

QEP: Packways for All: Learning by Doing

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Faculty Senate

Holly Hurlburt

Interim Director, QEP

What is a Quality Enhancement Plan?

- SACSCOC defines QEP as:
 - A university-wide, continuous improvement project.
 - iterative and monitored for progress to the desired outcomes.
- Further, SACSCOC notes that the QEP:
 - reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue that NC State considers important to enhancing student learning/student success.
 - is identified through university's ongoing strategic planning and evaluation processes.
 - has broad-based support of institutional constituencies.
 - has a plan to assess outcomes.

QEP Development Process

Pre-Proposal Phase

- Fall 2021 through Spring 2022
- Call for Pre-Proposals launched October 27, 2021
- **Identify QEP topics**, focus areas and target students
- Build **broad-based support** for the QEP across campus

Proposal Phase

- Summer 2022 through Spring 2023
- **Further** articulate QEP topic and alignment to institutional strategic plan
- **Propose** implementation, assessment and evaluation plans

Planning Phase

- Spring 2023 through Fall 2023
- **Refine and finalize**
 - Definitions
 - Scope of impact (outcomes)
 - Implementation, assessment and evaluation plans
- Develop detailed funding and resource allocation plans

Learning by Doing - QEP Development Steering Committee

<p>Kimberly Ange-Van Heugten, faculty, CALS and Faculty Senate</p>	<p>Kim Duckett, Research Engagement, University Libraries</p>	<p>Chester Miller, Director, Residential Learning, DASA (proposal team)</p>
<p>Marcy Bullock Career Development Center, DASA (proposal team) & Kelly Laraway, CDC, DASA</p>	<p>Holly Hurlburt, Assoc. Dean of Academic Enrichment, University College, DASA (proposal team, interim QEP director)</p>	<p>Seth Murray, Program Director, International Studies, and faculty, CHASS (proposal team)</p>
<p>Jennifer Capps, I&E, OUIP</p>	<p>Jai Jackson, Ass't Vice Provost for Faculty Engagement; Melissa Edwards Smith, Director of Education and Campus Engagement, OIED</p>	<p>Janice Odom, Director, Caldwell Fellows Program (proposal team) Leah Peck, Dir. of Faculty Global Engagement, OGE</p>
<p>Diane Chapman, Director, OFE and faculty, College of Education</p>	<p>Sharon Joines, Academic Associate Dean, College of Design</p>	<p>Brian Peters, Associate Director, University Advising and Exploratory Studies, DASA</p>
<p>Kirsti Cole, Co-Director, Campus Writing and Speaking Program and faculty, CHASS</p>	<p>Allison Markert, Student Body Vice President</p>	<p>Annaka Sikkink, Employee Development and Engagement Coordinator, Campus Enterprises</p>
<p>Fashaad Crawford, VP OAA, SACSCOC Liaison (Ex Officio)</p>	<p>Herle McGowan, faculty, COS, and Faculty Senate</p>	<p>Nancy Whelchel, Ass't Vice Provost for Institutional Survey Research & Analysis</p>

Working Definition: HIEs @ NCSU: We define HIEs as *immersive student experiences that deepen knowledge and hone skills in and beyond the classroom. These sustained opportunities empower all NC State students, whether alone or in collaboration with one another, to make and communicate connections across their collegiate experience, to learn and grow through structured reflection, and to better assess and integrate their personal and professional goals. By equipping students with tools for lifelong learning, HIEs prepare our students to thrive in a dynamic, diverse, complex world.*

Why 'HIEs'?

OUR QEP must be centered on the student – and what matters most is what they *experience*. This terminology also allows us to embrace and expand upon the pedagogies of High Impact Practices (HIPS) and Experiential Learning.

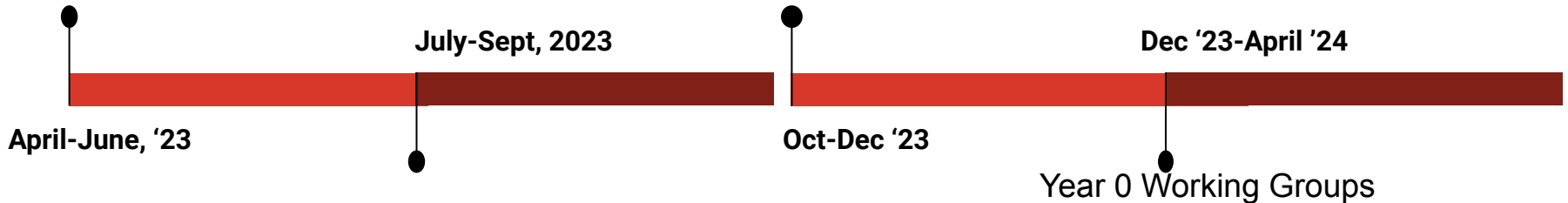


Reflection: “a continual interweaving of **thinking and doing**”
D. Schön, *The Reflective Practitioner*, 1983

Goal	SACSCOC SLOs & Measurements	Justification
<p>NCSU students will understand and articulate the value of high-impact experiences (HIEs) as integral components to their academic, personal and professional goals (Wolfpack 2030 1.3.2)</p>	<p>Outcome: 1st year/1st year transfer students will identify how to access HIEs and discuss their value for academic/professional success. Measure: ISA 2nd year survey; sample of reflection responses</p>	<ul style="list-style-type: none"> • HIEs increase deep learning, provide real world experience and increase persistence • 1st gen students and students from underrep'd groups participate at a lower rate in HIPS than others (NSSE 2020)
<p>Students will have access and clear pathways to HIE participation early in their NCSU careers (Wolfpack 2030 1.2.3)</p>	<p>Same as above</p>	<ul style="list-style-type: none"> • Barriers include time, money, impostor syndrome and awareness of value (1st Gen Symposium, NCSU Nov '22) • Students benefit from more than 1 HIE
<p>Students will receive guidance in critical reflection practices in at least 1 HIE to enhance academic well being, career readiness and life-long learning (Wolfpack 2030 1.1)</p>	<p>Outcome: Participants in HIEs will demonstrate critical reflection skills, evaluating the value of the experience for personal/professional goals. Measure: sample of reflection responses, modified DEAL rubric</p>	<ul style="list-style-type: none"> • 97% of entering freshmen/99% of entering transfer students feel reflection is a very or moderately important educational goal (ISA Freshman/Transfer survey 2022) • Reflection enhances metacognition, self-awareness and integration of learning
<p>Graduates will demonstrate HIE achievements and competencies to themselves, stakeholders, future employers via microcredentials and/or e-portfolio (Wolfpack 2030 1.1.3)</p>	<p>Outcome: Graduating students will articulate transferable skills gained in HIEs and translate them into an increased sense of greater personal and professional preparedness. Measure: ISA Senior, Alumni survey, reflection responses</p>	<ul style="list-style-type: none"> • Only just over 1/3 of graduates felt NCSU did an 'excellent job' preparing them for 1st job: • 22.5% felt NCSU did average, fair or poorly (ISA Alumni Survey 2021)

Packways Proposal Timeline Year 0

- QEP Selection Announced (April)
- Constituents Meetings (campus wide stakeholders, 2 meetings May-June)
- Steering Committee creates working definition, Year 0 groups, implementation plan, data gathering, working outcomes
- Student Focus Groups
- HIE campus inventory
- Director gathers input from constituents (OFE, AADA, Faculty Senate, Staff Senate, Dean’s Council DASA Leadership, Student Gov’t)
- QEP Proposal due (mid- Dec)



- Steering Committee formed
- QEP proposal writing begins
- Interim Director hired (Sept.)
- External Review/Summary submitted to SACS
- Constituents meeting (Libraries)

- Student Messaging Communication Plan
- Communication Plan for Campus Engagement
- Selection of Programs for Year 1 Pilot
- Prof. Development: Critical Reflection
- Prof. Development: Integrating HIEs into advising & curricula
- Rubrics and Assessment Tools

Phase I, Year 1 (2024-25)

- Pilot freshmen/ transfer student marketing campaign (begin w orientations, WWW)
- Continue student focus groups for barrier data
- Run pilot reflection/data collection/assessment in group of pre-determined HIEs (e.g.WPWS, COE 1st Yr, 1 LLC, library student employees)
- 1st cohort faculty/staff/ advisors completes training

Assess & Adjust

Phase II (2025-2027)

- Refine student marketing campaign, address barriers
- Launch Packways Student Champions program
- Expand Packways to a larger volume of HIEs (facilitators trained, programs vetted)
- Student opportunities grant
- Faculty/staff design/refine HIE grant
- Build/purchase platform (e-portfolio, transcript, microcredentials, data)

Phase III (2027-29)

- Expand Packways to a larger volume of HIEs (facilitators trained, programs vetted)
- Launch infographics plan
- Continue student, fac/staff grant programs
- Develop curricular maps w/ colleges/programs to integrate HIES into academic planning
- Implement Recruitment and Development plans

Assess & Adjust

**Thanks for your time.
Questions? Comments? Feedback?
Want to help?**



Check for updates soon:

<https://provost.ncsu.edu/assessment-and-accreditation/accreditation/quality-enhancement-plan/>