

QEP Mini-Plan Proposal #10

CATEGORY: Reinforcing the three R's; Critical Thinking; Distance Education

TOPIC: Reading across the Curriculum: Library Component

NEED: A significant portion of COA students need not only superlative developmental reading coursework but also follow-up reinforcement across the curriculum. Furthermore, students whose reading skills are at college level need to hone their skills in preparation for upper-division studies or the demands of the workplace. Along with the Foundational Studies/Academic Support, the Library is uniquely positioned to help strengthen reading skills across the curriculum.

LEARNING OUTCOMES:

- 1) Students will find motivation to develop their reading and study skills by having access to the appropriate materials and devices in whatever technological format appeals to them the most.
- 2) Students will deepen their understanding and value of the connections between information literacy skills and the technologies they use to read, study and research.
- 3) Students will improve their skills in gathering and assessing information for use in academic, work and personal contexts.

ACTIVITIES:

- 1) Provide students, especially those in developmental programs, with opportunities to borrow library-issued e-book readers, iPads and other devices for in-library use. If feasible, library could lend equipment for off-campus use according to a carefully developed policy.
- 2) Revise library collection-development goals to give individual students an appropriate assortment of quality reading material in their preferred formats.
- 3) Apply the "embedded librarian" concept to the following courses: ACA 111, ACA 118, RED 080 and RED 090. The college would dedicate an instructional librarian to each section of these courses to work throughout the semester in cooperation with the primary instructor. The librarian's role would include in-classroom or online instruction in information literacy and research. The arrangement would offer students a strong introduction to library skills and establish a relationship between students and the library that can last through the rest of their time at COA. The instructional librarian and others would also plan tutorials, study guides and similar resources to provide carefully developed online instruction.
- 4) Offer optional mini-course(s) through the library to reinforce reading and study skills.
- 5) Add a library-skills/information literacy course to the COA curriculum. (The NCCCS combined course library currently contains no course focusing on library research skills.)
- 6) Create a learning commons area and possibly an instructional room within the Elizabeth City library in order to promote student collaboration, access to technology and opportunities to learn information literacy. Tutors could also use the space to work with students quickly and easily. Adapt the same concepts to the available space and building configurations at Dare and Chowan campuses. (See [N.C. State University](#) for an example.) Research the possibility of creating an

online counterpart to the physical learning commons as another resource for distance education students so that they can collaborate and interact regardless of what classes they are taking.

ASSESSMENTS/OUTCOMES

- 1) Library can perform pre-testing and post-testing of selected students in ACA and RED courses as well as participants in mini-courses and tutees.
- 2) Library can maintain statistics on borrowed equipment, library acquisitions and room usage.
- 3) College can survey student attitudes toward reading before and after activities.

BUDGET:

- 1) Release time for existing staff to research, evaluate and acquire new equipment and materials. Also time to develop careful policies on acquisition and lending of equipment.
- 2) Salary/wages for a full-time instructional librarian who would teach mini-courses, design a library-skills course, and embed into ACA and RED courses for Elizabeth City, Internet and hybrid. Release time for librarians to teach at Dare and Chowan.
- 3) Acquisitions budget that includes purchases of print materials and annually recurring licenses for online resources.
- 4) Equipment budget for iPads, e-book readers and other devices.
- 5) Construction and renovation budget for learning commons.

QEP Mini-Plan Proposal

CATEGORY: Reinforcing the three R's; Critical Thinking; Distance Education

TOPIC: Writing across the Curriculum: Library Component

NEED: Most COA students need to upgrade their writing skills and receive follow-up reinforcement regardless of their major or current abilities. Students with weak skills need to reach the college level. Students with strong skills must propel themselves farther. Along with the Foundational Studies/Academic Support, the Library is uniquely positioned to help strengthen writing skills across the curriculum.

LEARNING OUTCOMES: Similar to Reading plan.

ACTIVITIES: Similar to Reading plan, but with the following exception:

- Instructional librarian would be embedded into ENG and other writing-intensive courses and not embedded into RED classes.

ASSESSMENTS/OUTCOMES: Similar to Reading plan.

BUDGET: Similar to Reading plan.

QEP Mini-Plan Proposal

CATEGORY: Reinforcing the three R's; Critical Thinking; Distance Education

TOPIC: Mathematics across the Curriculum: Library Component

NEED: Similar to Reading Plan.

LEARNING OUTCOMES: Similar to Reading plan.

ACTIVITIES: Limited to the following:

- 1) Provide students, especially those in developmental programs, with opportunities to borrow library-issued iPads and other devices for in-library use. If feasible, library could lend equipment for off-campus use according to a carefully developed policy.
- 2) Revise library collection-development goals to give individual students an appropriate assortment of quality mathematics study material in their preferred formats.
- 3) Create a learning commons area within the Elizabeth City library in order to promote student collaboration, access to technology and opportunities to learn information literacy. Tutors could also use the space to work with students quickly and easily. Adapt the same concepts to the available space and building configurations at Dare and Chowan campuses. (See [N.C. State University](#) for an example.) Research the possibility of creating an online counterpart to the physical learning commons as another resource for distance education students so that they can collaborate and interact regardless of what classes they are taking.

ASSESSMENTS/OUTCOMES: Similar to Reading plan.

BUDGET:

- 1) Release time for existing staff to research, evaluate and acquire new equipment and materials. Also time to develop careful policies on acquisition and lending of equipment.
- 2) Acquisitions budget that includes purchases of print materials and annually recurring licenses for online resources.
- 3) Equipment budget for iPads, e-book readers and other devices.
- 4) Construction and renovation budget for learning commons.

Mini plan #9

Topic: Reading across the curriculum

Need: I think students who come to us are underprepared for reading in life. Additionally, the digital world is creating a world of skimmers not readers.

Learning Outcomes: (SACSCOC defines learning as changes in knowledge, skills, behaviors and/or values.)

1. Students will learn to identify audience and purpose of writing.
2. Students will learn to identify central idea and main points in reading.
3. Students will learn to outline material to show support material and links to main points and central idea.
4. Students will develop strategies to retain information read.

Activities:

1. Have students in every course outline at least one reading.
2. In some courses, we will have students utilize mapping techniques to understand relationships between support materials, main points, and central ideas.

Assessments/Outcomes:

1. Students will demonstrate how to read for information.
2. Students will recognize how support material is used to bolster a point.

Budget: Release time to develop these activities.

Miniplan idea # 15

Foundation member called and asked that we research where our transfer students were lacking. He was concerned about where our students succeed or fail at the institutes to where they transfer. Do we provide solid foundation