implementation of QEP (2008 – 2009)					
Component Two: Faculty Development					
2.1 Orient ATC Faculty about AAC Resources	Vice President for Academic Affairs, AAC Director/Title III Coordinator, Fulltime/Adjunct AAC faculty and staff	Conduct campus meetings and tours, develop brochures, and other distribution to all stakeholders	Completed brochures, etc.	10/01/08	12/01/08
2.2 Establish Quarterly Training Series for ATC Faculty with AAC Goals and Objectives	AAC Director/Title III Coordinator, Fulltime AAC faculty and staff	Develop/provide for training materials, disseminate quarterly training schedules	Completed training materials, published training schedules, training evaluation surveys, record of topics	01/02/09	09/30/09
2.3 Establish Stipends to faculty for revision and/or improvement of targeted reading courses	Title III Coordinator, AAC Director, Vice President Academic Affairs	Establish guidelines for faculty stipends and criteria to evaluate the quality of nature of required course revisions needed to integrate AAC programs and Services into targeted courses	Signed faculty contracts to revise course requirements, completed deliverables, written reviews of completed deliverables, purchase requisitions to pay faculty stipends	11/01/08	09/30/09

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
BASELINE Activities Prior to Implementation of QEP (2008 – 2009)					
Component Three: Coordination of AAC Components					
3.1 Operationalize AAC Electronic Reading Classroom for access by Learning Support Students and faculty	AAC Director/Title III Coordinator, Fulltime AAC Reading Faculty Coordinator and staff	Coordinate and compile required resources. Present electronic classroom resources for review by key personnel and interested ATC Reading Faculty Coordinator	Completed electronic reading classroom, published hours of operation	10/01/08	04/30/09
3.2 Operationalize AAC Retention Programs and Services for ATC students and faculty	AAC Director/Title III Coordinator, Fulltime AAC Retention Counselor and staff	Coordinate and compile required resources. Present electronic classroom resources for review by key personnel and interested ATC faculty	Completed retention training materials, published hours of operation	10/01/08	04/30/09
3.3 Develop AAC Website and additional Online Resources to Support students enrolled in Learning Support Reading Courses	Director Activity One, Reading Faculty Coordinator member, Retention Counselor, Title III Coordinator, ATC Information Technology Support, ATC Webmaster	Research existing websites to identify possible features for AAC website, and discuss the desired resources for the website with fulltime	Completed specifications for AAC website design features, publish completed website	01/01/09	04/30/09

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
BASELINE Activities Prior to Implementation of QEP (2008 – 2009)					
		Learning Support faculty in departmental meetings			
Component Four: Course Revision					
4.1 Revise Syllabi of all Learning Support Reading (RDG) courses as needed to Require AAC Participation for Students	AAC Director/Title III Coordinator, Academic Deans, Fulltime/Adjunct General Education and Learning Support Faculty delivering targeted reading courses	Present request for course revisions to Department of Learning Support and General Education Faculty departmental review	Recorded minutes of Department of Learning Support and General Education Faculty meetings. Approved list of required course revisions to integrate AAC Programs and Services into targeted courses submitted to Director of AAC	11/01/08	04/30/09

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
YEAR ONE: 2010					
Component One: Establish Infrastructure and Platform					
1.1 Purchase needed computer software (e.g. MyFoundation student access codes, etc.)	Title III Coordinator, AAC Director, ATC Information Technology Personnel, Vice President Academic Affairs, Vice President of Administrative Services	Completed requisitions for computer purchases and renovations of electronic classrooms	Submission of completed requisitions to Vice President of Administrative Services and needed renovations to electronic classroom areas	11/02/09	12/31/09
1.2 Employ adjunct Supplemental Instruction (SI) faculty and Instructor-led Tutors as needed	Vice President for Academic Affairs, AAC Director, Other Search Committee Members	Publish position announcement, screen applicants, interview candidates, select and employ the adjunct faculty members	The positions are filled	10/01/09	09/30/10
1.3 Employ peer tutors as needed	Vice President for Academic Affairs, AAC Director, Other Search Committee Members	Request recommendations for fulltime General Education and Learning Support Faculty members, screen applicants, interview candidates, select and employ the peer tutors	The positions are filled	10/01/09	09/30/10

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
YEAR ONE: 2010					
Component Two: Faculty Development					
2.1 Orient ATC Faculty about AAC Resources	Vice President for Academic Affairs, AAC Director/Title III Coordinator, Fulltime/Adjunct AAC faculty and staff	Conduct campus meetings and tours, develop brochures, and other distribution to all stakeholders	Relevant entries in campus-wide faculty minutes, completed brochures, etc.	10/01/09	09/30/10
2.2 Establish Quarterly Training Series for ATC Faculty with AAC Goals and Objectives	AAC Director/Title III Coordinator, Fulltime AAC faculty and staff	Develop/Provide for training materials, disseminate quarterly training schedules	Completed training materials, published training schedules, training evaluation surveys, record of topics	10/01/09	09/30/10
2.3 Establish Stipends to faculty for revision and/or improvement of AAC targeted courses	Title III Coordinator, AAC Director, Vice President Academic Affairs	Establish guidelines for faculty stipends and criteria to evaluate the quality of nature of required course revisions needed to integrate AAC programs and Services into targeted courses	Signed faculty contracts to revise course requirements, completed deliverables, written reviews of completed deliverables, purchase requisitions to pay faculty stipends	10/01/09	09/30/10

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
YEAR ONE: 2010					
Component Three: Coordination of AAC Components					
3.1 Update AAC Website and additional Online Resources to Support students enrolled in Learning Support Reading Courses	Director Activity One, Reading Faculty Coordinator member, Mathematics, Faculty member, English Faculty Coordinator member, Retention Counselor, Title III Coordinator, ATC Information Technology Support, ATC Webmaster	Research existing websites to identify possible features for updating AAC website, and discuss the desired resources for the website with fulltime Learning Support faculty in departmental meetings	Completed specifications for AAC website design features, publish completed website	10/01/09	04/30/10

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
YEAR TWO: 2011					
Component One: Establish Infrastructure and Platform					
1.1 Employ adjunct Supplemental Instruction (SI) faculty and Instructor-led Tutors as needed	Vice President for Academic Affairs, AAC Director, Other Search Committee Members	Publish position announcement, screen applicants, interview candidates, select and employ the adjunct faculty	The positions are filled	10/01/10	09/30/11
1.2 Employ peer tutors as needed	Vice President for Academic Affairs, AAC Director, Other Search Committee Members	Request recommendations for fulltime General Education and Learning Support Faculty members, screen applicants, interview candidates,	The positions are filled	10/01/10	09/30/11

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
YEAR TWO: 2011					
		select and employ the peer tutors			
Component Two: Faculty Development					
2.1 Orient ATC Faculty about AAC Resources	Vice President for Academic Affairs, AAC Director/Title III Coordinator, Fulltime/Adjunct AAC faculty and staff	Conduct campus meetings and tours, develop brochures, and other distribution to all stakeholders	Relevant entries in campus-wide faculty minutes, completed brochures, etc.	10/01/10	09/30/11
2.2 Establish Quarterly Training Series for ATC Faculty with AAC Goals and Objectives	AAC Director/Title III Coordinator, Fulltime AAC faculty and staff	Develop/Provide for training materials, disseminate quarterly training schedules	Completed training materials, published training schedules, training evaluation surveys, record of topics	10/01/10	09/30/11

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
YEAR TWO: 2011					
Component Three: Coordination of AAC Components					
3.1 Update AAC Website and additional Online Resources to Support students enrolled in Learning Support Reading Courses	Director Activity One, AAC Reading Faculty Coordinator member, AAC Mathematics, Faculty member, AAC English Faculty Coordinator member, Retention Counselor,	Research existing websites to identify possible features for updating AAC website, and discuss the desired resources for the website with fulltime Learning Support faculty in	Completed specifications for AAC website design features, publish completed website	10/01/10	09/30/11

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
YEAR TWO: 2011					
	Title III Coordinator, ATC Information Technology Support, ATC Webmaster	departmental meetings			
Component Four: Course Revision					
4.1 Continuously evaluate and improve all AAC programs, services and resources	AAC Director/Title III Coordinator, Fulltime AAC faculty/staff, AAC Advisory Board, External Evaluators	Present request for course revisions to relevant program departments for departmental review	Recorded minutes of relevant program departmental meetings. Approved list of required course revisions to integrate AAC Programs and Services into targeted courses submitted to Director of AAC	10/01/10	09/30/11

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
YEAR THREE: 2012					
Component One: Establish Infrastructure and Platform					
1.1 Employ adjunct Supplemental Instruction (SI) faculty and Instructor-led Tutors as needed	Vice President for Academic Affairs, AAC Director, Other Search Committee Members	Publish position announcement, screen applicants, interview candidates, select and employ the adjunct faculty	The positions are filled	10/01/11	09/30/12
1.2 Employ peer tutors as	Vice President for Academic	Request recommendations	The positions	10/01/11	09/30/12

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
YEAR THREE: 2012					
needed	Affairs, AAC Director, Other Search Committee Members	for fulltime General Education and Learning Support Faculty members, screen applicants, interview candidates, select and employ the peer tutors	are filled		
Component Two: Faculty Development					
2.1 Orient ATC Faculty about AAC Resources	Vice President for Academic Affairs, AAC Director/Title III Coordinator, Fulltime/Adjunct AAC faculty and staff	Conduct campus meetings and tours, develop brochures, and other distribution to all stakeholders	Relevant entries in campus-wide faculty minutes, completed brochures, etc.	10/01/11	09/30/12
2.2 Establish Quarterly Training Series for ATC Faculty with AAC Goals and Objectives	AAC Director/Title III Coordinator, Fulltime AAC faculty and staff	Develop/Provide for training materials, disseminate quarterly training schedules	Completed training materials, published training schedules, training evaluation surveys, record of topics	10/01/11	09/30/12

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
YEAR THREE: 2012					
Component Three: Coordination of AAC Components					
3.1 Update AAC Website and additional Online Resources to Support students	Director Activity One, AAC Reading Faculty Coordinator member,	Research existing websites to identify possible features for updating	Completed specifications for AAC website design features, publish	10/01/11	09/30/12

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
YEAR THREE: 2012					
enrolled in Learning Support Reading Courses	AAC Mathematics, Faculty member, AAC English Faculty Coordinator member, Retention Counselor, Title III Coordinator, ATC Information Technology Support, ATC Webmaster	AAC website, and discuss the desired resources for the website with fulltime Learning Support faculty in departmental meetings	completed website		
Component Four: Course Revision					
4.1 Continuously evaluate and improve all AAC programs, services and resources	AAC Director/Title III Coordinator, Fulltime AAC faculty/staff, AAC Advisory Board, External Evaluators	Present request for course revisions to relevant program departments for departmental review	Recorded minutes of relevant program departmental meetings. Approved list of required course revisions to integrate AAC Programs and Services into targeted courses submitted to Director of AAC	10/01/11	09/30/12

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
YEAR FOUR: 2013					
Component One: Establish Infrastructure and Platform					
1.1 Employ adjunct Supplemental Instruction (SI) faculty and Instructor-led Tutors as needed	Vice President for Academic Affairs, AAC Director, Other Search Committee Members	Publish position announcement, screen applicants, interview candidates, select and employ the adjunct faculty	The positions are filled	10/01/12	09/30/13
1.2 Employ peer tutors as needed	Vice President for Academic Affairs, AAC Director, Other Search Committee Members	Request recommendations for fulltime General Education and Learning Support Faculty members, screen applicants, interview candidates, select and employ the peer tutors	The positions are filled	10/01/12	09/30/13
Component Two: Faculty Development					
2.1 Orient ATC Faculty about AAC Resources	Vice President for Academic Affairs, AAC Director/Title III Coordinator, Fulltime/Adjunct AAC faculty and staff	Conduct campus meetings and tours, develop brochures, and other distribution to all stakeholders	Relevant entries in campus-wide faculty minutes, completed brochures, etc.	10/01/12	09/30/13
2.2 Establish Quarterly Training Series for ATC Faculty with AAC Goals and Objectives	AAC Director/Title III Coordinator, Fulltime AAC faculty and staff	Develop/Provide for training materials, disseminate quarterly training schedules	Completed training materials, published training schedules, training evaluation surveys, record of	10/01/12	09/30/13

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
YEAR FOUR: 2013					
			topics		

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
YEAR FOUR: 2013					
Component Three: Coordination of AAC Components					
3.1 Update AAC Website and additional Online Resources to Support students enrolled in Learning Support Reading Courses	Director Activity One, AAC Reading Faculty Coordinator member, AAC Mathematics Faculty Coordinator member, AAC English Faculty Coordinator member, Retention Counselor, Title III Coordinator, ATC Information Technology Support, ATC Webmaster	Research existing websites to identify possible features for updating AAC website, and discuss the desired resources for the website with fulltime Learning Support faculty in departmental meetings	Completed specifications for AAC website design features, publish completed website	10/01/12	09/30/13

Component Four: Course Revision					
4.1 Continuously evaluate and improve all AAC programs, services and resources	AAC Director/Title III Coordinator, Fulltime AAC faculty/staff, AAC Advisory Board, External Evaluators	Present request for course revisions to relevant program departments for departmental review	Recorded minutes of relevant program departmental meetings Approved list of required course revisions to integrate AAC Programs and Services into targeted courses submitted to ACC Director	10/01/12	09/30/13

DREAMS: Develop Reading Excellence And Maximize Success					
TIMELINE					
YEAR FIVE: 2014					
Component One: Establish Infrastructure and Platform					
1.1 Employ adjunct Supplemental Instruction (SI) faculty and Instructor-led Tutors as needed	Vice President for Academic Affairs, AAC Director, Other Search Committee Members	Publish position announcement, screen applicants, interview candidates, select and employ the adjunct faculty	The positions are filled	10/01/13	09/30/14
1.2 Employ peer tutors as needed	Vice President for Academic Affairs, AAC Director, Other Search Committee Members	Request recommendations for fulltime General Education and Learning Support Faculty members, screen applicants, interview candidates, select and employ the peer tutors	The positions are filled	10/01/13	09/30/14

Component Two: Faculty Development					
2.3 Orient ATC Faculty about AAC Resources	Vice President for Academic Affairs, AAC Director/Title III Coordinator, Fulltime/Adjunct AAC faculty and staff	Conduct campus meetings and tours, develop brochures, and other distribution to all stakeholders	Relevant entries in campus-wide faculty minutes, completed brochures, etc.	10/01/13	09/30/14
2.4 Establish Quarterly Training Series for ATC Faculty with AAC Goals and Objectives	AAC Director/Title III Coordinator, Fulltime AAC faculty and staff	Develop/Provide for training materials, disseminate quarterly training schedules	Completed training materials, published training schedules, training evaluation surveys, record of topics	10/01/13	09/30/14
Component Three: Coordination of AAC Components					
3.2 Update AAC Website and additional Online Resources to Support students enrolled in Learning Support Reading Courses	Director Activity One, AAC Reading Faculty Coordinator member, AAC Mathematics Faculty Coordinator member, AAC English Faculty Coordinator member, Retention Counselor, Title III Coordinator, ATC Information Technology Support, ATC Webmaster	Research existing websites to identify possible features for updating AAC website, and discuss the desired resources for the website with fulltime Learning Support faculty in departmental meetings	Completed specifications for AAC website design features, publish completed website	10/01/13	09/30/14
Component Four: Course Revision					

4.2 Continuously evaluate and improve all AAC programs, services and resources	AAC Director/Title III Coordinator, Fulltime AAC faculty/staff, AAC Advisory Board, External Evaluators	Present request for course revisions to relevant program departments for departmental review	Recorded minutes of relevant program departmental meetings Approved list of required course revisions to integrate AAC Programs and Services into targeted courses submitted to ACC Director	10/01/13	09/30/14

**The Capability of Albany Technical College to
Initiate and Sustain the Quality Enhancement Plan**

Financial Capability

Albany Technical College has the resource capability in place to implement the Quality Enhancement Plan (QEP) that is being proposed. The College has made the necessary resources available to develop the QEP beginning with the attendance of four faculty members at the SACS Summer Conference, the allocation of 2,000 work hours to the project, and the costs associated with the development of printed materials.

The first four years (2010-2013) of Albany Technical College's QEP will be funded from a Title III grant. Additional grants will be sought in addition to reapplying for the Title III grant for the purpose of continuing the activities of the QEP through year five (2014). If these grants are not awarded, the College will provide monies from its General Operating funds to maintain the ongoing efforts to achieve reading excellence.

In order to house the activities of the QEP, space has been allocated in the Nathaniel Cross Building, Building C for a reading lab and offices. The activity of the

QEP focusing on Develop Reading Excellence and Maximize Success will be the initial stage of an academic achievement center.

To monitor and oversee the activities of the QEP a five person oversight committee will be established. The purpose of this group is to monitor the activities of the QEP to ensure that the desired outcomes of the QEP are realized. Five faculty members will make up this group and will meet quarterly to review the activities of the QEP, to evaluate the rate of success of those students achieving the desired student learning outcomes, and to track the assessment measures and goals for the quarter. These activities will be viewed as a part of the normal work load of the committee members who will utilize regular working hours to carry out this function.

The tables below provide the details of the provisions made by the College to develop, implement, and oversee the activities of the QEP. Table 1 depicts the resources utilized from operating funds in the development of the QEP. Table 2 illustrates the funding, again from general operating revenue, which will be used for the Oversight Committee for the QEP. Table 3 depicts the Detailed Budget Narrative for the QEP, utilizing the Title III grant for the stand-up year and years 1-4, and General Operating Funds for year 5, which will cover the cost of personnel (administration, faculty, adjuncts, retention counselor, and peer tutors), computer hardware, and instructional software.

Table 1 – Cost for Development of QEP

Category	Type	Cost
Work hours	2000 hours @ $20 p.h.	$40,000
Leadership training	Travel, registration, food and lodging	$ 9,500
Printing	Brochures, flyers, newsletters, promotional items	$ 5,000
Total Cost		$54,500

Table 2 – Funding Allocation for Oversight Committee

Category	Hours Allocated	Annual Cost	Five Year Cost
Five Faculty	2 hrs. each – total 10 per quarter	$800.00	$4,000.00

Table 3 – Budget Narrative for QEP

DETAILED BUDGET NARRATIVE FOR QEP DREAMS: DEVELOP READING EXCELLENCE AND MAXIMIZE SUCCESS	Program Stand-up	Dreams Year 1	Dreams Year 2	Dreams Year 3	Dreams Year 4	Dreams Year 5
A. PERSONNEL (Calculated with 3% increases each year for 100 percent employees only):						
a. Title III Director (10 percent time based on $80,000 per year)	$2,000	$2,060	$2,122	$2,186	$2,251	$2,318
b. Activity One Director (100 percent)	$0	$0	$0	$0	$0	$0
c. AAC Reading Faculty (100 percent)	$40,000	$41,200	$42,436	$43,709	$45,020	$46,371
d. Retention Counselor (100 percent)	$6,000	$6,180	$6,366	$6,556	$6,753	$6,955
e. Adjunct Faculty for SI and Extended AAC Hours employed @ $25/hour	$54,944	$20,420	$22,215	$21,880	$21,696	$21,696
f. Peer Tutors employed @ $8/hr	$5,000	$6,667	$5,000	$5,000	$5,000	$5,000
Total Personnel:	**$107,944**	**$76,526**	**$78,139**	**$79,331**	**$80,720**	**$82,340**
B. FRINGE BENEFITS (Calculated for fulltime, 100 percent employees only):						
a. Fringe benefits for fulltime employees based on 40.475 percent	$19,428	$20,011	$20,611	$21,229	$21,866	$22,521
Total Fringe Benefits:	**$19,428**	**$20,011**	**$20,611**	**$21,229**	**$21,866**	**$22,521**
C. TRAVEL						
a. Travel for Title III Director, fulltime AAC faculty/staff	$600	$600	$600	$600	$600	$600.00
b. Travel for ATC faculty teaching targeted courses (e.g. conferences, site visits, etc.)	$975	$1,175	$1,250	$580	$250	$250.00
Total Travel:	**$1,575**	**$1,775**	**$1,850**	**$1,180**	**$850**	**$850.00**
D. EQUIPMENT						
(Computers are Dell OptiPlex 755 Minitower, Duo Processor, E820 (2.66 GHz, Windows XP)						
a. Computers for Electronic Reading Classroom (31 @ $1,248)	$38,688	$0	$0	$0	$0	$0.00
b. Office Computers (i e. Title III Director, AAC Faculty, and staff)	$1,872	$0	$0	$0	$0	$0.00
c. Office Equipment & furniture (i.e. Title III Director, Activity One Director, AAC Faculty/Staff)	$3,750	$0	$0	$0	$0	$0.00
Total Equipment:	**$44,310**	**$0**	**$0**	**$0**	**$0**	**$0.00**
E. SUPPLIES						
(e.g. pencils, paper, instructional software, SPSS, etc.)						
a. Office Supplies (Title III Director, Activity One Director, AAC Faculty & Staff)	$1,250	$1,250	$1,250	$1,250	$750	$750
b. Pearson Education MyFoundationsLab Software Licenses for each student @ $70	$5,833	$18,025	$18,025	$18,025	$18,025	$18,025
Total Supplies:	**$7,083**	**$19,275**	**$19,275**	**$19,275**	**$18,775**	**$18,775**
F. TOTAL DIRECT COSTS	**$180,340**	**$117,587**	**$119,875**	**$121,016**	**$122,211**	**$124,486**

Organizational Capability

The organizational chart shown below depicts graphically the lines of responsibility for the implementation and sustainability of the QEP from an organizational standpoint. The President of Albany Technical College is ultimately responsible for the activities of the QEP. Since the QEP focuses on the academic discipline of reading, the implementation of these activities has been delegated by the President to the Vice President for Academic Affairs who reports directly to the President.

The focus of this QEP is to respond to the needs of those who do not posses the basic requisite skills of reading, and will have as its Director the Dean of Academic Affairs for Learning Support and General Education. This individual reports directly to the Vice President for Academic Affairs.

The College's Title III Coordinator will oversee the expenditure of Title III funds for the QEP and the reporting of these expenditures to the proper governmental agencies. The Coordinator will report directly to the Dean of Academic Affairs for Learning Support and General Education.

The Reading Faculty Coordinator will be responsible for all of the activities relating to the enhancement of reading skills for those students who have scored below the required level for entrance into a college program. The Coordinator will work with Adjunct Faculty ensuring that best practices are implemented, the Retention Counselor to aid in the resolution of issues pertaining to student retention, and Peer Tutors to again ensure that best practices are used with students. Each of these individuals and groups will report directly to the Dean of Academic Affairs for Learning Support and General Education.
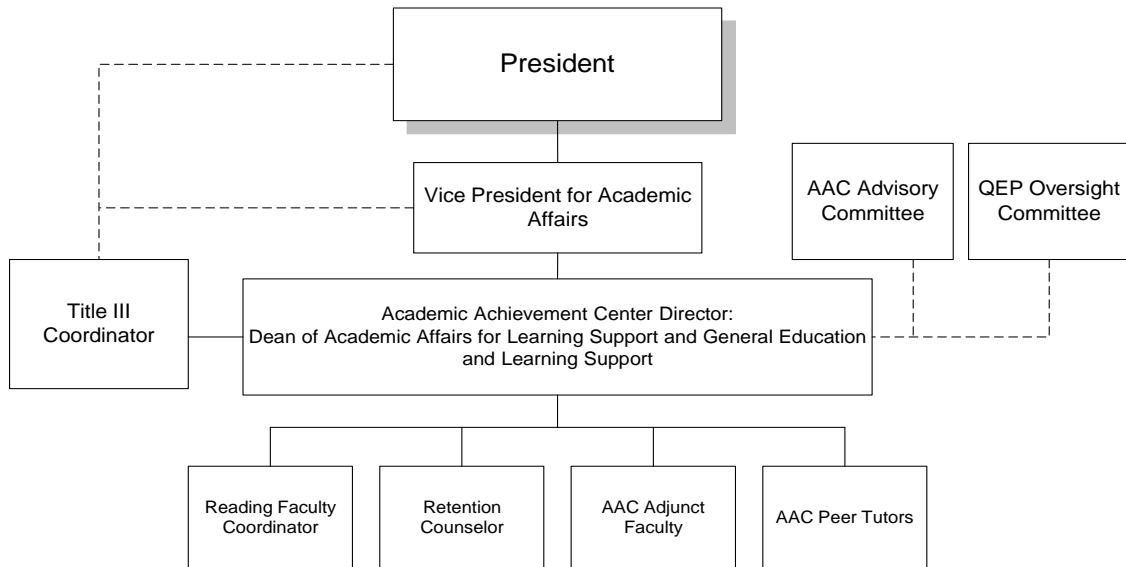
An Advisory Committee (See Appendix V) made up of individuals from the community with a vital interest in and understanding of reading practices and student needs will meet a minimum of two times per year. They will conduct a review of the

practices implemented to enhance the possibility of reading skill development and will provide recommendations to the Dean of Academic Affairs for Learning Support and General Education, the Reading Faculty Coordinator, and other stakeholders.

An Oversight Committee will track the progress/success of the plan and make recommendations for needed adjustments. This will ensure that the plan continues to progress, remains flexible and makes any changes needed for improvement. The Oversight Committee will prepare and provide progress reports annually during the summer term to the Senior Staff, Local Board, and Faculty and student body. These reports will detail the success or failure of the proposed plan in its implementation, along with recommended changes to the Quality Enhancement Plan.

The internal structure that has been designed and the external Advisory Committee should provide the organizational leadership and guidance necessary for the implementation and sustainability of the QEP.

Albany Technical College
QEP Implementation
Organizational Chart

	President			

	Vice President for Academic Affairs		AAC Advisory Committee	QEP Oversight Committee

Title III Coordinator	Academic Achievement Center Director: Dean of Academic Affairs for Learning Support and General Education and Learning Support

Reading Faculty Coordinator	Retention Counselor	AAC Adjunct Faculty	AAC Peer Tutors

Broad-based Involvement of the Community

The early development of the QEP took the effort of many people in many phases to move the QEP from a general vision to the more comprehensive plan presented here. In the spring of 2007, Vice President of Institutional Effectiveness, Vicki Tucker created the QEP Leadership Committee to oversee the development of the QEP. Members of this committee were chosen from all pertinent constituencies of the college community. Designation of the chair and co chair, the inclusion of senior administrators, college faculty, and staff signified Albany Technical College's commitment to the development and implementation of the QEP. *See Appendix I for a list of Leadership Committee members.*

The Leadership Committee began monthly meetings late in the spring of 2007. The initial meetings focused on reviewing of SACS accreditation rules and procedures, and a round table discussion on possible areas of focus to improve student learning. During the summer of 2007, the committee sought further knowledge and consultation with accreditation experts at the SACS/COC summer conference. Between late summer 2007 and winter 2008, the committee sharpened its focus on the QEP process and a campus wide meeting was held to outline the QEP process and to distribute QEP brochures.

Several suggestions for potential QEP topics were given to the Leadership committee. Once the suggestions were compiled, the area of improving the success rates in Learning Support was isolated for further discussion. Data concerning the pass and failure rate in Learning Support from the last three years was reviewed. The data revealed a need for improving student learning in all of the academic areas. A campus wide meeting was held where a second brochure was presented that summarized the data relating to Learning Support. An in depth discussion occurred among the college community as to which area needed the most attention. In order to focus the QEP project to best improve student learning, the vision of improving the success rates in Learning Support needed to be narrowed. Therefore, the idea of

focusing on either improving each area individually (English, Reading or Math) or addressing all areas simultaneously in the Learning Support division were selected as the topics to present to the college community for a campus wide vote in mid Winter 2008. A QEP voting site for the QEP topic selection was developed and emailed to all stakeholders within the College community. The particular constituency, the number belonging to that constituency and the corresponding percentage of those voting is shown in the graph below.

Constituency	Responses	Percentage
Not Answered	4	0.86%
Advisory Committee Member	19	4.08%
Alumni	2	0.43%
Board Member	2	0.43%
Faculty	66	14.16%
Foundation Member	1	0.21%
Staff	53	11.37%
Student	316	67.81%
Other	3	0.64%
Totals	**466**	**100%**

In evaluating the level of participation from different groups, two interesting observations were made. The first was the actual number of staff members who, though not directly connected to classroom activity, chose to involve themselves in the process. This indicated a level of awareness and concern that was not anticipated. Second, the level of participation by current students, 12.5% of the total student body, was gratifying. Since all of our students are commuters, there are no on-campus residents; the task of making our student body aware of the process was formidable. The Student Government Association did an admirable job of informing the student body of the process and encouraging their involvement.

The responses were tallied and 75.97% of the college's community selected the topic of improving the success rates in all areas of Learning Support as shown in the table below.

Topic	Responses	Percentage
Not Answered	11	2.36%
Improving success rates in 09X Reading	48	10.30%
Improving success rates in 09X Math	34	7.30%
Improving success rates in 09X English	19	4.08%
Address all areas simultaneously	354	75.97%
Totals	**466**	**100%**

The QEP topic which received the largest percentage of responses was announced January 31, 2008 to the college community and a quest for a theme for the project was begun. All college constituencies were asked to suggest themes. Four themes emerged and again all stakeholders voted. The theme selected for the QEP project was DREAMS: Developing Reading, English, and Math Skills.

From this meeting, the college community was asked to participate in sub-committees and given investigative tasks. These included reviewing best practices, researching other Learning Support programs at peer institutions, further organization of discussion groups of the QEP with faculty and staff members, and other college constituents. *See Appendix II for a list of sub-committees.*

After the initial topic selection process was completed, further discussion evolved during a QEP leadership meeting concerning narrowing the scope of our QEP. This was based on research as well as recommendation from our QEP liaison. Research indicated that for three years 2006-2008 the attrition rate for Reading learning support classes averaged 43.33%. This was higher than the attrition rates for Math learning support (40.65) and significantly higher than English learning support (26.26%) for the same period. A valid point was made that if a student was unable to read they would find Math and English even more difficult to comprehend. Coupled with this was the recommendation from our liaison that we needed to narrow the focus to a more specific area. There was an executive decision made by the QEP Leadership Committee to narrow the topic and focus our efforts solely on reading. This information was

reported to all stakeholders. Literature was revised to reflect the new theme **DREAMS:**

Develop Reading Excellence and Maximize Success.

Assessment of the Plan

Introduction

Palomba and Banta (1999), in their book "Assessment Essentials", state that a good

assessment program does the following things:

1. Asks important questions

2. Reflects the institutional mission

3. Reflects programmatic goals and objectives for learning

4. Creates a thoughtful approach to assessment planning

5. Is linked to decision making about the curriculum

6. Is linked to processes such as planning and budgeting

7. Encourages involvement of individuals from on and off campus

8. Contains relevant assessment techniques

9. Includes direct evidence of student learning

10. Reflects what is known about how students learn

11. Shares information with multiple audiences

12. Leads to reflection and actions by faculty, staff and students

13. Allows for continuity, flexibility, and improvement in assessment.

With this as a model from the outset, these guidelines have been used to build the

assessment plan for the ATC Quality Enhancement Plan and its outcomes. The

systematic collection, review, interpretation, and use of information gathered during the

Quality Enhancement Process are paramount to the enhancement of student learning as

a result of the project. In developing the assessment approach, both formative and

summative evaluative measures will be employed during the implementation process.

Relevant formative assessment techniques will include pre-test to post test comparison and computer based laboratory lessons that assess students' mastery of a subject which will help validate current theories on how students learn.

A web based instructional product and faculty developed instruments will be used to provide pre-testing and post-testing to identify and target areas where each student needs improvement in reading. These assessment methods will allow the faculty to guide the students to focus on improving their weak areas and learn more efficiently, while not wasting time going over subjects the student has mastered.

Additionally, students who utilized the Academic Achievement Center support services will be surveyed to determine their satisfaction with the support services and asked which services they feel provide the most benefit to their reading improvement.

A qualitative survey will be administered to students to determine how well supplemental instruction (for example--faculty tutoring, peer tutoring, or computer-based learning) is supporting them in mastery of the skills they need to advance to the next level.

Assessment results will be shared with faculty, tutors, advisory committee members, senior management, and local board members to allow for reflection upon the results and their suggestions for improvements. The results of these assessments will be used to drive curricular changes, changes in delivery of academic assistance/tutoring and budget planning.

Assessment Activities

Baseline data will be collected in the fall quarter of 2009 to use for comparison. The local BANNER system will be used to generate a report that identifies the number of students who have not successfully completed the Reading 097 courses for the fall

quarter. The fall cohorts of Reading 097 students will be used for comparison to the baseline group to determine if student performance improvement targets are being met.

Students of each fall cohort who successfully exit Reading 097 will be tracked to determine whether or not they successfully complete a program level course following their exit and whether or not they continue on to graduate from a Technical Certificate of Credit, Diploma, or Degree program within 18 months of exiting the Reading 097 course. These expected outcomes support both the institutional mission and programmatic goals of providing competency based programs that prepare students for employment.

Desired Outcomes and Criteria for Success

Each desired outcome and the criteria for success for are listed below:

Desired outcome **1)** ***Increase the number of students who successfully complete Learning Support Reading (097).***

An annual increase over the base year in the number of students who successfully complete Reading 097 of five percent in the first year, an increase over the base year of ten percent in the second year and all subsequent years.

Desired outcome **2)** ***Increase the number of Learning Support students who succeed in subsequent program level coursework.***

An annual increase over the base year in the number of students who successfully complete at least one course in their program of study of five percent in the first year. An increase over the base year of ten percent in the second year and all subsequent years.

Desired outcome **3)** ***Increase the number of Learning Support students who graduate from an instructional program.***

A five percent increase over the base year in the number of students of the first cohort who successfully complete their program of study. A ten percent increase over the base year in each of the subsequent cohorts.

Assessment Activity and Timeline

Activity	Instrument	Due by	Staff Responsible	Use of Results
Collect and record baseline data for future comparison	BANNER report on W, D, F, WF, U courses and KMS report LB178	February 2010 for Fall quarter 2009 FY2010-02 data	Institutional Effectiveness/ IT staff	Data will be used as baseline for the QEP
Collect and record comparative data	BANNER report on W, D, F, WF, U courses And KMS report LB178	Each January following the completion of the fall quarter for the duration of the initiative (2011-2015)	Institutional Effectiveness/ IT staff	Data will be used to determine if intervention techniques are improving student success and by how much.
Students enrolled in RDG 097 will participate in supplemental instruction services	Academic Achievement Center - Support Services Evaluation	Quarterly	Reading Faculty/Tutors/IE	Results of evaluations/assignments will be used to determine if supplemental instruction is improving student success, and which support services students feel provide the most help
Students will score at least 10% higher on Post test over the base year	Post Test	Fall Quarter Sample	Reading Faculty	Scores will indicate whether or not the student has mastered the material and subsequently achieved the desired outcome (progression to instructional program)
Student success in subsequent	Knowledge Management Center	Spring Quarter 2010-2015	QEP Oversight Committee	Data will be analyzed to determine what percentage of the

courses	Report (KMS)			students in fall RDG 097 cohort were successful in completing courses following their exit from RDG 097
Student graduates from an instructional program (TCC, diploma, degree)	KMS report	Annually, 18 months after start date-fall cohorts. June 30, 2012 2013 2014 2015 2016	QEP Oversight Committee	Data will be analyzed to determine what percentage of the fall cohort groups graduated from an instructional program within 18 months following their exit from RDG 097

Timeline

Winter 2010	Collect Fall 2009 (FY201-02) baseline data for comparison
Fall 2010 (2011-02)	First cohort is required to participate in Academic Achievement Center supplemental support services (C1)
Winter 2011	Determine completion rate of RDG097 – C1
Spring 2011	Determine completion rate of first program classes – C1
Summer 2011	Oversight committee report #1
Fall 2011	Second cohort is required to participate in Academic Achievement Center supplemental support services (C2)
Winter 2012	Determine completion rate of RDG097 – C2
Spring 2012	Determine completion rate of first program classes – C2
Summer (June 30) 2012	Determine completion (graduation) rate of C1
Summer 2012	Oversight committee report #2
Fall 2012	Third cohort is required to participate in Academic Achievement Center supplemental support services (C3)
Winter 2013	Determine completion rate of RDG097 – C3
Spring 2013	Determine completion rate of first program classes – C3
June 30, 2013	Determine completion (graduation) rate of C2
Summer 2013	Oversight committee report #3
Fall 2013	Fourth cohort is required to participate in Academic Achievement Center

	supplemental support services (C4)
Winter 2014	Determine completion rate of RDG097 – C4
Spring 2014	Determine completion rate of first program classes – C4
June 30, 2014	Determine completion (graduation) rate of C3
Summer 2014	Oversight committee report #4
Fall 2014	Fifth cohort is required to participate in Academic Achievement Center supplemental support services (C5)
Winter 2015	Determine completion rate of RDG097 – C5
Spring 2015	Determine completion rate of first program classes – C5
June 2015	Determine completion (graduation) rate of C4
Summer 2015	Oversight committee report #5
June 2016	Determine completion (graduation) rate of C5
Summer 2016	Final report on success of QEP

QEP Assessment

In addition to assessment of student learning outcomes related to the QEP, the plan will be monitored and evaluated annually throughout the implementation process to ensure that the desired actions and outcomes are achieved. An Oversight Committee (See Appendix V) will track the progress/success of the plan and make recommendations for needed adjustments. This will ensure that the plan continues to progress, remains flexible and makes any changes needed for improvement.

The Oversight Committee will prepare and provide progress reports annually during the summer term to the Senior Staff, Local Board, and Faculty and student body. These reports will detail the success or failure of the proposed plan in its implementation, along with recommended changes to the Quality Enhancement Plan.

Appendix I

Leadership Committee Members

Name	Department	Role
Steve Eidson	Instructor, Economic Development	Faculty Co-Chair Writing
Kelley Castro	Instructor, Radiology	Faculty Co-Chair Education
Vicki Tucker	Vice President Institutional Effectiveness	Assessment
Joe Dan Banker	Vice President of Academic Affairs	Finance
Kathy Skates	Vice President of Administration	Finance
Linda Coston	Associate Vice President Adult Education	Finance
Emmitt Griswold	Dean Academic Affairs	Assessment
Dot Garner	Dean Academic Affairs	Assessment
Shirley Armstrong	Dean Academic Affairs	Education
Kathryn McPhail	Director Public Relations	Publicity
Meika McFarland	Instructor, Management/Supervisory Development	Publicity
Charlene Duncan	Instructor, Early Childhood Education	Writing
Debra Jones	Instructor, English	Research
Josephine Raybon	Instructor, Math	Research
Tony Everett	Student Government Representative	Education

Appendix II

Quality Enhancement Plan Team Members

QEP Team Members

Publicity	Finance	Research	Writing	Education	Assessment
Meika McFarland	**Joe Dan Banker**	**Debra Jones**	**Steve Eidson**	**Kelley Castro**	**Vicki Tucker**
Kathryn McPhail	**Linda Coston**	**Josephine Raybon**	**Charlene Duncan**	**Shirley Armstrong**	**Emmett Griswold**
Wendy Howell	Kathy Skates	Tomekia Cooper	Benita Yowe	Carol Wingfiled-Nix	Priscilla Ryals
Jill Mash	Joe Najjar	Yemisi Milledge		Shaunese Cobb	Dot Garner
Judy Jimmerson	Calvin Lee	Felicia White		Richard Walker	Linda Cauley
Katina Bell	Cathy Garmon	Angela Kline		Sandra McCullough	Elizabeth Deming
Don Laye		Joyce Casley		Teresa Moore	Alfred Gillis
Sheila Thomas		Julius Cannon		Anthony Parker	
Mattie Buchannon		Sheila Butler		Tony Everett	
E. A. Cooper		Marla Jackson			
Kenneth DeLong		Frederia Robinson			
Schvon Bussey		Leigh Davis			
Joy Knighton					
Charles Proctor					
Richard Parker					
Matt Trice					
Tim Edwards					
Barbara Brown					

Appendix III

2006 Unsatisfactory Completion Rates for Learning Support

Subj	CRSE	Total #	#Fs	PCT	#Ds	PCT	#Us	PCT	#Ws	PCT	#WFs	PCT	sum of %
ENG	95	122	2	2%	1	1%	7	6%	35	29%	5	4%	42%
ENG	96	100	2	2%	1	1%	3	3%	13	13%	2	2%	21%
ENG	97	147	4	3%	0	0%	8	5%	23	16%	3	2%	26%
ENG	98	27	0	0%	0	0%	0	0%	3	11%	1	4%	15%
ENG	99	4	0	0%	0	0%	2	50%	0	0%	0	0%	50%
MAT	95	94	0	0%	2	2%	17	18%	24	26%	4	4%	50%
MAT	96	95	2	2%	2	2%	13	14%	15	16%	0	0%	34%
MAT	97	374	7	2%	7	2%	49	13%	80	21%	8	2%	40%
MAT	98	198	5	3%	3	2%	30	15%	27	14%	5	3%	37%
MAT	99	37	3	8%	0	0%	11	30%	3	8%	1	3%	49%
RDG	95	75	3	4%	0	0%	9	12%	25	33%	2	3%	52%
RDG	96	80	2	3%	0	0%	10	13%	26	33%	1	1%	50%
RDG	97	353	12	3%	0	0%	59	17%	101	29%	9	3%	52%
RDG	98	88	0	0%	1	1%	2	2%	10	11%	0	0%	14%

2007 Unsatisfactory Completion Rates for Learning Support

Subj	CRSE	Total #	#Fs	PCT	#Ds	PCT	#Us	PCT	#Ws	PCT	#WFs	PCT	Sum of %
ENG	95	83	2	2%	2	2%	0	0%	25	30%	5	6%	40%
ENG	96	82	3	4%	1	1%	0	0%	10	12%	3	4%	21%
ENG	97	148	17	11%	1	1%	0	0%	26	18%	7	5%	35%
ENG	98	32	0	0%	0	0%	0	0%	3	9%	0	0%	9%
MAT	95	98	5	5%	10	10%	0	0%	20	20%	1	1%	36%
MAT	96	82	8	10%	13	16%	0	0%	11	13%	1	1%	40%
MAT	97	401	29	7%	46	11%	0	0%	69	17%	11	3%	38%
MAT	98	154	7	5%	9	6%	0	0%	26	17%	2	1%	29%
MAT	99	32	5	16%	7	22%	0	0%	7	22%	2	6%	66%
RDG	95	48	6	13%	0	0%	0	0%	15	31%	1	2%	46%
RDG	96	72	8	11%	1	1%	0	0%	19	26%	2	3%	41%
RDG	97	315	49	16%	11	3%	0	0%	78	25%	8	3%	47%
RDG	98	69	3	4%	0	0%	0	0%	8	12%	0	0%	16%

2008 Unsatisfactory Completion Rates for Learning Support

SUBJ	CRSE	Total #	#Fs	PCT	#Ds	PCT	#Us	PCT	#Ws	PCT	#WFs	PCT	SUM % FDUWWF
ENG	95	90	4	4%	2	2%	0	0%	24	27%	6	7%	40%
ENG	96	74	2	3%	1	1%	0	0%	5	7%	0	0%	11%
ENG	97	142	12	8%	0	0%	0	0%	16	11%	2	1%	20%
ENG	98	36	2	6%	0	0%	0	0%	0	0%	0	0%	6%
MAT	95	64	2	3%	7	11%	0	0%	18	28%	1	2%	44%
MAT	96	74	5	7%	12	16%	0	0%	12	16%	0	0%	39%
MAT	97	390	26	7%	56	14%	0	0%	60	15%	12	3%	39%
MAT	98	157	4	3%	19	12%	0	0%	26	17%	3	2%	34%
MAT	99	31	4	13%	4	13%	0	0%	1	3%	1	3%	32%
RDG	95	51	9	18%	3	6%	0	0%	16	31%	4	8%	63%
RDG	96	59	5	8%	2	3%	0	0%	18	31%	1	2%	44%
RDG	97	338	45	13%	8	2%	0	0%	79	23%	13	4%	42%
RDG	98	62	3	5%	1	2%	0	0%	6	10%	2	3%	20%

Appendix IV

Standard

☑ State Standard   ☐ Institutionally Developed   College: NA

RDG 097 – Reading III

Course Description

This course emphasizes vocabulary, comprehension, and critical reading skills development. Topics include vocabulary skills, comprehension skills, critical reading skills, study skills, and content area reading skills.

Competency Areas	Hours	
Vocabulary Skills	**Class**	5
Comprehension Skills	**D. Lab***	0
Critical Reading Skills	**P. Lab/O.B.I.***	0
Study Skills	**Credit**	5 I.C.
Content Area Reading Skills		

*D. Lab may be substituted, as needed, for class hours on a 2 to 1 basis and P. Lab on a 3 to 1 basis.

Prerequisite: RDG 096, or entrance reading score in accordance with approved DTAE admission score levels
Corequisite: None

Course Guide

Competency	After completing this section, the student will be able to:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
VOCABULARY SKILLS		**10**	**0**	**0**
Word Structure	Use word parts to determine word meanings.			
Dictionary Use	Use a dictionary effectively.			
Context Clues	Use context clues to determine word meanings.			
COMPREHENSION SKILLS		**20**	**0**	**0**
Main Idea	Identify stated and implied main ideas.			
Supporting Details	Identify supporting details.			
Transitions	Identify transition words, phrases, and sentences.			
Organizational Patterns	Identify paragraph patterns, such as time order, examples, series, comparison and contrast, and cause and effect.			
Visual Aids	Read graphs, charts, tables, and maps.			
CRITICAL READING SKILLS		**10**	**0**	**0**
Facts and Opinions	Differentiate between facts and opinions.			

Competency	After completing this section, the student will be able to:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
Inferences	Infer meanings and draw conclusions.			
Purpose and Tone	Read to determine author's purpose and tone.			
STUDY SKILLS		**5**	**0**	**0**
Textbook Skills	Develop textbook reading skills, which include previewing, reviewing, and annotating.			
Reading for Information	Develop techniques for locating and organizing information.			
Test-taking Skills	Develop reading techniques that help prepare for objective/subjective test taking.			
Directions	Follow written directions.			
CONTENT AREA READING SKILLS		**5**	**0**	**0**
Applied Reading Skills	Develop content area reading skills by reading a variety of materials.			

Suggested Resources

Langan, J., Bader, C., and Anton, H. *Improving Reading Comprehension Skills,* Townsend Press.

Nist, S. L., and Mohr, C., (1997) *Improving Vocabulary Skills, 2/e,* Townsend Press.

Reading Series Book Two, (2003) Houghton Mifflin Company.

Flemming, L. (1996) *Reading for Success*, Houghton Mifflin Company.

Wiener, H. and Bazerman, C. (2000) *Basic Reading Skills Handbook*, 5/e, Houghton Mifflin Company

McWhorter, K. (2002) *Essential Reading Skills*, Longman Publishers.

Kanar, C. (2000) *The Confident Reader*, Houghton Mifflin Company.

Olsen, A. and Biley, P. (2005) *Active Vocabulary*, Longman Publishers.

Alexander, R. and Lombardi, J. (2005) *Joining a Community of Readers*, 3/e, Pearson Longman.

McGraw-Hill. (2001) *Reading Basics: Intermediate 3.* Chicago, IL: McGraw-Hill.

Pabis, D. C., and Hamer, A. B. (2005) *Basic College Vocabulary Strategies,* Pearson Prentice Hall.

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Appendix V

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