



Wharton County Junior College

Wharton County Junior College's QEP "Get in Gear for a Great First Year", targets students who are not-college-ready in reading, according to the College's approved entrance exams. Specifically, the QEP will address the gaps in course completion, persistence, GPA, and graduation/transfer rates between those students who are college-ready in reading and those who are not. The WCJC QEP will help bridge the gaps for the target population through an initiative that includes academic advising, a learning framework course, developmental reading courses, and additional supplemental instruction.

In fall 2009, WCJC will mandate individual academic advising for the target population. For students not-college-ready in reading, this academic advising will ensure students are placed in courses appropriate to their demonstrated academic skill level. Proper course placement will contribute to student success and persistence.

WCJC will offer two levels of reading courses to address the needs of the entering student not-college-ready in reading. READ 0306 Reading Survey 1 is designed for lower-performing students who need assistance in basic reading skills including expanded vocabulary and comprehension. This course provides an academic bridge to READ 0307 Reading Survey 2, which will continue to build on the skills acquired through READ 0306 with emphasis on reading as a thinking process and increased comprehension.

Enrollment in the learning framework course, PSYC 1300, will be mandated as concurrent enrollment for students enrolled in READ 0307, the final developmental reading course prior to entry into college-level courses. The course provides opportunities for the student to assess his/her-own learning style and academic strategies, and abilities to persist and succeed in college. Experiential learning included within the course content of PSYC 1300 will provide opportunities for students to develop a degree plan, participate in the financial aid application process, navigate the college website, and attend orientation concerning library services and resources.

Supplemental instruction such as that provided in the learning assistance centers will offer direct support for success in coursework for both college-level courses and developmental courses, thus improving persistence rates. The learning assistance centers' services will include tutors in reading, writing, and mathematics, and in the second year of the initiative the services will be expanded to include additional supplemental instructional services. These services will include individualized, self-paced computer software programs to reinforce class-based instruction in developmental reading.

The college appointed Rebecca McElroy, Department Head for Psychology, to serve as the QEP Coordinator. Ms. McElroy will serve as the chair of the QEP Implementation Team and will be responsible for ensuring the learning framework course outcomes are appropriate for the target population through collaboration with faculty teaching developmental reading courses. Other duties of the QEP Coordinator include serving as liaison with academic advisors/counselors regarding the QEP, working with the Offices of Instructional Assessment, Institutional Effectiveness, and Institutional Research to assess the effectiveness of the initiative, and communicating the progress of the QEP among members of the college community. Ms. McElroy's email address is RebeccaMc@wcjc.edu.