

Edgecombe Community College's Quality Enhancement Plan First Year Update

- ❖ Appointed a QEP Coordinator – Bruce Panneton
- ❖ Implementation Committee established. The committee includes developmental and curriculum faculty as well as staff from student services and basic skills. Implementation Committee is working to “bridge the gap” between our various departments to help:
 - Developmental studies students find their developmental advisors
 - Capture lower functioning students immediately after placement testing so they can be directed to one of our various REAP programs.
- ❖ PEER Group selected and is meeting regularly to develop classroom reading strategies.
 - Some strategies have been tried and accepted by members of the PEER Group and will be introduced in an initial “tool kit” to the faculty during our Fall 2009 Kickoff.
 - PETALS
 - Cornell Notes
 - Audience Response Systems
 - A survey is being created that will allow the PEER Group to pinpoint what our faculty’s comfort levels are with various categories of teaching strategies (as related to the QEP and the development of our Tool Kit). The information gathered from this survey will help to guide the PEER group in the further development of the Classroom Strategies Tool Kit based on our faculty’s needs and interests.
- ❖ A consultant has been acquired from East Carolina University (ECU). She participated in Edgecombe Community College’s (ECC’s) “kickoff day” (staff development) for summer and continues to mentor the PEER group. Dr. Dorothy Muller has a reading education background and is in charge of faculty development for ECU. She is volunteering her time to work with us.
- ❖ R.E.A.P. (Reading Excellence Across Programs) course has been designed to improve student reading skills and comprehension. Courses have been offered in Fall 2008, Spring 2009, and Summer 2009. Courses are now being offered in conjunction with regular RED (reading) classes as a tandem process. The first 5 weeks of a semester will be REAP and the remaining 10 weeks will be the RED 080 or RED 090 developmental courses. Other options for the accelerated REAP courses are offered in two and four week sessions.

Marketing strategies for REAP Courses:

- Phone calls made to students placing into developmental reading.
 - Flyers handed out in Student Services during registration and when signing up for testing.
 - Video developed by Marketing class shown prior to placement testing.
 - REAP notice on computer printout of placement test scores to refer students to course.
 - Advisors and counselors encourage students to register for REAP.
 - REAP course survey has been developed and administered at the end of each course.
- ❖ Data collection methods are being developed to track students, capture lexile scores from My Reading Lab components of development courses, placement scores, and subsequent course information.

- As a result of the preliminary data collection, lexile scores, login problems, content questions, etc. were detected with the My Reading Lab software and book products. A meeting with the publishing company project development team allowed the College to resolve these issues and improve the software and text.
- Changes will be made to our current Outcomes Assessment process to include information on QEP strategies so we can track who is using the new strategies in the classroom.
- ❖ The WorkKeys Assessment has been given to all 2009 Health Science graduates. The scores received will establish a base-line to compare Health Science cohort who will receive reading strategies outlined in Edgecombe Community College's QEP.
- ❖ Mini grant has been obtained from the ECC Foundation for professional development activities for the coming year. This grant will help fund the initial strategies outlined in the QEP.

