

**Annual Assessment Report  
Calhoun Community College  
Quality Enhancement Plan**

Calhoun's developed its QEP around two complementary goals: (1) improving students' academic reading comprehension across the curriculum and (2) increasing student engagement of academic reading. The QEP plan focuses on educating faculty members on numerous researched-based instructional methods and strategies for improving reading comprehension and increasing engagement of academic reading.

Outcomes / Goals	Assessment / Criteria	Methods, Results and Analysis	Use of Results / Follow Up
<p><b>Quality Enhancement Plan (QEP)</b> <b>Outcome 1: Improve student reading skills</b></p> <p><b>Goal</b></p> <ol style="list-style-type: none"> <li>Students who scored below NPR of 50% on a norm referenced pre-test reading assessment will increase their reading comprehension levels on a formal norm referenced post reading assessment.</li> </ol>	<p><b>Assessment Method:</b> GMRT LEVEL AR, Version S for pre-test and T for posttest. Formal / GMRT.</p> <p><b>Method:</b> Pre-test, Post Test Students who score &gt; NPR 50% will increase their reading comprehension levels on a posttest after completing at least 2 additional semesters of coursework.</p> <p><b>Criterion:</b> Students who score &gt; NPR 50% will increase their reading comprehension levels on a posttest after completing at least 2 additional semesters of coursework.</p>	<p>The 204/15 QEP Team (Year 3) consisted of faculty members from the following disciplines: History, Psychology, English and Nursing. A total of five faculty members participated in the year 3 cohort. The QEP cohort received training relative to reading, reading comprehension, and reading engagement during the Fall of 2014. During Spring 2015, faculty embedded reading comprehension and engagement strategies within their course content and assessed students on the use of the embedded strategies using an informal pre and posttest. Students enrolled in these courses were asked to voluntarily participate in the GRMT Level AR Version S. A breakdown of the informal and formal data is listed below.</p> <p><b>Psych 200</b></p> <ul style="list-style-type: none"> <li>19 students participated in the GRMT Level AR, Version S pretest</li> <li>Group total NPR = 94%</li> <li>2 (11%) students scored &gt; NPR of 50%</li> <li>The group NPR for <b>Total</b> of 94 means that the overall reading level for the group is higher than 94 percent of the scores of students in grade 13 nationally. The overall reading level for the group is <b>high</b>.</li> </ul>	<p>Students whose total score fell below NPR of 50% will be asked to participate in a post test after completing at least 2 additional semesters of coursework. Advisors are notified of students who fell below the benchmark and were asked to assist the QEP team by encouraging students to enroll in courses taught by professors who had participated in QEP training. NOTE: One of the biggest challenges facing the QEP team is implementing a strategy / plan that will encourage students to voluntarily engage in the GRMT post test after completing additional coursework. The majority of students who score &gt;NPR of 50% are no longer enrolled at the college.</p>

		<p><b>HIS 201</b></p> <ul style="list-style-type: none"><li>• 26 students participated in the GRMT Level AR, Version S pretest</li><li>• Group total NPR = 86%</li><li>• 9 (35%) students scored &gt; 50%</li><li>• The group NPR for <b>Total</b> of 86 means that the overall reading level for the group is higher than 86 percent of the scores of students in grade 13 nationally. The overall reading level for the group is <b>high</b>.</li></ul> <p><b>ENG</b></p> <ul style="list-style-type: none"><li>• 34 students participated in the GRMT Level AR, Version S pretest</li><li>• Group total NPR = 96%</li><li>• 5 (14%) of students scored &gt; 50%</li><li>• The group NPR for <b>Total</b> of 96 means that the overall reading level for the group is higher than 96 percent of the scores of students in grade 13 nationally. The overall reading level for the group is <b>high</b>.</li></ul> <p><b>HIS GM</b></p> <ul style="list-style-type: none"><li>• 21 students participated in the GRMT Level AR, Version S pretest</li><li>• Group total NPR = 91%</li><li>• 5 (24%) of students scored &gt; 50%</li><li>• The group NPR for <b>Total</b> of 91 means that the overall reading level for the group is higher than 9 percent of the scores of students in grade 13 nationally. The overall reading level for the group is <b>high</b></li></ul> <p><b>NUR Cohort #4 / NUR 102</b></p> <ul style="list-style-type: none"><li>• 68 students participated in the GRMT Level AR, Version S pretest</li><li>• Group total NPR = 98%</li><li>• 1 (1%) of students scored &gt; 50%</li><li>• The group NPR for <b>Total</b> of 98 means that the overall reading level for the group is higher than 98 percent of the scores of students in grade 13 nationally. The overall reading level for the group is <b>high</b>.</li></ul>	
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<i>Outcomes / Goals</i>	<i>Assessment / Criteria</i>	<i>Methods, Results and Analysis</i>	<i>Use of Results / Follow Up</i>
<p><b>Quality Enhancement Plan (QEP)</b></p> <p><b>Outcome 1: Improve student reading skills</b></p> <p><b>Goal 2:</b> Percentage of students scoring at or above the national mean on a reading assessment will increase by 1% each year.</p> <p><b>Outcome 2: Increase engagement in academic reading.</b></p> <p><b>Goal 1:</b> Student use of reading nooks will increase.</p> <p><b>Goal 2:</b> Students will participate in the annual Writer's Conference/Big Read.</p>	<p><b>Assessment:</b> Collegiate Assessment of Academic Proficiency (CAAP)</p> <p><b>Method:</b> standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes.</p> <p><b>Criterion:</b> The percentage of students scoring at or above the national mean on the reading / critical thinking assessment will increase by 1% each year.</p> <p><b>Assessment:</b> Student sign in logs <b>Method:</b> Monthly sign in paper logs posted outside the reading nooks. <b>Criterion:</b> The number of students utilizing the reading nooks will increase by 10% each year.</p> <p><b>Assessment:</b> Student sign in logs at WC/BR <b>Method:</b> Student participation was voluntarily <b>Criterion:</b> At least 200 students will participate in the Writer's Conference / Big Read.</p>	<p><b>NOTE:</b> No results available as the CAAP was not administered during 2015 per the college assessment schedule.</p> <p>Reading Nooks were created on both the Decatur and Huntsville campuses. Semester log sheets are voluntarily signed by students who use the reading nooks. Captured data indicates that 2237 students signed data logs during the 2013/2014 term and during the 2014/15 term, voluntarily signed log books indicate that 2518 students utilized the nooks.</p> <p>Chosen for the 2014/15 Writer's Conference/Big Read, the adoption of Billy Collins' <i>Aimless Love</i>. The keynote speaker during our two-day event included none other than the author. Over 1500 books were distributed to students and Collins' poetry was embedded in a number over different courses as part of course content. 704 students participated in the Writers Conference.</p>	<p>CAAP data from Spring 2016 will include data on reading / critical thinking.</p> <p>There is no method in place that provides complete accuracy as to how many students actually utilize the reading nooks – the areas are not monitored by staff and it is reasonable to assume that students may use the room without signing the logs. Other sign in possibilities were explored, including electronic sign in with student ID's, etc.; however, no other method seemed financially prudent as the college is undergoing a massive renovation which will result in the relocation of several student service areas.</p> <p>Continue to invest time and effort in securing talent that has a broad range and appeal to Calhoun's diverse population.</p>



Summer 2015 / data derived from Fall 14 and Spring 15

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