

**Bluegrass Community and Technical College**  
Quality Enhancement Plan *Executive Summary*  
Reading for LIFE (Learning, Information, Fulfillment, Entertainment)

Bluegrass Community and Technical College (BCTC) holds students at the heart of its mission, and regards reading as the driving pulse of academic and lifelong learning. The Quality Enhancement Plan (QEP), Read for LIFE (Learning, Information, Fulfillment, Entertainment), demonstrates that the college finds reading vital not only to success in academic coursework but to personal competence in negotiating a path through college processes and decision-making.

The QEP includes three main goals to address a range of reading needs:

1. Strengthen the students' learning experience in reading courses.
2. Improve students' functional literacy across campuses.
3. Advance student reading in the college-level curriculum.

To achieve these goals, BCTC will employ strategies ensuring timely enrollment of students in developmental reading courses, tracking progress toward college-level work, adjusting curriculum for a better bridge to subsequent courses, and providing tutorial assistance. Developmental reading faculty will form a strong community across six campuses in an ongoing exchange of ideas from current research and from classroom experience. Mutual support will close boundaries among campuses.

Understanding the role that prior knowledge plays in comprehension and realizing that first generation college students may lack language or experience to access, read, and understand important information on their own, BCTC's faculty, staff, and students will identify institutional terminology and processes critical to students' functional literacy in a collegiate environment. The college will experiment with ways to support student literacy through an enhanced advising process and through an online BCTC Literacy unit.

The QEP will also address diverse reading demands across the college-level curriculum. As Read for LIFE events expand teaching methods, faculty can review reading requirements for their courses, clarify expectations to students, and share tips on how to read well within a particular discipline or program.

Qualitative and quantitative assessment will occur regularly as the Read for LIFE initiative advances. Faculty and staff will be supported by professional development which they evaluate and shape. Students will be supported by teachers, advisors, and tutors, whom they also evaluate.

To measure reading improvement, developmental reading instructors will use standardized pre- and post-tests. After community-building, however, they will create assessment tools more predictive of success in subsequent college-level coursework. To gauge reading proficiency in college-level courses within their regular assessment cycle, instructors will apply an area-approved rubric to area-developed and approved assessment tools. To ascertain comprehension of college materials, advisors or teachers may use a BCTC Literacy questionnaire or online quiz.

As BCTC's first broad learning initiative, Read for LIFE will maintain the standard of regular assessment, regular analysis, and regular reporting. Findings will be shared with all constituencies involved in the QEP and will be used toward further improvement in how reading is taught, learned, and supported.

For more information about the plan, contact Becky Womack, QEP Director, at [becky.womack@kctcs.edu](mailto:becky.womack@kctcs.edu) or Brandon Knight, QEP Reading Director, at [brandong.knight@kctcs.edu](mailto:brandong.knight@kctcs.edu)