



iRead, iLead, iSucceed: A Commitment to Literacy

iRead, iLead, iSucceed: A Commitment to Literacy is Southside Virginia Community College's (SVCC) Quality Enhancement Plan (QEP). The primary goal of the QEP is to improve student competencies in literacy through awareness and application of the reading process.

During the Summer of 2015, the QEP Development Team was formed and began reviewing institutional data, including: Analysis of Community Feedback, Retention Data, Community College Survey of Student Engagement (CCSSE), Integrated Postsecondary Education Data System (IPEDS), Graduate Assessment Data, Performance funding measures from the VCCS, Smarter Measure assessment results, Student Surveys, Survey of Entering Student Engagement (SENSE), Virginia Placement Test (VPT), and Virginia Standards of Learning End of Course Reading Assessment (SOL EOC Reading). Once data were compiled, it became evident that literacy was a key deficiency in the college's service area and the QEP's focus would be on teaching reading strategies throughout the college. The college believes this plan will have a profoundly positive impact on the communities in its service area, not just the students SVCC serves.

The QEP has three student learning outcomes.

- ▶ **Student Learning Outcome #1:** *Students will demonstrate an improvement in the comprehension of academic reading materials.*
- ▶ **Student Learning Outcome #2:** *Students will increase the use of metacognitive strategies while reading academic texts.*
 - ▶ Metacognitive Strategies include:
 - ▶ Planning – occurs before reading, relating it to prior/background knowledge
 - ▶ Monitoring – occurs during reading, comprehension of vocabulary, extracting the main ideas, self-questioning, summarizing
 - ▶ Evaluating – occurs after reading, thinking about application after reading the material
- ▶ **Student Learning Outcome #3:** *Students will demonstrate an increased level of engagement in literacy activities through college supported reading opportunities.*

The college put a plan in place to train instructors using a WestEd Reading Apprentice Course, marketing to students the process of reading, host events based around reading and the reading process, and implementing best reading practices in the classrooms. Implementation occurred during the fall of 2017. The implementation plan consisted of identification of the historical cohort, initiation of student testing, the establishment of student-driven reading clubs, development of common reader literacy materials, and instructor training.

Outcomes will primarily be measured by compiling data using the Nelson Denny Reading Test, Metacognitive Awareness of Reading Strategies (MARS), and the Adult Motivation to Read Scale.

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