

Executive Summary

Reading: Gateway to Learning

The focus of Laredo Community College's (LCC) Quality Enhancement Plan (QEP) is to improve reading and reading comprehension. This focus is emphasized in the title of the QEP, "*Reading: Gateway to Learning.*" Reading, as a fundamental skill, has been lacking in many students at Laredo Community College and was chosen to be the area of concern addressed by the QEP.

The focus of the QEP was developed through a process of participation from faculty, staff, administrators, students, and community stakeholders and was developed to be consistent with the Missions, Vision, and Institutional Objectives of Laredo Community College. The plan for achieving improvement of reading focuses on three Student Learning Outcome (SLO), one for each of the components of student learning:

1. The acquisition of a skill is addressed by the first SLO
2. Improvement of a skill is addressed by the second SLO
3. A change in attitude or value toward a skill is addressed by the third SLO

The general intent of the QEP of Laredo Community College is to have students acquire a change in attitude and improve reading comprehension in order to become lifelong readers through various in-class and extracurricular activities. The following SLOs will be targeted by LCC's QEP:

1. By the end of courses implementing QEP reading strategies, 50% of the students will be able to describe reading strategies and explain how the strategies were used to improve their reading comprehension.
2. Students will improve reading comprehension by 15 to 20% as evidenced by student success with reading material with a Lexile score in their sophomore courses that is 15 to 20% higher than entry-level freshmen courses and the results on the ETS Proficiency Profile.
3. Students will improve their attitude toward reading as evidenced by data from Reading Climate Surveys found on the ETS Proficiency Profile administered to entering freshmen and exiting sophomores and through increased student participation in reading programs, enrollment in literature courses, and participation in extracurricular reading activities.

The QEP will be directed by a QEP Coordinator who will oversee the implementation of the plan and its evaluation. The plan also relies upon volunteer faculty to implement reading strategies within their courses and provides for the professional development of participating instructors.

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