

Contextualized Reading, Writing, and Math Skills

Texas State Technical College West Texas QEP

Texas State Technical College West Texas (TSTC West Texas) has developed a Quality Enhancement Plan focused on insuring each student receives the proper grounding in basic skills – Reading, Writing and Math. The process is to contextualize and embed the skills into introductory technical courses. The College, through curriculum development and intensive professional development for faculty, will ensure that as a student learns the specifics of the technical program, the student will improve their skills in reading, writing and math.

The QEP Steering Committee formulated the following Quality Enhancement Plan topic:

Strengthen student skills in Reading, Writing and Math by demonstrating relevancy to their technical classes and careers.

The QEP Steering Committee adopted three Student Learning Outcomes:

1. Students will demonstrate improvement in their reading, writing and math skills from the beginning of the contextualization semester to the end of that semester.
2. Students will be able to explain how reading, writing and math are important and relevant to their chosen fields of study and careers.
3. Students enrolled in a contextualized technical course that require Developmental Education - reading, writing and/or math will successfully complete their courses with a C or better and persist in any other required Developmental Education and their technical programs beyond the semester of contextualization.

To reach these goals, the QEP Steering Committee developed the following process goals:

1. TSTC West Texas will integrate contextualized Reading, Writing, and Math skills into first semester technical coursework.
2. TSTC West Texas will provide opportunities for professional development and collaboration for all faculty members prior to the semester their program begins integration.
3. TSTC West Texas will develop and offer labs paired with contextualized technical courses for students who require developmental education.

The implementation of the QEP will be limited to one program per semester, and faculty from both Developmental Education and the technical program with which contextualization will be implemented will meet regularly and participate in professional development activities prior to the semester of contextualization. Contextualized activity lesson plans will be housed in a QEP Toolbox that provides resources and ideas to faculty who are new to contextualization.

QEP Steering Committee Co-Chairs:

Debbie Karl, Associate Vice-President of Student Learning (debbie.karl@tstc.edu)

Terra Alvarado, Department Chair of Developmental Education (terra.alvarado@tstc.edu)