

Executive Summary
iRead...iClick...I'm Ready...
Enhancing Reading Comprehension and Digital Literacy
Georgia Piedmont Technical College
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Georgia Piedmont Technical College, as response to CR 2.12 and CS 3.3.2, initiated strategies designed to identify a QEP topic focused on (1) the improvement of student learning or (2) the environment in which student learning takes place. GPTC's selected topic for the QEP addresses both of these areas in the following manner:

- Focus on reading comprehension and digital literacy skills across the disciplines
- Enhanced student encounters with reading and technology across the College

Strategies for QEP topic selection included assessment of existing survey data related to student outcomes and success and conduction of broad-based focus group discussion. Data from these surveys and focus groups indicated that reading comprehension and the integration and use of technology (digital literacy) in the learning environment ranked highest as areas of concern. Institutional data reinforce these findings:

- Documentation of weak COMPASS exit test reading skills scores.
- National Community College Benchmark (NCCBP) data which indicate that only 66% of GPTC Learning Support reading students successfully complete the reading sequence.
- Learning Support reading students' performance at significantly lower skill levels in COMP 1000, Introduction to Computers, than non- Learning Support reading students.

Collective data supports the selection of the QEP topic of improvement of reading comprehension and digital literacy. To clarify and direct the focus of the QEP, the following working definitions of both reading comprehension and digital literacy have been adopted.

- **Reading Comprehension:** "Intentional thinking during which meaning is constructed through interactions between text and reader" (Harris and Hodges 1995, 207).
- **Digital Literacy:** "the ability to read and interpret media (text, sound, images), to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments, with the most critical of these being the ability to make educated judgments about what we find online" (Jones-Kavalier & Flannigan, 2006).

Phase I of the QEP focuses on integration of reading skills and digital literacy across disciplines in the following courses: Reading II/III, Introduction to Computers, Composition and Rhetoric, Financial Accounting I, Medical Terminology, CAD Fundamentals, and Strategies for Student Success. The Pearson MyLabsPlus Learning Management System (LMS) electronic portfolio will document both progress and outcome data to evaluate instructional effectiveness and student learning outcomes.

Phase II of the QEP expands this focus to include additional theory-level courses (TBD) across the College. Reading modules within the LMS will be tailored to the subject matter of each course in conjunction with digital literacy exercises. Diagnostic assessments will be used to determine student mastery of competencies.

The QEP Assessment and Student Learning Outcome Subcommittees will evaluate outcome data each semester to design and implement strategies for improvement based on results.