



Executive Summary

The Guilford College Quality Enhancement Plan: **Enhancing Student Writing Through Writing in the Academic Programs**

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Based on the premise that all students should learn how to produce representative forms of writing common to their major fields, Guilford College's Quality Enhancement Plan (QEP) aims to improve student writing and learning by enhancing writing instruction in courses required to complete a representative number of academic majors. Since national studies indicate that although writing skills are vital to student success during and after college, too many graduates of the nation's institutions of higher education lack the writing skills demanded in the workplace. In addition, Guilford College's internal data, based on results from both national and institutionally generated assessment tools, reveal that in spite of the institution's emphasis on writing, the writing competence of its students needs significant improvement.

In general terms, the QEP aims to produce consistent learning outcomes for student writing and harmony between writing instruction in foundations courses in courses in the majors. It specifically aims to have accomplished the following objectives at the end of five years: (1) at least 35% of all academic programs will include an intentional writing component in at least one course; (2) augmentation of educational support services and technologies that facilitate the learning and teaching of writing; (3) after five years, students completing participating majors will demonstrate better writing skills than those who did not

The courses developed for the QEP will include the following four learning outcomes, based on the "Outcomes Statement" of the Council of Writing Program Administrators (WPA): (1) rhetorical knowledge; (2) critical thinking, reading and writing; (3) process; and (4) knowledge of conventions.

To assure adequate educational support for the QEP the College will create a Writing Studio in the Learning Commons staffed by professional and student tutors trained in discipline-specific genres to serve as liaisons with participating academic majors and as mentors to students serving as Writing Fellows. The College's department of Information Technology and Services will provide technical support for faculty who incorporate innovative technology into their courses. The College will also enhance bibliographical instruction and instruction since more students will be enrolling in discipline-specific writing and research courses.

In 2008-2009, after a planning year (2007-2008), faculty teaching in participating programs will assess writing in selected QEP courses using the common rubric adapted to their program. The QEP Director and Director of Institutional Research and Assessment will summarize the assessment results and, as appropriate, recommend curricular modifications to the Educational Policy Committee.