



**Writing as the Cornerstone
of College Success**



Executive Summary

Vance-Granville Community College (VGCC) has selected *Writing as the Cornerstone of College Success* as the topic for its 2022-2027 Quality Enhancement Plan (QEP). This topic emerged from our institution’s ongoing, comprehensive planning and evaluation processes as well as our strategic planning and Achieving the Dream (AtD) work. Furthermore, it strongly reflects VGCC’s overall mission “to educate, inspire, and support a diverse community of learners to achieve professional and personal success.”

Writing as the Cornerstone of Student Success, focuses on three strategies to improve students’ writing skills in ENG 111 with the overall goal to support their educational success in future courses through completion of their intended academic program. Since almost all students at the college take ENG 111, improving their writing ability as a workforce skill would allow the college to impact more students with better course success, student persistence, and institutional completions.

The **three QEP strategies** to improve students’ writing skills focus on building relationships, early academic intervention, and reflective writing:

- Strategy A: Students will establish an early relationship with their ENG 111: Writing and Inquiry instructor through individual meetings.
- Strategy B: Students earning less than a C on the first ENG 111: Writing and Inquiry essay will be required to seek additional academic support.
- Strategy C: Students will incorporate reflection and reflective writing activities in ENG 111: Writing and Inquiry.

Multiple levels of **evaluation and assessment** are utilized throughout the implementation of the QEP, which include the following short-term, medium-term, and long-term measurable outcomes:

- Short-term: Improve ENG 111 course success rates for all student groups to better align with the overall average institutional course success rates.
- Short-term: Reduce ENG 111 withdrawal rates to better align with the overall average institutional withdrawal rate.
- Medium-term: Improve ENG 112 course success rates for all student groups to better align with the overall average institutional course success rates.
- Long-term: Improve student persistence-to-completion of the individual student’s degree/certificate program as measured by the Integrated Postsecondary Education Data System (IPEDS) graduation rates.

QEP Co-Coordinators:

Dr. Brandy Bowling, Dean of Arts & Sciences, bowlingb@vgcc.edu

Mr. Jason Bryan, English Instructor, bryanj@vgcc.edu

SACSCOC Liaison:

Mrs. Julie Hicks, Director of Planning & Research, hicksj@vgcc.edu