

**TEXAS COLLEGE**  
**2404 North Grand Avenue**  
**Tyler, TX 75702**

**Institution: Texas College**

**TITLE of QEP: TC! Don't Talk About IT; Write About It**

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**EXECUTIVE SUMMARY**

Texas College's Quality Enhancement Plan (QEP) topic is titled "*TC! Don't Talk About It; Write About It.*" The QEP focuses on improving students' writing skills through a series of interventions that will eventually lead to improvement in student writing.

Texas College's QEP recognizes that the writing skill, when successfully attained and continuously used through reinforcement will enhance greater academic performance for students in all academic fields. This acknowledgement is in line with the Mission Statement of the College, which is "*to ensure that the student body experiences a balanced intellectual, psychological, social and spiritual development aimed at enabling them to become active productive members of society where they live and work.*" In addition, the QEP will help Texas College to achieve a key institutional outcome in its Strategic Plan, which focuses on having students gain a command of the use of communicative skills both written and verbal.

In order to attain these goals "TC! Don't Talk About It; Write About It" has the following objectives and outcomes:

1. *Students will demonstrate the ability to use the rules of Standard Written English such as grammar, punctuation, spelling, diction and mechanics in writing assignments; and*
2. *Students will compose effective writing that addresses purpose, audience, and voice.*

The attainment of the above outcomes will be determined by students' writing performance gauged by two itemized and graduated rubrics (the Essay Rubric for SLO 1 and the Voice Rubric for SLO 2) that will identify the students' level of expertise and competence.

The attainment of these above outcomes will be determined by students' writing performance gauged by two itemized and graduated rubrics (the Essay Rubric for SLO 1 and the Voice Rubric for SLO 2) that will identify the students' level of expertise and competence. Furthermore, the results of the performances collected from the data from the pretests and posttests, the signature essay assignments, and the continuous classroom recursive activities each semester will act as a foundation for the revamping of the curriculum to highlight continuous writing and remediation activities through tailored assignments and intensive tutorial services, and faculty development and the intensive use of instructional technology to enhance effective writing and to assess the success of the plan.