

EXECUTIVE SUMMARY

Bluegrass Community and Technical College (BCTC) holds students at the heart of its mission and regards reading as the driving pulse of academic and lifelong learning. The Quality Enhancement Plan (QEP), Read for LIFE, demonstrates that the college finds reading vital not only to success in academic coursework but to personal competence in negotiating a path through college processes and decision-making.

The QEP includes three main goals to address a range of reading needs:

1. Strengthen the students' learning experience in reading courses.
2. Improve students' functional literacy across campuses.
3. Advance student reading in the college-level curriculum.

To achieve these goals, BCTC will employ strategies ensuring timely enrollment of students in developmental reading courses, tracking progress toward college-level work, adjusting curriculum for a better bridge to subsequent courses, and providing tutorial assistance. Developmental reading faculty will form a strong community across six campuses in an ongoing exchange of ideas from current research and from classroom experience. Mutual support will close boundaries among campuses.

Understanding the role that prior knowledge plays in comprehension and realizing that first generation college students may lack language or experience to access, read, and understand important information on their own, BCTC's faculty, staff, and students will identify institutional terminology and processes critical to students' functional literacy in a collegiate environment. The college will experiment with ways to support student literacy through an enhanced advising process and through an online BCTC Literacy unit.

The QEP will also address diverse reading demands across the college-level curriculum. As Read for LIFE events expand teaching methods, faculty can review reading requirements for their courses, clarify expectations to students, and share tips on how to read well within a particular discipline or program.

Qualitative and quantitative assessment will occur regularly as the Read for LIFE initiative advances. Faculty and staff will be supported by professional development which they evaluate and shape. Students will be supported by teachers, advisors, and tutors, whom they also evaluate.

To measure reading improvement, developmental reading instructors will use standardized pre- and post-tests. After community-building, however, they will create assessment tools more predictive of success in subsequent college-level coursework. To gauge reading proficiency in college-level courses within their regular assessment cycle, instructors will apply an area-approved rubric to area-developed and approved assessment tools. To ascertain comprehension of college materials, advisors or teachers may use a BCTC Literacy questionnaire or online quiz.

As BCTC's first broad learning initiative, Read for LIFE will maintain the standard of regular assessment, regular analysis, and regular reporting. Findings will be shared with all constituencies involved in the QEP and will be used toward further improvement in how reading is taught, learned, and supported.

I. Initial Goals and Intended Outcomes

As stated, Bluegrass Community & Technical College (BCTC) selected ***Read for LIFE*** (Learning, Information, Fulfillment, and Entertainment) as our Quality Enhancement Plan (QEP) topic. Topic selection for the BCTC QEP involved thorough representation from all areas of the college. The process included: the Community College Survey of Student Engagement (CCSSE); the Community College Faculty Survey of Student Engagement (CCFSSE); college-wide meetings; three institutional brainstorming sessions providing both broad involvement and a rich reservoir of ideas; distillation of common themes by the Topic Development Team and sub-teams communicating across campus constituencies; solicited input from the Student Government Association, Academic Divisions, the Adult Education unit, Staff Council, and community and advisory committees which included significant numbers of program alumni. As a result, Bluegrass Community and Technical College (BCTC) prioritized “Building a Strong Foundation” as a topic category for our Quality Enhancement Plan (QEP).

To narrow the category to a measurable topic, the QEP Team, comprised of representation from across the college, was appointed for the purpose of planning the long term learning initiative. The QEP Team examined preliminary data on students in developmental reading, writing, and study strategies courses and considered the requisite features of a QEP as delineated. They particularly noted the importance of focus within the SACS plan and of broad involvement across the college. Although Reading/Writing as a single topic had received the most votes initially, the conjoined skills required very different means of assessment. Therefore, to ensure an adequately focused QEP and to secure broad support from faculty and staff across the consolidated college, the representative QEP team members voted to narrow the topic to reading, and faculty, staff and students were invited to share reading-focused concerns and to name our QEP. ***Read for LIFE*** (Learning, Information, Fulfillment, and Entertainment) demonstrates that the college finds reading vital not only to success in academic coursework but to personal competence in negotiating a path through college processes and decision-making.

The purpose of the QEP was to improve student reading by targeting/assessing the aforementioned three main goals. Improving reading as BCTC’s topic choice was heavily underscored as a need by a variety of data. After reviewing this institutional data, input from college-wide meetings, and imminent developmental education policy changes from the Kentucky Council on Postsecondary Education, QEP Team members formulated four specific student learning outcomes under the following three goals:

Goal 1. Strengthen the students’ learning experience in reading courses.

Outcome #1: In each reading course—DRE 010, DRE 030, and CMS 185—students who successfully complete the class will average at least a 1.5 grade level gain from Nelson Denny pre- to post-test.

Assessment: The Nelson-Denny Test, Form G will be administered at the beginning of the developmental reading course or sequence of courses, and Form H at the end.

Outcome #2: Students will achieve at least a 2.0 grade point average for the semester following their completion of developmental reading.

Assessment: The Office of Institutional Research will capture student GPAs for the first semester after completion of the last course in the developmental reading sequence.

Goal 2. Improve students’ functional literacy across campuses.

Outcome #3: Students participating in the BCTC Literacy cohort will score at least 70 percent on a literacy questionnaire administered in person or online.

Assessment: Survey students in the BCTC Literacy cohort during spring advance

registration beginning 2011, using the BCTC Literacy questionnaire developed during the 2009-10 academic year.

Goal 3. Advance student reading in the college-level curriculum.

Outcome #4: Within individual college-level courses, the average number of students scoring at a proficient level on discipline-specific questions related to reading will increase by at least one percent per assessment cycle.

Assessment: Faculty will utilize course embedded measures for their assessment of student reading and work with a rubric suitable to their discipline.

II. Summary of Changes Related to the BCTC QEP

A. Significant Changes in Project Personnel

- 1) QEP Director: From fall 2009 until December 2010 when she returned to her full-time position, a faculty member served as QEP Director. In spring 2011, two other faculty members were both named as new QEP co-directors. At the end of spring 2011, one co-director resigned from BCTC; in fall 2011, the remaining co-director was joined by another faculty member as QEP co-director.
- 2) In fall 2010, an adjunct faculty member was hired as the college's Mandatory Placement Monitor to track and monitor student compliance with the college's Mandatory Placement Policy, as well as to analyze faculty and student QEP surveys.

B. Continuous Improvement Process for Assessment

Initially, our reading course sequence included three classes: DRE 010 Reading Lab, DRE 030 Improving College Reading, and CMS 185 College Reading. In fall 2010, reading course prefixes changed from DRE to RDG. During this time, Nelson-Denny data showed a wide disparity between student outcomes in DRE 010 and DRE 030, and two changes were implemented: RDG 020 Improved College Reading was added to our developmental reading offerings; and DRE 010 was dropped from our reading curriculum in fall 2010. Since 2010, our reading course sequence has been comprised of three classes: RDG 020 Improved College Reading, RDG 030 Reading for the College Classroom, and RDG 185 College Reading.

Two important changes occurred across the college during our attempts to assess *Goal 3: Advance Student Reading in the College-level Curriculum*. The original intent was for General Education areas across the college to develop individual rubrics to integrate reading assessment within their academic discipline during their natural assessment cycle. Not every area assessed reading by developing individual rubrics that incorporated reading assessment within their discipline, and barriers prevented consistent assessment and made long-term data collection unrealistic. To implement our assessment across the curriculum and to streamline assessment efforts across general education disciplines, in 2012 the QEP team began planning a pilot of the Collegiate Assessment of Academic Proficiency (CAAP) Reading Assessment in general education courses. Our original goal remained the same: *Advance Student Reading in the College-level Curriculum*. However, both our assessment method and our original outcome under Goal 3 changed.

First, our assessment method changed. Too many specific cross-disciplinary choices for rubrics existed to be agreed upon within general education courses, and since reading strategies are best taught and evaluated both with the reading instructor and the discipline specific instructor present, our general education assessment method changed from individual rubrics (with embedded measures for assessment of student reading designed by faculty from within each general education area) to a more streamlined CAAP assessment (requiring pre-tests, reading strategy interventions in the general education classroom, and post tests for students after interventions). The general education cycle remained the same: collect data, analyze, implement change, and re-evaluate.

Second, our original outcome under Goal 3 changed: *Within individual college-level courses, the average number of students scoring at a proficient level on discipline-specific questions related to reading will increase by at least one percent per assessment cycle*. Since we replaced discipline-specific questions/rubrics with our new CAAP method of

assessment that uses different data points to measure outcomes, our new outcome was simplified to show overall student reading gains across a sample of general education disciplines.

III. Impact of QEP on Student Learning at BCTC

A. Discussion and Implementation of Interventions:

The following discussion of activities and interventions in support of Read for LIFE is organized according to each of our three goals. Many of our interventions addressed multiple goals. In particular, since Goal #1 focused on better preparing reading students for success in college-level content courses and Goal #3 aimed to advance reading in all courses on all campuses, many of our activities involved significant collaboration between reading faculty and faculty from other areas of the college. Through these shared activities, reading faculty gained a greater understanding and appreciation for the reading demands in college-level classes, and faculty from content and technical areas learned about reading strategies that might be incorporated into their classes to improve reading across the college.

Goal 1: To address assessment dimensions related to Goal #1: Strengthen the students' learning experience in reading courses, we took a varied approach. At the outset, BCTC appointed a Reading Director who was charged to oversee and coordinate student-focused reading interventions described below. To ensure that students who place into transitional reading enroll in the appropriate course during their first semester, we appointed a group of dedicated RDG 020 advisors. Students who place into RDG 020 must meet with one of these advisors to enroll or drop a class, thus ensuring mandatory placement. We also developed the COMPASS Reading Refresher, a free online tutorial to help students better understand and prepare for the COMPASS reading test, so that students who only need a quick review need not spend time and money unnecessarily on transitional reading courses, and so that our reading courses best fit the needs of students who enroll in them. To better prepare students for the rigors of college coursework, we convened a committee of "Reading Liaisons" with representatives from each academic division who reviewed surveys of faculty and student perceptions of reading, collected sample textbook chapters used in BCTC college-level courses for use in our reading classes, and reviewed reading demands in both general education and technical area content across the college. We emphasized ongoing professional development for full time and adjunct reading faculty. This included local, regional, and national workshops as well as an annual "Reading Community Kickoff," monthly "Sharefests," and an online eCommunity. Information learned at these conferences and workshops was shared with full time and adjunct reading faculty at regular meetings. Evaluations of professional development offerings for reading faculty were consistently positive with over 98% indicating that workshops were "Very Good" or "Excellent". Finally, we established Reading Partnerships using information gathered from the faculty and student reading perception surveys. These Partnerships paired a reading faculty member with a faculty member from another discipline to review the specific reading demands in a given college-level course. In learning about these demands, reading faculty were better able to prepare reading students for future success. Additionally, the non-reading faculty partners developed reading intervention strategies to be woven into the college-level course. These partnerships (as well as the Reading Liaison Committee) were also part of our approach to addressing Goal #3: Advance student reading in the college level curriculum, and they are among the successful activities that we have continued beyond the duration of our QEP.

Goal 2: In support of Goal #2: Improve academic/functional literacy across campuses, we identified words, phrases, abbreviations and processes that students need to understand in order to independently navigate their college careers. We then set about helping them learn this vocabulary through orientation and advising interactions. Later, academic literacy became a major focus of our college success course which is strongly encouraged for all first year students. A glossary of important abbreviations, terms, and processes, along with a BCTC Literacy unit quiz, was published on our website, and publicized to students through an extensive marketing campaign using a QR code printed on playing cards, highlighters, and other promotional materials.

Goal 3: To address assessment dimensions related to Goal #3: Advance student reading in the college-level curriculum, BCTC undertook the following activities/interventions. We appointed a reading tutor, stationed in the tutoring center, to work with students experiencing reading difficulties. Student evaluations of tutoring indicated strong satisfaction with

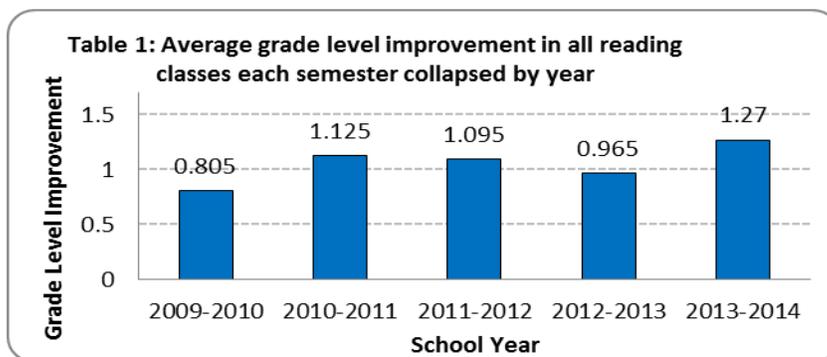
the help provided by the reading tutor. As mentioned in Goal 1, to disseminate effective reading comprehension strategies throughout the college and to better understand the reading issues faced by BCTC students in all of their classes, we convened a committee of “Reading Liaisons” with representatives from each division. Representatives solicit reading-related questions or concerns from division colleagues to bring to this committee; they share with division colleagues strategies and interventions discussed by the committee. Through the work of this committee, we are able to maintain college-wide ongoing communication regarding improving student reading (see Goal #1 above). Using information from faculty and student reading perception surveys, each semester a reading faculty member and a faculty member from another area received one course reassignment each to identify the reading demands in a particular course and develop reading supportive strategies to be woven into that course. The partners then shared their experience at professional development workshops and division meetings to help teachers of similar courses inculcate reading support into their courses. By the end of our QEP, sixteen such partnerships represented all divisions, and another 16 general education and technical faculty were waiting to participate in a partnership. Thus, Reading Partnerships continue long after our QEP (see Goal #1 above). Throughout the five years of Read for LIFE, faculty and staff were required to attend at least two reading-focused professional development workshops each year. During that time, over 145 in-person workshops were offered at six campuses, online workshops were available each semester, and an extremely successful, all-day QEP “mini conference” attracted 284 attendees. Reviews of professional development opportunities for faculty and staff were overwhelmingly strong with 97% rating these workshops as “Very Good” or “Excellent.”

B. Summary of Data:

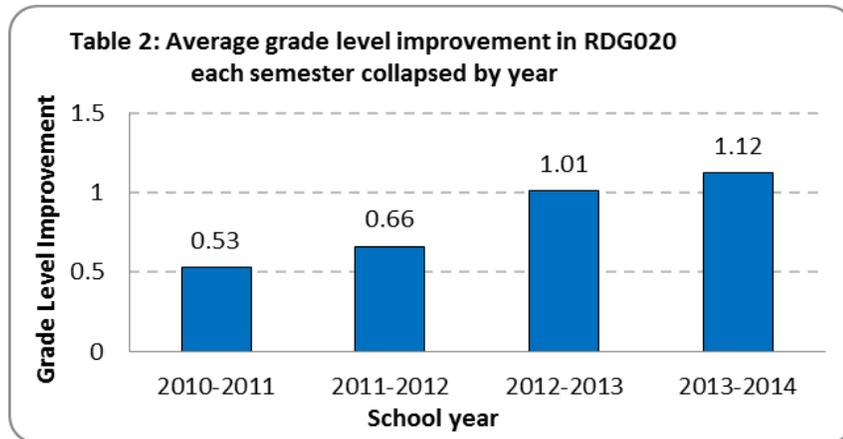
Goal #1: Strengthen the students’ learning experience in reading courses.

Analysis of student performance in transitional reading courses as measured by the Nelson-Denny Reading Test is based on a total of 4422 pieces of data collected from 2211 students over 10 semesters. Students in RDG classes were given the Nelson Denny Reading Test Form G during the first week of class and they were assessed again with the Form H at the end of the semester. Of these 2211 students, 455 were enrolled in the lowest level, 1259 were enrolled in the middle level, and 497 were enrolled in the highest level of transitional reading at the time of assessment. Students from 41 programs and/or disciplines were assessed.

QEP Outcome # 1: In each reading course- DRE 010 (2009), DRE 030 (2009), CMS 185 (2009), RDG 020, RDG 030, and RDG 185 - students who successfully complete the class will average at least a 1.5 grade level gain from pre- to post-test. (This is equivalent to 1.5 years of school.) **Table 1** shows the average improvement each semester for all reading students combined. **Table 2** shows the average improvements from each class in the reading course sequence. Each semester, students improved as follows:

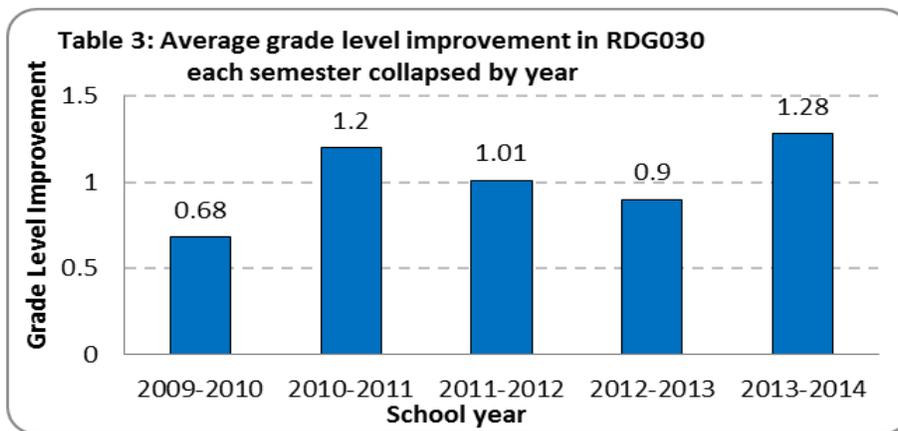


Overall, BCTC reading students fell short of the ambitious goal of improving 1.5 grades in a single semester. This is not entirely surprising since one semester is equivalent to one-half of a grade level. Thus, while BCTC did not meet its goal, students consistently performed better than the .5 grade level increase in one semester that might be expected. **Tables 2-4** show the average grade-level improvement in a single semester for each reading course at BCTC (data has been collapsed by school year).

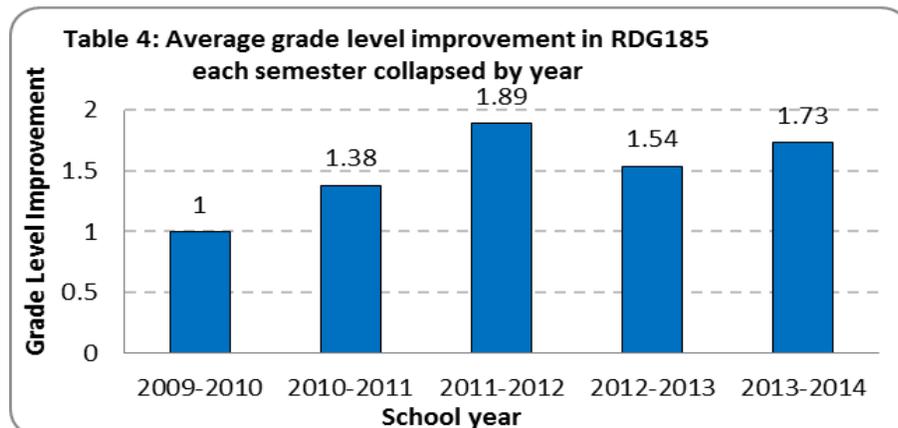


Note: RDG020 was first offered at BCTC in 2010-2011 in response to achievement disparities between the existing reading courses (DRE 010 and DRE 030) revealed by the Nelson-Denny.

Students in our lowest level reading course, RDG 020, showed the least improvement. This is particularly pronounced during the first two years depicted in **Table 2**. Beginning in 2012-2013, in response to this data, RDG 020 was modified to include a more rigorous focus on vocabulary skills, to which we attribute the improvements in subsequent years.



Beginning in the second year of our study, students in RDG 030 showed improvements of almost one grade level (one year) or more. While this falls short of our goal of a 1.5 grade level gain in one semester, it consistently surpasses the one-half grade level improvement that might be expected in that time.



Note: In 2009-2010, this class was called CMS 185. It was changed to RDG 185 beginning fall 2010.

Students in RDG185 showed the most improvement each year. For the last three years of Read for LIFE, students in this class met and surpassed the ambitious goal of a 1.5 grade level increase.

QEP Outcome # 2: Students will achieve at least a 2.0 grade point average for the semester following their completion of developmental reading

Analysis of student performance as measured by subsequent semester non-cumulative GPA includes data from 2953 students taking a total of 6768 classes the semester immediately following completion of their developmental reading requirement. Collapsing across years, student performance is depicted in **Table 5**:

	2008-2009*	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# students	476	682	402	387	474	532
GPA	1.5	1.72	1.54	1.62	1.67	1.71

* The 2008-2009 school year predated implementation of our QEP.

Compared to baseline data gathered in 2008-2009, on average, it is encouraging that students earned higher grades in the semester immediately following completion of their developmental reading requirement. However, these GPAs fell short of the 2.0 goal we had established originally.

Additional QEP Outcome: Increase percentage of students who enroll in mandatory reading class their first semester.

Of students required to take developmental reading each semester, the percentages of those who enrolled in the appropriate RDG course during their first semester are shown in **Table 6**:

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
61.00%	64.50%	67.80%	76.10%	80.80%

Numerous factors contributed to the increased first semester enrollment in mandated reading classes: as mentioned, a mandatory placement monitor was hired to track compliance and follow up with non-compliant students; a program of trained developmental advisors was established; and all advisors participated in annual professional development.

Goal # 2: Improve students' functional literacy across campuses. Improvement of students' functional literacy (vocabulary, abbreviations, and processes associated with the college) was measured by the BCTC Literacy survey developed through faculty, staff and student input. Surveys were administered once a year 2009-2013* with a total of 425 students surveyed.

*BCTC Literacy Surveys were administered for the final time in 2013; in 2014 changes to institutional terminology and processes critical to students' functional literacy were updated and posted as a BCTC Literacy Unit quiz on our website for faculty, staff and students, and our college success courses.

QEP Outcome #3: Students participating in the BCTC Literacy cohort will score at least 70 percent on a literacy questionnaire administered in person or online.

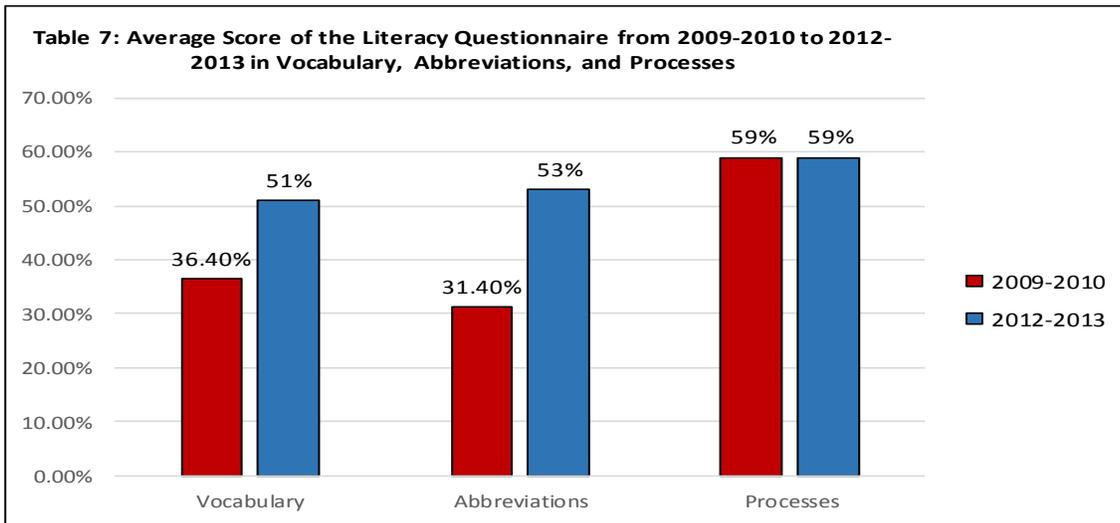


Table 7 addresses BCTC functional literacy. While students improved in vocabulary associated with BCTC and even more improvement was shown in their overall understanding of abbreviations or acronyms associated with the college, it is important to note that, while no improvement was shown in students' understanding of processes at BCTC, students' understanding of processes was still higher overall than improvements made in college vocabulary or abbreviations.

Goal #3: Advance student reading in the college-level curriculum.

Changes occurred that prevented us from consistently measuring advancement of student reading across the college-level curriculum. In Fall 2013 in response to these changes, we chose to administer the CAAP Reading Assessment to gather consistent data. Reading scores from students' college entrance assessments, such as ACT or COMPASS, were compared with scores from the CAAP Reading assessment administered to students at the end of the fall or spring semesters. Analyses of reading in the college-level curriculum as measured by the CAAP is based on 275 students. The first set of CAAP assessments were administered to 152 students from 40 classes representing 7 disciplines in Spring 2014, and the second set was administered to 123 students in Fall 2014 from 40 classes representing 5 disciplines.

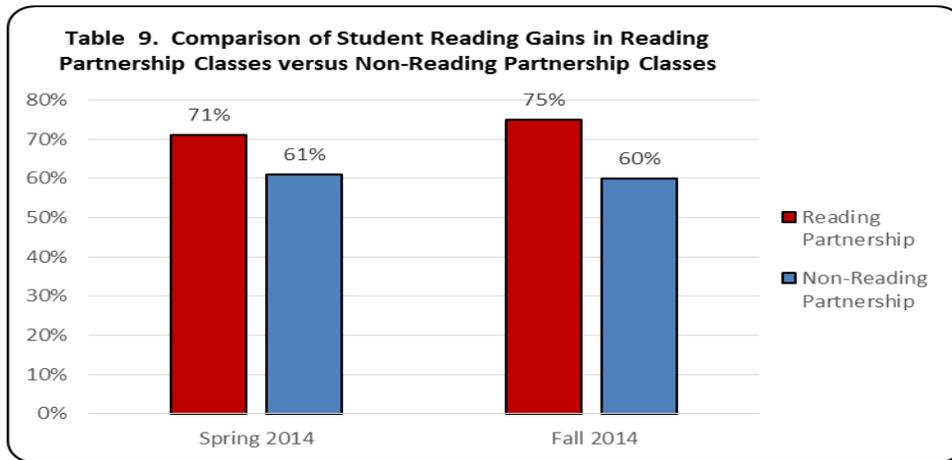
Outcome #4: Within individual college-level courses, the average number of students scoring at a proficient level on discipline-specific questions related to reading will increase by at least one percent per assessment cycle.

Although we were not able to measure specifically our original outcome, we were able to collect data in relationship to Outcome #4 that revealed reading gains across college-level disciplines. **Table 8** shows the percentage of students who made reading gains in Spring 2014 and Fall 2014 using ACT or COMPASS as the pretest assessment and the CAAP Reading assessment as the posttest.

Table 8: Percentage of Students Making Reading Gains Spring 2014 and Fall 2014		
	Spring 2014	Fall 2014
Reading Gains	55% (n=152 students)	32% (n=123 students)

Fifty-five percent of students assessed in Spring 2014 showed reading improvement over their original assessment score. In Fall 2014 thirty-two percent showed reading improvement. While these improvements may be attributed to

reading interventions within the classroom, stronger proof of successful reading interventions is shown in **Table 9** which compares student reading gains in Reading Partnership classes to Non-Reading Partnership sections of the same class.



In Reading Partnerships classes, 71% of students made reading gains while 61% of students in Non-reading Partnerships made gains. This data suggests that reading interventions work to improve student reading in credit-bearing, college-level courses, and the findings were integral in continuing Reading Partnerships after the duration of the QEP.

Additional QEP Outcome of Goal 3: Advance student reading in the college-level curriculum:

Further proof that Reading Partnerships were effective is found in **Table 10** below. Faculty partners in math and English were able to compare passing rate, average grades, and retention of students who received reading partnership interventions and students who did not over the course of three semesters. Course sections were taught by the same instructor; thus, the only difference between the sections studied was students in partnership sections received classroom reading interventions while students in the non-partnership sections received no classroom reading interventions. **Table 10** shows that students in partnership classes outperformed their non-partnership counterparts on every measure.

Table 10. Comparison of Student Outcomes in Reading Partnership Classes versus Non-Reading Partnership Classes

	Partnership Sections (Math and English Combined)	Non-Partnership Sections (Math and English Combined)
Initial Enrollment	46	48
End-of-Semester Enrollment	40	39
# Passed	30/65%	22/46%
Average Grade	2.5	1.6
Subsequent Semester		
Still Enrolled Next Semester	36/78%	26/54%
Total Classes Passed	101	75
Average GPA	2.40	2.19
2nd Subsequent Semester		
Initial Enrollment	27/59%	18/38%
Total Classes Passed	76	47
Average GPA	2.44	2.15

As shown above, students receiving the reading interventions in the classroom were more successful in passing rate, average grade and retention. For example, 65% of students involved in the partnership sections passed the class while only 46% passed in the non-partnership sections. Following both groups of students in subsequent semesters, partnership students by far exceed the number of credits earned and the number of students retained at BCTC. These stellar results provided a strong argument for the continuation of Reading Partnerships after the QEP, and in fact, was the impetus for BCTC administration approving the Reading Coordinator position to continue successful QEP initiatives long after the duration of our QEP.

C. Unanticipated Outcomes:

We certainly had not anticipated the far-reaching impact of the QEP beyond our school. The QEP has been invaluable in improving the BCTC institution as a whole. We expected improvement in student reading, but we did not anticipate that QEP effects would be felt in nearly every area and level of the College, from curriculum design to institutional culture. The QEP is now embedded in several ongoing initiatives at the College, and the ripple-effect of support we have received from within BCTC, as well as the interest from institutions outside of BCTC resulting in multiple networking opportunities, is astounding.

First, we could not have anticipated the extent of collaboration across the college. QEP full-time and part-time faculty have developed a closer working relationship as they discuss successful classroom strategies, course objectives in their respective disciplines, student problems, schedules and textbooks. Further collaboration continues to be fostered across disciplines as Reading Partnerships continue to “train the trainer” long after the QEP has ended. Waiting lists have formed for “Reading Partnerships” across the college disciplines, a partnership has been formed with the Financial Aid office to assist students with terms and definitions relating to forms, and a new “Reading Partner” application process has garnered even more “prestige” for those selected to participate. The “Reading Co-requisite” model evolved from Reading Partnerships, and these courses allow developmental reading students to enroll in college-level courses while at the same time enrolling in a reading course that allows developmental support specific to the reading requirements in the college-level class. These co-requisite courses differ from partnerships in that college-level instructor does not teach reading strategies in his or her classroom. The college-level instructor has no way in which to identify the reading students in his or her class. Instead, the reading instructor teaches reading strategies in the developmental reading course specifically designed to target the college-level textbooks in the co-requisite course. To date, we have offered 11 co-requisites in history, communication, biology, political science, English, art and psychology. Students are taking advantage of both the partnership and the co-requisite courses, and developmental reading advisors and staff work hard to assist students with course placement.

In such tough budgetary times, we could not have anticipated that administration would continue to embrace and to fund QEP initiatives that continue to make a positive impact on BCTC. For example, each reading partner received one course reassigned time, and administration has continued that budgetary support, along with approving our first Reading Coordinator position to oversee continued partnerships, co-requisite courses, developmental reading advisors and a permanent reading tutor. Student retention and success equals increased dollars, and our BCTC leadership considers continuing our original QEP initiatives a “win-win.”

We certainly never anticipated the far-reaching impact of the QEP beyond our school. For instance, other institutions such as the Kentucky Association for Developmental Education (KADE), Jobs for the Future (JFF) in Boston, Jefferson Community & Technical College (JCTC) in Louisville, Northern Kentucky University (NKU), and even Dallas Community College (DCC) in Texas have contacted us to discuss our co-requisite courses and our reading partnerships initiatives. The culture of our college is moving in the right direction.

IV. Reflection on what BCTC has learned as a result of the QEP experience:

Student Learning Outcomes Assessment: We learned to keep assessment processes simple.

BCTC's Read for LIFE project, targeted three main goals. Measuring reading improvement in reading classes is challenging, but measuring improvements outside of developmental reading courses and across all college-wide disciplines proved to be a daunting task. In short, we learned that effective assessment plans are more about the conversations and interventions that focus on improving student learning in the classroom and less about the complexity of the actual assessment tool.

Professional Development/Leadership Opportunities: We learned that ongoing professional development strengthens faculty, staff and student expectations institution-wide by bringing everyone to the table.

Reading workshops (on-ground and online) continue to be offered each semester at all campuses to strengthen BCTC's commitment to improving student reading. Workshops on reading strategies are so popular that faculty request workshops at each training day and "Fifth-Friday" conference day planned during the semester. More instructors consider different learning styles and reading strategies when they design their classroom activities. Many departments have formed Textbook Committees to evaluate textbooks and ensure they are appropriate for college-level reading. Repositories for reading interventions are now a permanent fixture on our BCTC website and in Blackboard and are regularly updated each semester at the request of faculty. Developmental reading faculty gather and exchange ideas monthly. Our Reading Liaison Committee represents each college division and is now recognized as a leadership opportunity where members are trained in reading strategies they may share with their fellow division members at each monthly division meeting, in a "train-the-trainer" fashion.

Comprehensive Interventions for Student Success: We learned student services matter in overall student success and retention.

Our "BCTC Literacy" unit, including acronyms, terms, and processes for students to know to be successful at BCTC, is now posted on our website and is also in quiz form for instructors to utilize in any course, specifically in our first-year college-success courses. Students at all campuses now have access to a COMPASS reading-refresher either before taking the COMPASS test or before re-testing to improve their score, and this COMPASS reading-refresher is a useful tool for the designated Reading Tutor at the Tutoring Center who offers online and on-ground tutoring services. Mandatory Placement for students testing into reading courses is now aided with the help of faculty Reading Advisors who meet with students testing into RDG 020 and who then enroll them in appropriate reading-level courses. Developmental Reading Advisors help guide students in and out of developmental studies as quickly as possible so they may focus on their intended academic careers.

Reading Partnerships across Disciplines: We learned reading courses should be designed to reflect the demands of college-level courses and instructors do not have to be reading teachers to help teach students reading strategies.

Over the past two decades, studies show students who have taken a course integrating reading instruction across disciplines have proven more successful than those in traditional, stand-alone reading instruction courses. Therefore, our reading faculty began to better support students by building coalitions with other faculty across disciplines and targeting good reading practices within college-level classes. Professors highly knowledgeable in the content of their disciplines may be baffled by how to teach students who lack essential reading skills. When students cannot or do not complete reading assignments, the professors may abandon or decrease reading requirements because they believe that addressing reading deficiencies is not their job and would take time away from content instruction. Since reading demands are discipline-specific, students are more likely to strengthen their skills when support and expectations are institution-wide. Consequently, we learned how to "train the trainers" with Reading Partnerships and how to "target the text" with "Co-requisite courses", two initiatives that target discipline-specific reading demands.