QEP Development Task Force Update
SSBTN & College Effectiveness Committees
November 12, 2015

The QEP Development Task Force will have an extended meeting on Friday, December 4th to thoroughly discuss the findings of the research/data homework. As a reminder, the Task Force was divided into four groups and each group was tasked with the following:

- Reviewing the SACSCOC Executive Summaries of other institutions who have Reading QEP's
- Determining which practices/initiatives they believe may be viable options for Vernon College
- Begin drafting a QEP Logic Model for these practices/initiatives to determine feasibility
- Begin gathering information for the required Literature Review
  - Institutional Data: CCSSE/SENSE, KPIA's, SIRII, TSI, Developmental, Demographics
  - Research/Data: Mindset – Success – Reading; connections between mindsets and success…and reading as a strategy in that success
  - Research/Data: Instructional Strategies; what strategies have been proven successful in the area of reading
  - Research/Data: Reading Challenges/Setbacks

The task force will be determining "who"…what students will be the target population for our QEP initiatives.

Examples of Research/Data findings:

- Institutional Data
  - Select questions from CCSSE and SIR II data, Count Day Snapshot, specific TSI and developmental information.
  - VC tracking developmental reading and writing student's progress data
- Research/Data: Mindset – Success – Reading
  - Carol Dweck asserts that "growth" mindset as opposed to "fixed" mindset – or the idea that one's mindset can change, or grow, with an individual – is a necessary component to student success
  - The Independent Learning Contract System: Motivating Students Enrolled in College Reading Courses. Dr. Jerry Lewis
- Research/Data: Instructional Strategies
  - Pre-reading strategies, SQ3R textbook study method, strategic reading, Qwizlet
  - MCSR—Modified Collaborative Strategic Reading
  - The Reading-Writing Workshop: Strategies for the College Classroom focuses specifically on improving students' writing and reading skills for academic success
- Research/Data: Reading Challenges/Setbacks
  - Instructor: unwillingness to acknowledge/confront reading noncompliance; and/or the unwillingness or aversion to using motivation reading tactics—believing that students should come to college pre-programmed and thus intrinsically motivated to read (Sappington, Kinsey, and Munsayac, 2002)
  - Student: low self-confidence, disinterest in the subject matter, and an under-estimation of the impact of neglecting required readings (Lei, Bartlett, Gorney, and Herschbach, 2010).